

Webbers Falls Public Schools
Emergency Operations Plan



**HOME OF THE
WARRIORS!**

BASIC PLAN

This EOP guidance can be used by your school district in developing or revising each site's Emergency Operations Plan (EOP). The EOP guidance may be used in its entirety or in part. School districts, schools, and community partners such as law enforcement, fire departments, public health agencies, emergency management services, and hospitals should work together as a planning team to adapt the plan to the unique needs of the district and their greater school community.

The process of developing, implementing, and maintaining a viable all-hazards response capability is derived from the Federal Emergency Management Agency (FEMA). FEMA developed the *Comprehensive Preparedness Guide (CPG) 101, Version 2, November 2010*, which includes key elements of a viable EOP that have been incorporated in this document. *The Guide for Developing High-Quality School Emergency Operations Plans*, U.S. Department of Education Office of Safe and Healthy Students was also utilized in developing this Oklahoma Department of Education (OSDE) model EOP. The minimum requirements for school EOPs are outlined in Title 63 § 681 of the Oklahoma Statutes.

Planning Limitations

No guarantee of an incident management system or an approach to emergency planning is implied by the use of this emergency operations plan (EOP). As each situation is unique Webbers Falls Public Schools will make every reasonable effort to manage the situation with the resources and information available at the time.

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INTRODUCTION MATERIALS

PROMULGATION

The Emergency Operations Plan (EOP) and supporting materials, is a guide to how the School conducts all-hazards response. To clarify, all-hazards events ([please refer to EOP Section III: Threat/Hazard Specific Procedures](#)) are typically associated with the following categories:

Natural Hazard - These events are emergencies caused by forces extraneous to man in elements of the natural environment. (e.g., earthquake, flood, hazardous weather, public health emergency).

Technological Hazard - These incidents involve materials created by man and that pose a unique hazard to the general public and environment. The jurisdiction needs to consider incidents that are caused by accident (e.g., mechanical failure, human mistake), result from an emergency caused by another hazard, or are caused intentionally. (e.g., infrastructure/utility disruption, radiological, or hazardous material release).

Human-caused - These are disasters created by man, either intentionally or by accident. (e.g., criminal or violent behavior, intruder, civil unrest, active assailant, terrorism).

Biological Hazard – These incidents include infectious diseases such as pandemic influenza and meningitis, contaminated food outbreaks, and toxic materials released in and/or near the school facility.

More guidance on all-hazards planning may be found in Section III: Threat/Hazard Specific Procedures. The EOP is written in support of emergency management and is built upon the National Response Framework as scalable, flexible, and adaptable coordinating structures to align key roles and responsibility. This plan and contents within shall apply to all Webbers Falls Public Schools administration, staff, and students, and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. Furthermore, it is recommended that community partners supporting EOP procedures maintain their own procedures and actively participate in the training, exercise, and maintenance needed to support this plan.

This plan is intended to capture specific authorities and best practices for managing incidents from the serious but purely local, to large-scale community or regional events, or catastrophic in nature.

Most emergencies follow some recognizable build-up period during which actions can be taken to achieve an appropriate state of maximum readiness. General actions are detailed in the appropriate sections of this document; however, it is acknowledged that disasters are unique occurrences, which require specific resources dependent upon the type, nature, and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions.

This EOP was prepared by Webbers Falls Public Schools staff and approved by senior administration, whereas enabling activities contained within this document to be performed within the school capability. Furthermore, this EOP has been distributed internally within the Webbers Falls Public Schools and with external agencies that may be affected by its implementation.

Webbers Falls Public Schools stipulates that no guarantee is implied by this EOP of a perfect response system. As personnel and resources may be overwhelmed, the Webbers Falls Public Schools can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

Webbers Falls Public Schools Emergency Operations Plan is intended for official use only by faculty, staff, the school board and local, county and State public safety officials. A version of this plan is also intended to inform parents and community leaders. The names and contact information of persons listed in this plan and the key locations of people, assembly points, equipment, supplies, and facility operating devices are considered confidential. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of students, faculty and staff.

APPROVAL AND IMPLEMENTATION

This plan shall apply to all Webbers Falls Public Schools students, faculty, and staff and others participating in protection, prevention, mitigation, preparedness, response, and recovery efforts. Furthermore, the EOP may be applied to any school-sponsored events, whether on or off property, and all public or private school-sanctioned activities.

The Webbers Falls Public Schools Superintendent Chris Whelan, or designee, shall be responsible for plan oversight and coordination with applicable community partners. This EOP is based on the “all-hazards” concept and plans for natural, technological, biological, and human-caused disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions formerly referred to as the WF Emergency Response Plan , and is effective immediately upon the signing of signature authority noted below.

Approval Signature:

Superintendent and/or Principal

District/School Name:

Webbers Falls Public Schools

Date:

School Board President

School Board Vice President

School Board Secretary

School Board Member

School Board Member

School Board Member

Approval Signature:

Superintendent and/or Principal

District/School Name:

Webbers Falls Public Schools

Date:

Your signature on this receipt indicates that you have received a copy of the Webbers Falls Public Schools School District’s Emergency Operations Plan. It does not signify approval, review, or agreement on the part

DISTRICT LEVEL SIGNATURE PAGE AND ACKNOWLEDGEMENT OF RECEIPT BY COMMUNITY PARTNERS

of you or your organization, or the City/County of Webbers Falls to adhere to the contents within. It is for informational purposes only. This plan remains the property of the Webbers Falls Public Schools District, which reserves the right to modify it any time.

Representative's Name:

Webbers Falls Police Department

Signature:

Representative's Name:

Webbers Falls Department

Signature:

Representative's Name:

Muskogee County Emergency Management Agency

Signature:

Representative's Name:

Muskogee County Public Health Department

Signature:

PURPOSE, SCOPE, ORDER OF SUCCESSION, SITUATION, AND ASSUMPTIONS

PURPOSE

The purpose of the Webbers Falls Public Schools Emergency Operation Plan is to outline the school's approach to emergency operations and to enable local, state and federal coordination in addition to public/private support. It provides general guidance for emergency management activities. The EOP and its contents describe the school emergency response organization and assigns responsibilities for various emergency tasks. Specific support materials found in the EOP Sections beyond the Basic Plan, or in annexes and appendices, may describe details of who does what, when and how, or provides additional information in support of potential emergency response actions. Additionally, the EOP describes capabilities and resources, as well as establishes responsibilities and operational processes, to help protect the school from natural, technological, biological, and human-caused hazards; with the primary objectives to save lives and protect public health, property, and the environment, and, reduce adverse psychological consequences and disruptions.

Although emergencies/disasters and catastrophic incidents typically result in impacts far beyond the immediate or initial incident area, the EOP provides a framework to enable the management of cascading impacts and multiple incidents as well as the prevention of and preparation for subsequent events.

The Webbers Falls Public Schools Emergency Operation Plan supports the school and the district general operating procedures. It is the responsibility of those referenced in this plan to integrate their departmental policy, procedures, and emergency management activities such as task performance and organization, while also participating in training, exercises and plan integration and maintenance needed to support a collective process. Additionally, the Plan:

- Empowers employees in an incident to act quickly and knowledgeably;
- Informs students, faculty, and staff, and trains key stakeholders on their roles and responsibilities before, during, and after an incident;
- Provides other members of the community with assurances that the Webbers Falls Public Schools has established policy and procedures to respond to incidents/hazards in an effective way;
- Establishes intra-agency and multi-jurisdictional mechanisms for involvement in, and coordination of, incident response and recovery operations;
- Provides guidance for emergency operations and the utilization of all available Webbers Falls Public Schools and government resources for the protection of lives, property, and the continuance of school operations in an emergency.

It is the district Superintendent that is the responsible authority to direct the response involving an incident occurring on property, or at any Webbers Falls Public Schools event sponsored or sanctioned. This plan and all contents contained herein shall apply to all Webbers Falls Public Schools students, faculty, staff and visitors, and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. An incident or event influencing Webbers Falls Public Schools may also affect the surrounding community; therefore, this plan shall support community emergency operations and any supporting Memorandums of Understanding (MOU) and/or Memorandums of Agreement (MOA).

The scope of the EOP applies to incidents and/or events of all sizes, including those that exceed the school response services and capabilities that may result in activation of the local emergency operations center. MOUs/MOAs in coordination with additional support requested from local, state, and federal entities may be activated.

The Webbers Falls Public Schools EOP outlines the expectations of faculty and staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability of the EOP; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and response/recovery for Webbers Falls Public Schools.

ORDER OF SUCCESSION

A pre-identified order of succession allows for continuity of leadership if the established senior leader is not available. This ensures the decision-making authority and operational control is clear so that critical emergency functions can be performed in the absence of the authorized District Administrator.

- Primary Decision Maker – Chris Whelan, Superintendent
- First Successor – Lisa Ward, Principal
- Second Successor – Jordan Garner, Principal

SITUATION OVERVIEW

Webbers Falls Public Schools is a stakeholder in the local and state disaster risks. The Webbers Falls Public Schools is exposed to hazards, which have the potential for disrupting the school community and causing widespread damage and casualties. Such hazard exposure may include geographic location, population concentration to include demographics, buildings, rail, air and highway traffic. Other risk factors may include: floods, tornadoes, terrorist activities, fires, explosions, transportation accidents, pandemic and other infectious diseases, shooting, school collapse, tornado, bomb threats, hostage situation, utility outage, neighborhood disturbance, food poisoning, armed intruder, etc.

The Webbers Falls Public Schools participated in the hazard assessment process, utilizing community partners, such as emergency management, law enforcement, fire services, local public health department and private entities where applicable, to determine the threat and risk for the school and surrounding community.

The school works with the law enforcement, county health department, fire services and emergency management staff of the following city(ies) Webbers Falls and/or county(ies) of Muskogee when deemed appropriate by the district/school. A cooperative working relationship and team approach between the school and municipal governments for emergency response is seen as a major responsibility for which the school supports. Prevention, protection, response, and recovery capability consideration, along with the adequate training, equipment, and personnel needs may be coordinated. The school is dependent upon the local municipalities and county for fire suppression and rescue services, major hazardous material response capabilities, EMS, bomb squad response, public health guidance, law enforcement tactical responses, support from emergency management, and assistance in emergency operations staffing.

The Webbers Falls Public Schools has assigned the following staff, **Elementary and High School Principal** to address emergency preparedness. In addition to supporting **Mayor, Police Chief and Fire Chief of Webbers Falls** and to the degree possible, the school has adopted and supports FEMA emergency management practices, protection, prevention, mitigation, preparedness, response and recovery in their planning process, and is committed to developing and exercising plans in addition to training and exercising with local populations.

Webbers Falls Public Schools **BUILDING INFORMATION** is located on and includes 5 acres and includes 1 school site. This District EOP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

POPULATION

Population Type	Population Amount
Students	312
Teachers	28
Administrators	3
Office/Support Staff	3
Cafeteria Staff	3
Maintenance/Custodial Staff	3
Teaching Assistants	6

FUNCTIONAL NEEDS POPULATION

Oklahoma Department of Education is committed to the safe evacuation and transport of students and staff with functional needs. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing cast, etc. Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is located at each school principal's office. A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is located at each principal's office.

Needs	Population	Mobility Assistance Needed
Limited English Proficiency	5	No
Blindness or Visual Disabilities	0	Yes
Cognitive or Emotional Disabilities	10	Yes
Deafness or Hearing Loss	0	No
Mobility/Physical Disabilities	0	Yes
Medical Fragile Health (Including Asthma and Severe Allergies)	1	Yes

PLANNING ASSUMPTIONS

The Oklahoma Department of Education EOP is based on the following planning assumptions and considerations as presented in this section. Any employee of Webbers Falls Public Schools may be tasked by this EOP.

School officials and representatives recognize their responsibilities for the safety and well-being of students, staff, and visitors; and assume their responsibilities in the implementation of this EOP.

External resources may be requested to assist the school.

In most cases, law enforcement or fire service personnel will assume Incident Command, or establish a unified command, depending on the type of emergency.

Incident management activities will be initiated and conducted using the Incident Command System, contained in the National Incident Management System (NIMS).

Outside assistance will likely be available in most emergencies affecting the school. Although these procedures define procedures for coordinating such assistance, it is essential for the school to be prepared to carry out disaster response and short-term actions on an independent basis, or in the event, the incident is community or region wide.

It is possible for a major disaster to occur any time and any place in or near the school. In some cases, timely dissemination of warnings and increased readiness measures may be possible. However, many disasters can, and may occur with little or no warning.

Proper implementation and understanding of these procedures through training and exercising will reduce or prevent disaster-related losses.

Emergencies on the school grounds may involve multiple responding departments and agencies including, but not limited to, local law enforcement, county health department, fire services, emergency management, environmental health and safety, emergency medical services, and appropriate school, city, county, state and federal agencies.

Other schools operating on the Webbers Falls Public Schools property shall coordinate their emergency actions with this EOP.

GENERAL

It is the responsibility of the school to protect life and property from the effects of emergency situations within its own jurisdiction. Webbers Falls Public Schools has the primary responsibility for initial emergency management activities. Concept of Operations information located in this section is designed to give an overall picture of incident management. It will primarily clarify the purpose and explain the school's overall approach to an emergency (i.e., what should happen, in what sequence and at whose direction).

Top priorities for incident management are to:

Protect and save lives, and protect 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.

An emergency, as used in this plan, is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

- 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 the “all-hazards” concept and is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership.

The school concept of operations is that the emergency functions of various departments and agencies involved in emergency management will generally parallel normal day-to-day functions or operations. Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency. The efforts that would normally be required for those functions will be redirected to the accomplishment of emergency tasks by the school.

The Webbers Falls Public Schools EOP addresses preparedness activities embedded within the key areas of emergency planning.

KEY AREAS OF EMERGENCY PLANNING AND INCIDENT MANAGEMENT

In the event of an incident, the **Oklahoma** Department of Education will utilize these definitions ([Guide for Developing High-Quality School Emergency Operations Plans—p. 2](#)) that are predicated on an all-hazard approach. There is acknowledgement that most responsibilities and functions performed during an emergency are not hazard specific. Likewise, these procedures account for activities pre-incident, incident, and post-incident; consequently, key areas are noted as the following:

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 (CIKR) is vital to local jurisdictions, national security, public health and safety and economic vitality.
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. 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.

5. Recovery – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services to the School 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 improved state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

NIMS provides a consistent, standardized approach to incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not a response or resource allocation plan. NIMS represents a core set of principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

NIMS components integrated into this plan include:

- Resource Management - describes standard mechanisms to systematically manage resources, including personnel, equipment, supplies, teams, and facilities, both before and during incidents in order to allow organizations to more effectively share resources when needed.
- Command and Coordination - describes leadership roles, processes, and recommended organizational structures for incident management at the operational and incident support levels and explains how these structures interact to manage incidents effectively and efficiently. The Incident Command System (ICS) falls under Command and Coordination.
- Communications and Information Management - describes systems and methods that help to ensure that incident personnel and other decision makers have the means and information they need to make and communicate decisions.

Within capabilities and working with community partners, the Webbers Falls Public Schools integrates NIMS and the use of the Incident Command System (ICS) in accordance with the Homeland Security Presidential Directive (HSPD) 5. Additionally, the Oklahoma Department of Education and the Oklahoma State Minimum Requirements for schools, has provided guidance as to “key personnel,” such as executive leaders, general personnel, Command Staff and Incident Managers, to complete specific courses in order to support NIMS implementation.

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities will be organized and coordinated to ensure efficient incident management. NIMS/ICS is used to manage incidents and major District/School planned events. The school ICS approach is used in all phases of incident management, including pre-incident activities, incident and post-incident.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

EMERGENCY OPERATIONS PLAN ACTIVATION AUTHORITY

The Webbers Falls School Administration and Local Authorities is/are typically the responsible authority for directing emergency measures for the school or district and is provided the authority to activate this EOP.

The Webbers Falls School Administration and Local Authorities will obtain information on the nature of the incident and assessment of the situation and will make the determination of next steps and assume the role of, or delegate the role of, incident commander if the situation warrants.

An incident warranting multi-jurisdictional resources, emergency response activities will employ the Incident/Unified Command System (ICS) structure.

Timely warnings of emergency conditions are essential to preserve the safety and security of the school or district community and critical to an effective response and recovery. Direction on communications may be found in the [Communication Section of the Basic Plan](#). Additional information may be obtained at the District level in the Superintendents Office.

ORGANIZATION

Emergency Management for Webbers Falls Public Schools is comprised of the following:

POLICY GROUP

The Policy Group is comprised of senior/executive positions such as: Superintendent, School Board President, other persons who would be able to make high level decisions at the school.

- **Chris Whelan, Superintendent**
- **Terry Hayes, WF School Board President**
- **Elementary and High School Principal**

In complex incidents, the Policy Group will be convened at Webbers Falls City Hall

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)

SCHOOL POSITION ROLES AND EXPECTED ACTIONS

DISTRICT DEPARTMENTS

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

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.

	Department	Departmental Duties and Responsibilities
Ex.	Transportation	Upon learning of an incident, the Transportation Coordinator/Director will report directly to the Incident Commander for assignment unless otherwise notified.
1.	John Hicks, Transportation Director	Upon learning of an incident, the Transportation Coordinator/Director will report directly to the Incident Commander for assignment unless otherwise notified.
2.	Judy Treadwell, Nurse	Director will report directly to the Incident Commander for assignment unless otherwise notified.
3.	Amy Duke, Food Service	Director will report directly to the Incident Commander for assignment unless otherwise notified.
4.	Mark Turley, Maintenance	Director will report directly to the Incident Commander for assignment unless otherwise notified.
5.	Justin Carter, Custodial	Director will report directly to the Incident Commander for assignment unless otherwise notified.
6.	Megahn Johnson, Teachers Group	Director will report directly to the Incident Commander for assignment unless otherwise notified.
7.		
8.		

PRINCIPAL/BUILDING ADMINISTRATOR

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still 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.

TEACHERS

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

Responsibilities may 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 command 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. Consider training school staff in first aid, CPR and Stop the Bleed.

INSTRUCTIONAL ASSISTANTS

Responsibilities may include assisting teachers as directed.

COUNSELORS, SOCIAL WORKERS, and PSYCHOLOGISTS

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

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 may 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 may 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 condition of school.

SCHOOL SECRETARY/OFFICE STAFF

Responsibilities may include:

- Answer phones and assist in receiving and providing consistently factual information to callers as approved by the Incident Commander and Public Information Officer (PIO).
- 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, acting as messengers, etc.

FOOD SERVICE/CAFETERIA WORKERS

Responsibilities may 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/BUS DRIVERS

Responsibilities may include:

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

DIRECTION, CONTROL, AND COORDINATION

- Transport individuals in need of medical attention.

OTHER STAFF (ITINERANT STAFF, SUBSTITUTE TEACHERS)

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

STUDENTS

Responsibilities may include:

- Cooperate during emergency drills and exercises, and during an emergency situation.
- Learn to be responsible for themselves and others if the emergency warrants.
- Understand the importance of not being a bystander by reporting situations of concern to appropriate staff.

PARENTS/GUARDIANS

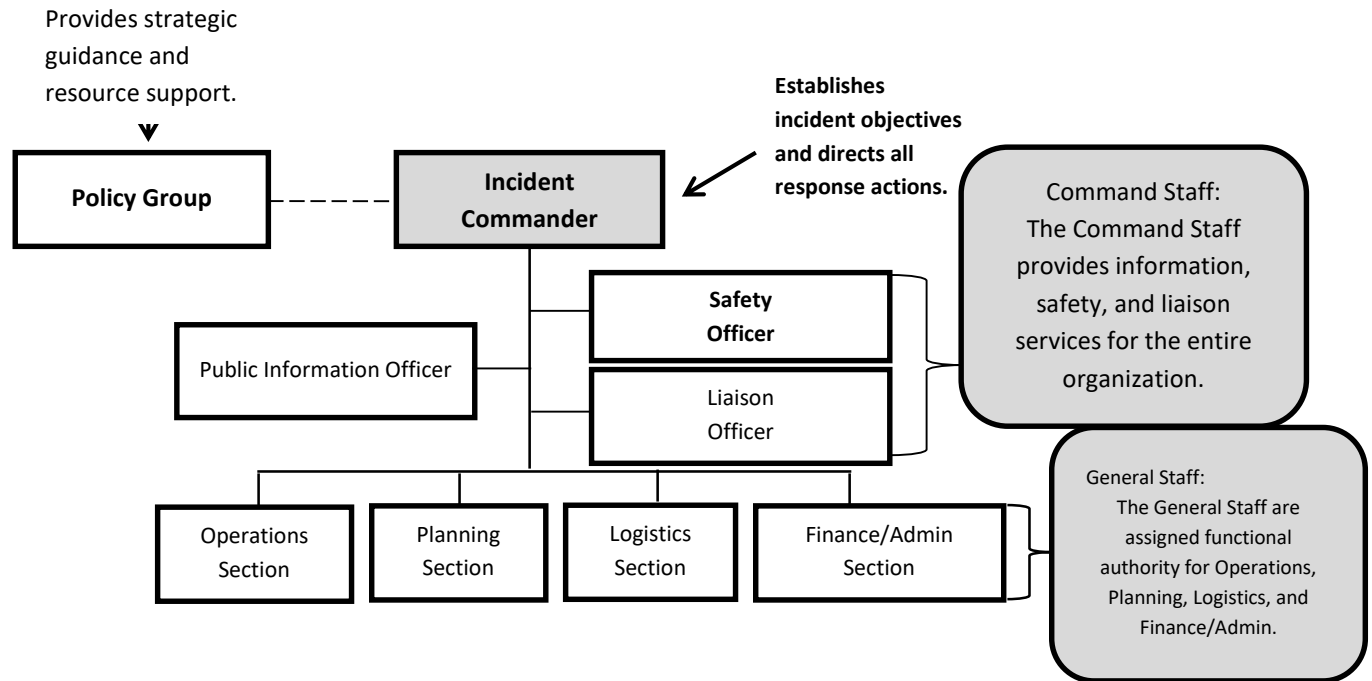
Responsibilities may include:

- 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.

The Incident Command System (ICS) organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. As incident complexity increases, the organization expands from the top down as functional responsibilities are delegated.

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

INCIDENT COMMAND SYSTEM



The Webbers Falls Public Schools 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 authorities of the first-responder community, i.e. emergency requiring law enforcement or fire services, etc., Command will transition, or form a Unified Command structure, upon the arrival of qualified first responders. A transfer of command briefing should occur when feasible.

INCIDENT COMMAND POST

The Incident Command Post (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. Every incident must have some form of an ICP.

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
- Is the on-site headquarters for the Incident Commander, Command Staff and General Staff; and
- Serves as a field collection point for tactical intelligence and analysis

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:

- Life safety
- Protect public health
- Incident stabilization
- Property and environment preservation
- Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene, and 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.

School-related responsibilities and duties may include:

- The first staff person on scene will assume the role of Incident Commander until a more qualified individual can assume command.
- The Incident Commander is delegated the appropriate authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources.
- Establish the Incident Command Post (ICP), the incident organization, and determine strategies to implement protocols and adapt as needed.
- 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.
- 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 PIO.
- 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 more fully in Section II—Functional Annexes.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.

- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the Policy Group informed of the situation.

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.

Additionally, the Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Within Unified Command, law enforcement would not tell school personnel how to manage, i.e. parent-student reunification, etc., or tell the firefighters how to do their job.

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 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.

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 may include:

- Implementation of Functional and Threat/Hazard annexes.
- Monitor site security and utilities.
- Establish medical triage/treatment with staff trained in first aid and CPR.

COMMUNICATION

- Organize psychological first aid services for those in need.
- Document all activities.

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.
- Participate upon request with community partners in the development of an Incident Action Plan (IAP).

LOGISTICS SECTION

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.

Additional responsibilities may include:

- Establish and oversee communications center and activities.
- Coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

FINANCE/ADMINISTRATION SECTION

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for employees, 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.
- Monitor and track expenses, financial losses, and secure all records.

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

Communication is a **EMERGENCY PUBLIC INFORMATION** critical part of incident management. This section outlines Webbers Falls Public Schools communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

NOTIFICATION AND WARNING

Timely warnings of emergency conditions are essential to preserve the safety and security of the

COMMUNICATION

school community and critical to an effective response and recovery.

- Upon learning of an emergency and assessing need for local agency support such as law enforcement or fire services, School Administration or designee will call 911.
- Notification to key Webbers Falls Public Schools administrators, departments and personnel for emergency response as follows:
 - District and/or school personnel shall relay threat information, warnings, to ensure the school community is notified.
 - Staff shall respond according to their procedures for emergency operations, unless otherwise dictated by the event.
 - Emergency notifications, warnings and alerts will typically be disseminated within the school or district using items such as, voice command, intercom system, email, the school radio or television system, or other modes.

In any case, it is important for the communication hubs to be notified of the emergency to ensure all appropriate notifications are made. Multiple communication strategies and back-up systems may be used Webbers Falls School Website, Facebook Page and Automated calling system.

In the event that a crisis occurs on school property, the Public Information Officer will be notified as soon as possible to report to the Incident Command location. The PIO will ultimately be responsible for the communications efforts relative to the crisis.

NON-EMERGENCY EXTERNAL COMMUNICATIONS

For a detailed plan of emergency public information, 200 S. Stand Waite Blvd, Webbers Falls, OK.

During an incident the school expects to receive a high volume of calls seeking information as to the welfare of students, staff and faculty from concerned parents, relatives, spouses, friends and loved ones. The surge in volume of calls to the school main numbers may quickly exceed the system capabilities.

ADMINISTRATION, FINANCE, AND LOGISTICS

The school EOP utilizes existing program expertise and personnel to provide prevention, protection, mitigation, preparedness, response, and recovery efforts of post event consequences. The EOP is structured according to The Guide for Developing High-Quality School Emergency Operations Plans, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students Washington, DC, 2013, while also striving to follow the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). The format for this EOP template is also in alignment with Developing Multi-Hazard Emergency Operations Plans for Schools courses MAG 364, E0364, and E0361 which are offered at the state and national level.

PLAN DEVELOPMENT AND MAINTENANCE

The Webbers Falls Public Schools shall oversee or coordinate with community partners the following EOP actions:

- The EOP shall be reviewed annually and modified as necessary by through the Safe School annual meeting.
- The school EOP shall be coordinated with the District and when possible, community partners that may be affected by EOP implementation, in an effort to ensure consistency and compatible of their 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.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend scheduled EOP training and exercise activities.

TESTING, TRAINING, AND EXERCISE

The development of the EOP Training and Exercise Schedule is a key component of the school's ability to respond to an emergency situation. It is recommended that appropriate district and school staff have a general understanding of what Webbers Falls Public Schools role will be during an event and the

PLAN CONTACT INFORMATION

expected response protocol. Therefore, training and exercise opportunities will provide the required background and understanding of staff roles.

- EOP training opportunities, as well as review of preparedness or response support materials, shall be incorporated into the annual Training and Exercise Schedule.
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend and participate in EOP training and exercise activities.
- It is recommended that the Webbers Falls Public Schools complete exercises with community partners to train school and response personnel and evaluate the adequacy of the EOP.
[Homeland Security Exercise and Evaluation Program \(HSEEP\)](#) guidelines may be used.

NAME	
POSITION	
PHONE	
ALT PHONE	
EMAIL	
DEPARTMENT	

RECORD OF CHANGE

Change Number	Date of Change	Description of Change	Change Made By
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REFERENCES

RECORD OF DISTRIBUTION

DATE	VERSION	NAME AND TITLE	DEPT/AGENCY

This section provides references, guidance documents, and legal authorities for emergency operations and activities.

STATE

1. [Title 63 OK statute §63-681 \(2014\)](#)

FEDERAL

- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707
- Emergency Management and Assistance, Code of Federal Regulations, Title 44.
- Superfund Amendments and Reauthorization Act of 1986, PL 99-499 (Title III, “Emergency Planning and Community Right-to-Know Act of 1986”).
- Comprehensive Environment Response Compensation and Liability Act of 1980, PL 96-510 (CERCLA or “Superfund”).
- County Health Department Security and Bioterrorism Preparedness and Response Act (42 CFR Part 73)
- Homeland Security Act of 2002 (CIKR, Intro-2, CPG 101)
- Homeland Security Presidential Directive (HSPD) 3, 5 and 8:
- National Response Framework
- National Incident Management Systems (NIMS)
- Occupational Safety and Health Administration (OSHA) Rule 1910.120
- Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99).
- Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub. L. 104-191. 110 Stat. 1936, enacted 21 August 1996).

Webbers Falls Public Schools

Emergency Operations Plan (EOP)



HOME OF THE WARRIORS!

FUNCTIONAL ANNEXES

FUNCTIONAL ANNEX SPECIFIC PROCEDURES

Resources available in Section II will build upon the EOP by assisting districts/schools in the development or modification of functional annexes and procedures. Functional annexes address all-hazard critical operational functions, including:

- Common procedures, and
- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function. All functional annexes should address:

- Situations under which the procedures may be used.
- Who has the authority to activate the procedure?
- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan. This section presents sample functional annexes. The functional annexes in this template are presented as a guide and not intended to be used as presented as the district/school planning team should “vet” the annexes to represent their actual courses of action when activated during a crisis.

It is important to ensure components of Section II conform to school/district policy and procedures, in addition to local, State, and Federal law. Additionally, best practice includes collaboration with community partners that may include law enforcement, fire service, public health and emergency management as appropriate, when incorporating Section II items into your policy or procedures, and remove any items and/or action steps that are not applicable to your district/school.

The functional annexes included in Section II of the EOP template are not necessarily all inclusive of what should be included in a district/school plan. The decision of what functional annexes to include in a plan should be determined by the district/school planning team with opportunity for review and input provided by community partners.

FUNCTIONAL ANNEXES

On-Site Evacuation	This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds.
Off-Site Evacuation	This annex focuses on relocating students, staff members, and visitors to a predetermined off-site relocation center. Relocation can be accomplished by walking to the off-site relocation center or transport by school bus.
Reverse Evacuation	This annex focuses on moving students and staff from an outside location to inside the school facility. Additional functional annexes may be used consecutively with a reverse evacuation.
Lockdown	This annex focuses on the courses of action schools use to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.
Lockout	This annex focuses on securing classroom and building exterior doors, but regular instruction may continue. This annex may be used when there is a potentially dangerous situation off campus but in close proximity to the school.
Shelter-in-Place	This annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. This annex is typically activated during severe weather conditions or a hazmat situation.
Parent/Student Reunification (PSR)	This annex details how students will be reunited with their parents or guardians after an emergency event.
Communication and Warning	This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

IMPORTANT NOTE: Action steps and information included in the identified functional annexes should not be deemed a complete list of all considerations made during a crisis as situations vary.

ON-SITE EVACUATION

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. Depending on the incident, evacuation can be activated for stand-alone buildings on a campus rather than the entire facility.

Incident Commander

- Incident Commander (IC) will determine need to evacuate, what areas of the facility should be evacuated.
- If necessary, IC will notify emergency response including 911 as well as district office.
- Notification of evacuation will be made by fire alarm, public address system or other means if necessary. If an odor of leaking gas exists, do not use the fire alarm, intercom, or any other electrically operated device, which might cause a spark and ignite an explosion.
- Activate Communication and Warning Annex.
- Direct students and staff to follow evacuation drill procedures and route to predetermined assembly areas. Follow alternate route if normal route is too dangerous.
- IC or designee determines the need to turn off electrical equipment, gas, water faucets, air conditioning and heating system. Notify designated building and/or facilities personnel of this need.
- Verify that building sweeps have occurred according to school emergency operations plan.
- Verify that all occupants safely reported to assembly area.
- Indicate “all clear” when it is safe to reoccupy the building.

Teachers and Staff

- Follow normal evacuation drill procedures to predetermined outside assembly areas unless primary evacuation route is blocked, or IC alters route or assembly areas.
- Take personal and school keys, teacher “Go Kit” to include emergency classroom guide, student roster, Personal Safety Information Form for students who have Access and Functional Needs (AFN), communication devices for students (if applicable), and other materials deemed appropriate by school emergency operations plan.
- Teacher directs students from classroom to assembly area and assigns last person exiting room(s) to close classroom doors and turn out lights. Consider utilizing a “buddy system” with neighboring classroom teacher to ensure all students leave the classroom and building. Leave doors unlocked.
- When outside building, account for all students. Report those absent, in bathroom, nurse’s office, or missing. Specify location of missing students if known.

- For immediate student accountability reporting and for responder intel, utilize red/green card to indicate the following:
- **RED** = Some of your students are missing, or you have additional students that don't belong to your class. "Missing" includes reporting those absent FROM YOUR ROSTER, in bathroom, with nurse or unaccounted for. Specify location of missing students if known.
- **GREEN** = You have all of your students accounted for and have no additional students.
- Document and submit a Student Evacuation Accountability Form to the Incident Commander or designee once arriving at the outside assembly area.
- Stay at assembly area with students until the "all clear" is given to reenter the building or redirected to a different assembly area by the IC.
- A teacher or staff member assigned students who have Access and Functional Needs will be responsible for providing evacuation assistance to the student(s). Refer to individual student Personal Safety Information Form.
- If students and staff remain at their site, the Incident Commander will notify appropriate personnel that the evacuation has ended, and all may return to their respective areas and resume normal operation.

OFF-SITE EVACUATION

The off-site evacuation annex is a guide for relocating students, staff members, and visitors to a predetermined off-site evacuation center. Off-site evacuation can be accomplished by walking to the off-site evacuation location or transport by school bus.

Incident Commander

- Contact the superintendent's office regarding off-site evacuation.
- Contact the transportation department informing transportation of the number of students and staff to be evacuated to include the number of special needs and preschool students requiring transport.
- Activate district emergency response team.
- Contact off-site evacuation (FIRST BAPTIST CHURCH) location to notify of evacuation in process.
- Activate communication and warning annex.

Teachers and Staff

- If students are evacuated off-site, stay with class unless relieved by another staff member.
- Take roll before leaving the classroom, again if boarding a bus, and when you arrive at the off-site evacuation location.
- Report any students missing to the IC immediately.

REVERSE EVACUATION

This annex focuses on moving students and staff from an outside location to inside the school facility, due to a potentially dangerous situation around the school. Additional functional annexes, such as a lockdown or shelter-in-place may be used consecutively with a reverse evacuation. The following are examples:

- Staff and students may be asked to return to their classrooms and resume class activities (i.e. modified lockdown).
- You may also be directed to go into lockdown or shelter-in-place once inside.
- Some situations may call for more extensive sheltering; therefore, specific sheltering areas may be used to maximize the safety of inhabitants.

Incident Commander

- Consider the need to notify emergency response including 911 and Superintendent's office.
- Initiate reverse evacuation procedures.
- Use public address system or other means if necessary, to direct students, staff and visitors to predetermined safe areas. Safe areas may include classrooms, cafeteria/MPR, gymnasium, auditorium or other areas at the school/site identified in the school EOP.
- If safe to do so, direct members of the school emergency response team and/or designees to complete a sweep of the school grounds to ensure all students and official visitors to the school have re-entered the school to a safe area.
- Lockdown, modified lockdown, or shelter-in-place may be activated if needed.
- In consultation with safety officer, determine the need to turn off electrical equipment, gas, water faucets, air conditioning and heating system.

Teachers/Staff

- If safe to do so, personnel not in classrooms should assist the IC with gathering students and guests, directing them to pre-designated areas.
- When the situation allows, teachers carry class rosters in order to facilitate taking roll.
- Close all exterior doors and windows.
- Account for all students. Report those absent, in bathroom, nurse's office, or missing.
- Office personnel will attempt to contact each teacher/safe area for a headcount.

All persons must remain in safe area(s) until notified by the IC or emergency responders for further direction.

LOCKDOWN

This annex focuses on the courses of action schools use to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.

A **lockdown** is called when there is a possibility of a dangerous person on campus that may cause harm to others.

Incident Commander

- Issue lockdown order by announcing a warning over PA system, sending a messenger to each classroom, or other alternate method deemed appropriate by the situation.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Notify emergency response including 911 and the Superintendent's office.
- Turn off the bell system if safe to do so.
- Await further direction from law enforcement.

Teachers/Staff

- From your doorway, quickly check hallway for students and lock classroom/office doors. The teacher must not leave the classroom to secure other areas.
- Lock doors, cover and lock windows, and turn off lights and electronic devices (emergency light can remain on).
- Have students sit on the floor away from doors/windows and out of the line of sight and remain quiet so no noise comes from the classroom or gives away your location.
- Do not open/unlock the door or allow anyone entry/exit until the IC or designee gives the all clear.
- When safe to do so, account for all students. Report those absent, in bathroom, nurse's office, or missing.

Remain calm and wait for information from the IC. Do not call the office.

LOCKOUT

This annex focuses on securing classroom and building exterior doors, but regular instruction may continue. This annex may be used when there is a potentially dangerous situation off campus but in close proximity to the school.

Lockout procedures may be issued when a situation occurs in the community and/or a school's/site's surrounding area where it is necessary to lock all exterior gates, exterior doors, and classroom doors to ensure an intruder cannot enter campus or classrooms. Lockouts are done as a precaution as there does not appear to be imminent danger involving students or staff due to the reported activity.

Incident Commander

- Issue Lockout order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method deemed appropriate by the situation.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Ensure predesignated staff has locked and secured exterior doors, gates, and windows.
- If not directed into lockdown by law enforcement, notify emergency response and 911.
- Notify Superintendent's office.
- Turn off the bell system.
- If necessary, activate communication and warning annex.
- Based on the duration and situation of the Lockout, allow student and staff movement within the campus.

Teachers/Staff

- Lock classroom/office doors.
- Classroom teaching activities may continue.
- Do not open/unlock the door without permission from the IC or until the IC gives the all clear.
- Account for all students. Report those absent, in bathroom, nurse's office, or missing. Report attendance to the principal's administrative assistant or building designee in an email (or other communication device as needed). If using email, type the following in the subject line so the email does not have to be opened:
 - ***"All accounted for"*** if all are present and no additional persons are in your room.
 - ***"Missing John Doe and last known in boys' bathroom in Bldg. C"*** for students or staff unaccounted for and you know their most recent location.
 - ***"All accounted for + student office aide Jones, visitor Mrs. Smith, and custodian Byers"*** when you have additional persons in your room.
- Check phone messages and email at the time of Lockout and periodically thereafter for information. Wait for information from the office. Do not call the office.
- Remain calm and wait for further instructions.
-

SHELTER-IN-PLACE

This annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. This annex is typically activated during severe weather conditions or a hazmat situation. The school emergency response team should identify safe areas in their school in addition to classrooms. Safe areas may change depending on the emergency and may include:

- Classrooms
- Multipurpose room/cafeteria
- Media center
- Gymnasium
- Auditorium
- Lecture hall and classroom as deemed appropriate
- Other locations deemed appropriate by the school emergency response team

Incident Commander

- Issue shelter-in-place announcement by public address system or other means if necessary.
- Direct students, staff and visitors to predetermined safe areas as needed.
- Consider notifying emergency response including 911 and the superintendent's office.
- If safe to do so, direct members of the school emergency response team and/or designees to complete a sweep of the school grounds to ensure all students and visitors to the school have reported to a safe area.

Teachers/Staff

- Follow the direction of the IC to the appropriate safe area.
- Account for all students using attendance reporting protocol for modified lockdowns.
- Teachers/staff members not with students should assist the IC with directing students, staff and visitors to designated safe areas.
- If the nature of the emergency includes the threat of outside airborne contamination, turn off any ventilation leading outdoors.

All persons must remain in safe areas until notified by IC or emergency responders.

PARENT-STUDENT REUNIFICATION

This annex details how students will be reunited with their parents or guardians after an emergency event. Reunification procedures may be issued when a situation occurs that requires a controlled and orderly release of students to their parents/guardians due to an abnormal situation at school. The protocol places emphasis on the safety of students and staff, as well as the accountability of students and staff at all times. The IC should consult with the superintendent or the superintendent's designee to determine when to activate the parent-student reunification annex.

Incident Commander

- Notify staff of decision to activate the reunification plan.
- Notify parents of decision to activate the reunification plan.
- Collaborate with the Public Information Officer (PIO) for the preparation and distribution of the reunification message to parents and guardians.

The Reunification Team is responsible for the effective direction, control, and coordination of safe reunification of students with their parents or guardians, following the procedures outlined below.

- “Student Assembly Area” – where students wait for their parents.
 - This area will only be used when students are not able to remain in their classrooms.
 - Designated classroom teachers will remain with their assigned students in the student assembly area.
- Adult “Request” Area - where parents/legal guardians will report and complete student release paperwork.
- Student “Release” Area - where student is released to parents/legal guardians.
- The adult “Request” and student “Release” areas will be two distinctly separate areas, but they will be in relatively close proximity to one another to reduce extended time of movement from “Request” to “Release”. Also, the two gates should be far enough in distance to alleviate congested waiting areas/lines for both “Request” and “Release”.
 - The adult “Request” and student “Release” areas may be consolidated if there are too few Reunification Team Members to run both locations.
- District personnel will be available to provide assistance to improve the communications capabilities and the provision of services at areas.
- District employees/volunteers arriving to help should have school/site identification badges with photo ID. These individuals will be directed to the Operations Section Chief to sign in and receive assignment.

START-UP ACTIONS

- Team leaders will report to the Operations Section Chief for assignment to the “Request” area, “Student Assembly” or “Release” area.
- Obtain and wear a position identifier, if available.
- Secure the areas against unauthorized access. Mark the areas with signs.
- Set up the “Release” area separate from the “Request” area as deemed appropriate.
- Set up the “Request” area (possibly close to the main student access gate or close to exit point).
- Use alphabetical grouping signs to organize parents if appropriate.
- Have “Student Release Forms” available for parents to complete while in line at the Request area.

REQUEST AREA PROCEDURES

- When a parent/guardian arrives at the Request area, a Team Member will provide the adult a “Student Release Form”, asking the adult to complete the top section.
- Team member will confirm the identity of the adult utilizing a government issued picture identification (driver’s license, military ID, passport, etc.)
- Team member will confirm that the adult is listed on the district Health/Emergency Information Form from the file or student information system.
- Team member will complete the second section (Request Gate) of the Student Release Form and hand it to a Runner.
- The adult will be asked to proceed to the student Release area and wait for the runner to return with the student.
- The runner takes the form and proceeds to the designated classroom or student assembly area where student is being staged.
- Runner shows the Student Release Form to the teacher or designated staff member.
- The teacher completes the Student Release Form (Student Assembly Area Section) and sends the student and form with the runner to the student Release area. Teacher records on roster they maintain that the student has been released to the runner.
- The runner escorts the student(s) to the student Release area for reunification with parent/guardian.

IF STUDENT IS NOT WITH THE TEACHER

- If, the student was never at school that day (absent), is being attended to in the Medical area, has been taken to the hospital, is not available for pickup due to some “other” situation, or is missing, the teacher will make the appropriate entry in third section of the Student Release Form and enter comments to clarify the status.
- Teacher records on roster they maintain that the student is absent, missing, in medical area, other.

- The runner takes Student Release Form to the Command Post.
- The Command Post verifies the student's location if known and directs the runner accordingly.
- If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release area before returning "Missing" forms to the Command Post for verification.

RELEASE AREA PROCEDURES

- The Runner will deliver the Student Release Form to the student Release area. When the runner delivers the Student Release Form and the student, the Team Member will call for the adult picking up the student.
- The adult's identification will again be confirmed utilizing a government issued picture identification.
- The adult will then sign for the student on the Student Release Form and depart the area with the student.

IF STUDENT IS INJURED/OTHER:

- If the student is in the Medical Area, the runner will escort the parent to the Medical Treatment Area.
- If the student was marked absent, the parent will be notified by a staff member.
- If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release to them, the staff member at the Release area will not indicate the status of the child but will ask the parent to report to a nearby room for further processing.
- The "notification rooms" and "student care rooms" will be managed by the Student Care Team Leader.
- As directed and authorized by emergency personnel, members of the Student Care Team (district Crisis Team, school counselors, or other mental health professionals) will notify parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:
 - Provide available information regarding the child(ren) in a sensitive way.
 - Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
 - Will assist the parent/guardian with their trauma.
 - Provide a student care room for parent/guardian to await further information about how they will be reunited with their child(ren) or the remains of their child(ren).
 - Will make available to the parent/guardian means for communicating with other family members and supporters.

Parents/guardians will be sheltered from media representatives.

STUDENT RELEASE FORM

Student's Name:		Grade:	
Student's DOB:		School ID #:	
School Site:		Teacher:	
Name of Person Requesting Student:			
Requester's Driver's License #:		State:	
<i>(Photo Id is mandatory for student release. If you do not have a driver's license, list another form of photo ID)</i>			
Relationship to Student:			
<i>Do not write below this line</i>			
Request Gate			
	Proof of Photo ID		Name Listed as Parent/Guardian
Verified By:			Name Listed as Emergency Contact
	Verified By:		
Student Care (circle one)			
Sent to Release	Absent	First Aid	Missing
Comments:			
Release Gate			
	Proof of Photo ID	Released By:	
Requester's Signature:			
<i>(Signature Indicates Release of Student)</i>			
Date:		Time:	

STUDENT RELEASE FORM

AUTORIZACIÓN PARA ENTREGAR A UN ESTUDIANTE A SUS PADRES O TUTORES LEGALES

Please Print Legibly – Complete a Separate Form for Each Student <i>Por favor escriba de manera legible – Llene un formulario aparte para cada estudiante</i>			
Student's Name: _____ <i>Nombre del estudiante:</i>		Grade: _____ <i>Grado:</i>	
Student's Date of Birth: _____ <i>Fecha de nacimiento del estudiante:</i>		Student's School ID#: _____ <i>Número de ID del estudiante:</i>	
School: _____ <i>Escuela:</i>		Teacher: _____ <i>Maestro:</i>	
Name of Person Requesting Student: _____ <i>Nombre de la persona que vino para recoger al estudiante:</i>			
Requestor's Driver's License #: _____ <i>Número de la licencia de manejar:</i>		State: _____ <i>Estado:</i>	
<small>(Photo ID is mandatory for student release. If you do not have a driver's license, list another form of photo ID) (Es obligatorio presentar identificación para recoger a un estudiante. Si usted no tiene una licencia de manejar, incluya otra forma de identificación que incluya una fotografía.)</small>			
Relationship to Student: _____ <i>Parentesco con el estudiante:</i>			
DO NOT WRITE BELOW THIS LINE - NO ESCRIBA DEBAJO DE ESTA LÍNEA			
Request Gate			
Proof of Photo ID: (Yes) (No)		Name Listed as Parent or Guardian: (Yes) (No)	
Verified By: _____		Name Listed as Emergency Contact: (Yes) (No)	
Student Care (circle one)			
Sent to Release	Absent	First Aid	Missing
Comments: _____			
Release Gate			
Proof of Photo ID: (Yes) (No)		Released By: _____	
Requester Signature: _____ (Signature Indicates Release of Student) <i>La firma indica la entrega del estudiante</i>			
Date: _____ <i>Fecha:</i>		Time: _____ <i>Hora:</i>	

White – Release Gate Yellow – Student Care Pink – Request Gate Goldenrod – Parent

(December 2013)

STUDENT EVACUATION ACCOUNTABILITY FORM

Teacher Name:		
Date:		Period:
Check all that apply:		
	All Students Accounted for	
	Missing Students	
	Extra Students, adults, or guests	
If any students are missing, list their names and location if known (i.e. absent, nurse, restroom).		
	Student	Location
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		

COMMUNICATION AND WARNING ANNEX

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency. It is important to consider how to communicate with students and staff who have Access and Functional Needs (AFN) relative to communication during an emergency.

When an emergency condition exists, the IC will notify the necessary personnel to respond to their area of assignment. The methods of communication may include the following:

Intercom	Two-Way Radios	Site Email
Staff Runner	Cell Phone (Text preferred)	School Messenger
Google Groups	Megaphone	Telephone
Other as determined		

Notifications will be given in plain language. Code words shall not be used.

Immediate Actions:

- Call 911, if deemed necessary
- Notify Incident Commander
- IC assures notification:
 - Superintendent's Office
 - Public Information Officer (PIO)
 - Before/after-hours program contacts if applicable

Immediate Internal Communications Actions:

- PIO, IC, and emergency responders (if necessary) craft initial vetted message to community.
- Send message to community. Messages are repeated to the community as needed.
 - Messaging to community may include phone, email, website, social media, or text contact.
 - May include updates (including no new information to report).
 - May include dismissal/relocation/reunification procedures.
 - PIO or school distributes information to parent community and media.

Additional Internal Communications and Internal Actions:

- IC distributes information to school staff as deemed appropriate.
- PIO ensures notification to superintendent, district administrators, front office, and district schools. Information will be shared that may impact other sites.

Follow Up Actions:

Principal or designee communicates appropriate summary notification to superintendent, district communications office, instructional support, appropriate district personnel, staff, parents of students involved, and parent community.

Media Relations and Staging:

PIO or designee will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings. The PIO will inform the media as to the location and time if/when additional information will be available.

The district operates in an open, transparent environment and views the news media as valuable partners in communicating information to both district stakeholders and the general public. In emergency situations, the priorities are: (1) the health and safety of students, staff and community members, (2) compliance with local, state and federal law and the directives of public safety officials, (3) the privacy and emotional well-being of affected individuals and (4) clear and responsible communication with stakeholders and community members. The only district staff member(s) authorized to speak to the news media in any emergency response incident is the PIO or his/her designee.

Media staging sites should be:

- Close enough for journalists to feel that they have been given reasonable access to shoot video and report on the event. This access is typically provided by reporters staging across the street from the school or on a sidewalk in front of the school, which is considered a public walkway. Journalists should not be impeding on public safety activities or violating the privacy of affected individuals;
- Near a paved area where TV stations can park vans and hoist antennas within line-of-sight to a journalist who may wish to report from the field;
- Beyond camera view of any areas where students or staff may be directed to gather or go to receive support services.

22-23 Elementary Class Schedule <https://5il.co/1gsox>

22-23 High School Class Schedule <https://5il.co/1gspa>

22-23 Faculty Information <https://5il.co/1gspu>

Webbers Falls Public Schools

Emergency Operations Plan (EOP)



HOME OF THE WARRIORS!

THREATS AND HAZARDS ANNEX

THREAT/HAZARD

SPECIFIC PROCEDURES

ACTIVE ASSAILANT

ANIMALS ATTACKS

The following steps may be used as necessary depending on the severity of the incident.

- Notify Incident Commander.
- Implement shelter-in-place procedures.
- Seal off area if animal(s) still present.
- Call 911 and/or animal control to report the situation and obtain assistance.
- Notify first aid certified persons in school building of medical emergencies.
- Activate the Communications Annex.
- Assess counseling needs of victim(s) or witness(s).
- Activate Recov Annex.

ASSAULTS/FIGHTS

The following steps may be used as necessary depending on the severity of the incident.

- Control the altercation by:
 1. Obtain additional help.
 2. Use your presence and voice to alert of your presence.
 3. Call out participants by name if possible.
 4. Give immediate directions to the participants.
 5. Separate combatants (if safe to do so) and disperse onlookers.
- Notify Incident Commander and police of location and number of students involved.
- Notify school nurse or CPR/first aid certified persons in school building of medical emergencies.
- Seal off the area for evidence.
- Follow mandatory reporting procedures.

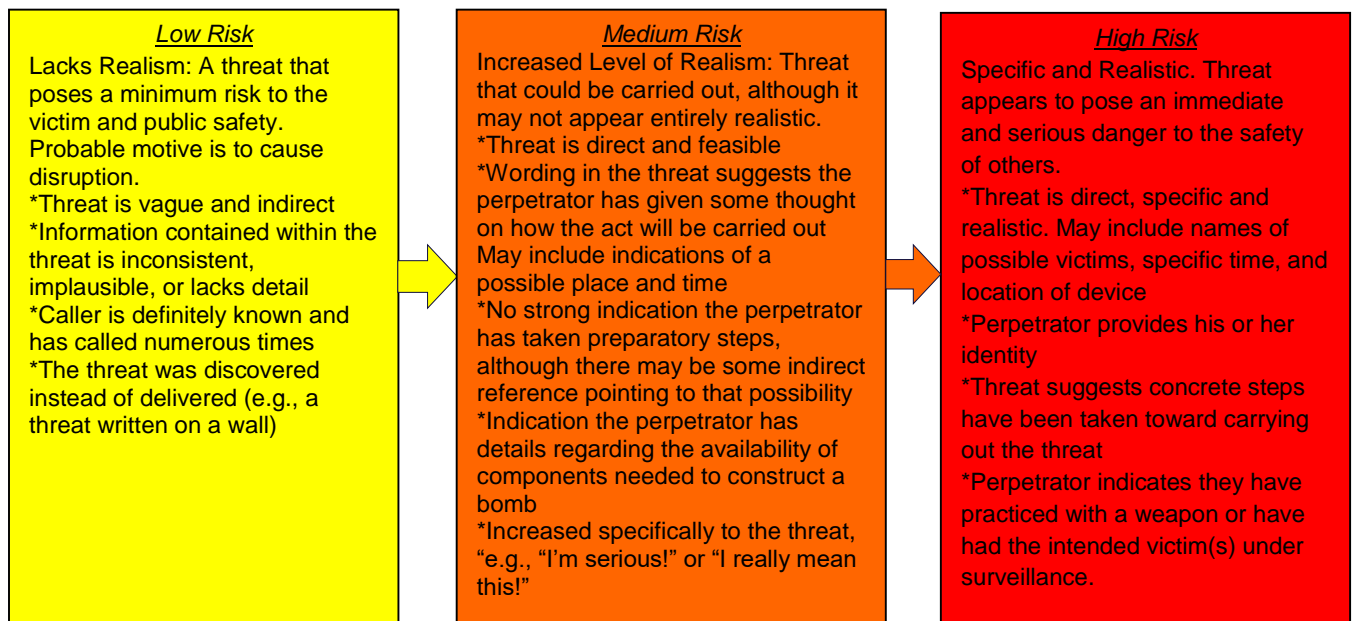
- Document all activities. Ask victim(s)/witness(es) for their account of incident. Complete injury report with school nurse.
- Assess and address counseling needs of victim(s) or witness(es).
- Activate Communications Annex as called for by the incident.

BOMB THREAT










The following steps may be used as necessary depending on the severity of the incident.

- Complete the bomb threat form.
- Notify Incident Commander and 911 immediately.
- If threat is written, avoid handling the message. If it is necessary to handle, protect the original message by placing it inside a plastic bag or envelope so fingerprints or other identifying marks are not destroyed. Turn over threat to law enforcement.
- The Incident Commander or designee will determine if the site should go into a modified lockdown or have building(s) evacuated. Refer to the classification of threat levels for assistance in this decision. If an evacuation is deemed necessary, the evacuation routes and outside assembly areas should be checked to ensure routes and final assembly areas are safe.
- If directed by Incident Commander, teachers and administrative personnel will give their immediate work areas a quick visual inspection. Do not touch or move any item that looks suspicious.
- If a suspicious item is found, the Incident Commander or designee in consultation with law enforcement will determine if the entire site should be evacuated or just the immediate area. If deemed appropriate for multi-building sites, sheltering may occur in some buildings while others are evacuated.
- When evacuating, consult [U.S. Department of Homeland Security's Bomb Threat Stand-Off Chart](#) for determining safe distances. Avoid evacuating into parking lots when possible.
- Inclement weather may require alternate evacuation routes and/or assembly points.
- If site is evacuated, work in conjunction with law enforcement to check the building(s) and grounds. Consider activating Off-Site Evacuation Annex.
- Activate Communication Annex.

FBI Threat Risk Levels – Source: FBI and DHS Office for Bombing Prevention at OBP@dhs.gov

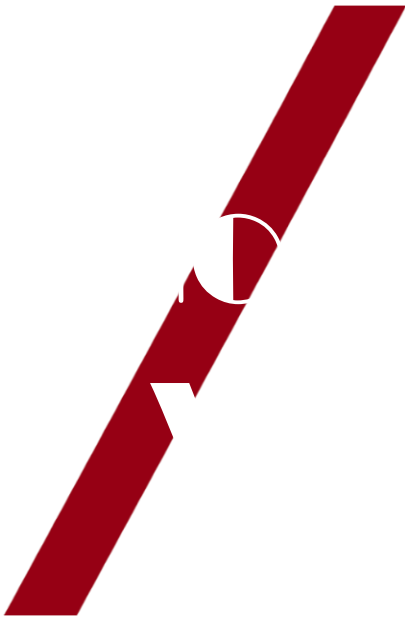


DHS Bomb Threat Standoff Distances – Source: Department of Homeland Security, Office for Bombing Prevention, Arlington, Virginia, and the FBI Bomb Center Data, Quantico, VA.

BOMB THREAT STAND-OFF CARD					
Threat Description		Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
 Pipe Bomb		5 lbs	70 ft	71-1199 ft	+1200 ft
 Suicide Bomber		20 lbs	110 ft	111-1699 ft	+1700 ft
 Briefcase/Suitcase		50 lbs	150 ft	151-1849 ft	+1850 ft
 Car		500 lbs	320 ft	321-1899 ft	+1900 ft
 SUV/Van		1,000 lbs	400 ft	401-2399 ft	+2400 ft
 Small Delivery Truck		4,000 lbs	640 ft	641-3799 ft	+3800 ft
 Container/Water Truck		10,000 lbs	860 ft	861-5099 ft	+5100 ft
 Semi-Trailer		60,000 lbs	1570 ft	1571-9299 ft	+9300 ft

BOMB THREAT FORM

Date:				Time:				
				Check all that apply:				
	Live Person			Computer Generated		Breathing		Recording
	Calm			Angry		Excited		Slow
	Rapid			Soft		Loud		Laughter
	Crying			Normal		Distinct		Slurred
	Nasal			Stutter		Lisp		Raspy
	Deep			Ragged		Clearing		Cracked
	Disguised			Accent		Familiar		Throat
	Well Spoken			Foul Language		Irrational		Incoherent
				If voice is familiar whom did it sound like:				
				Background Sounds:				
	Street Noises			Animal Noises		Clear		Static
	Music			House Noises		Motor		Voices
	Local Call			Factory Machinery		PA System		Long Distance
	Phone Booth			Office Machinery				
				Describe:				
				Notes:				



CONTINUITY OF OPERATIONS

COOP Annex Record of Changes:

[illegible]

ADMINISTRATION, FINANCE AND LOGISTICS:

After the safety and status of students and staff have been assured and emergency conditions have abated following an incident, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. By defining mission-critical operations and staffing this effort marks the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

Webbers Falls Public Schools will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access and all other critical services (e.g., plumbing, electrical, etc.).
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Identify record keeping requirements and sources of financial aid for state and federal disaster assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Establish absentee policies for teachers/students after an incident.
- Educate school personnel, students and parents on available crisis counseling services.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

RECOVERY AND MITIGATION

Agreements and Contracts:

If school resources prove to be inadequate during an incident Webbers Falls Public Schools will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are kept at Superintendents Office 200 S. Stand Waite Blvd, Webbers Falls, OK.

Preservation of Records:

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principle causes of damage to records are fire and water. Please consider state open records and record archiving laws when planning. Essential records should be protected and are kept in paper and electronic format stored

Click or tap here to enter text..

CONTINUITY OF OPERATIONS (COOP) PROCEDURES:

I. Purpose

The purpose of the Continuity of Operations Plan (COOP) is to ensure that the has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. The COOP is critical to safety planning and good business practice. The district Emergency Operation Plan (EOP) anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocations of essential functions to an alternative site for some period of time. The goal is to provide full operational capacity for essential functions within 12 hours after activation of the COOP and to sustain these functions for up to 30 days.

COOP plans should be activated when:

1. An incident occurs requiring relocation of any essential functions (building compromised).
2. Essential functions are significantly compromised.
3. Staffing levels are significantly compromised (i.e. pandemic/epidemic).
4. Key partners are not available for normal operations.
5. Essential systems are unavailable (power, water, information technology).

The COOP plan does not apply to temporary disruptions of service during which services are anticipated to be restored within a short period of time.

II. Scope

It is the responsibility of Webbers Falls Public Schools officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during and after times of routine work schedules. They apply to Webbers Falls Public Schools, 200 S. Stand Waite Blvd. , Webbers Falls, Ok 74470.

III. Responsibilities

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

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions. Designated school personnel, in conjunction with the school administrator, will perform the essential functions listed below:

Superintendent:

- Determine when to close schools, and/or send students/staff to alternate locations.
- 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 business functions for schools/districts.
- Ensure systems are in place for rapid contract execution after an incident.
- Ensure policies are in place for emergency spending.

Principals:

- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students (out of district or into alternative schools).
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment and supplies, facilities, resources and services required for continued operations.
- Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
- Reevaluate the curriculum.

Custodians/Maintenance Personnel:

- Work with 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., environmental remediation/and or sanitizing, debris removal, repairing, repainting and/or re-landscaping).
- Ensure there are at least three personnel that know and understand the process for cutting off and resuming utility operations (Water main, Electrical Breakers, etc...).

School Secretary/Office Staff:

- Maintain inventory.
- Maintain essential records (and copies of records) including school's insurance policy.
- Ensure redundancy of records is kept at a different physical location.
- Secure classroom equipment, books and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting and personnel records.
- Retrieve, collect and maintain personnel data.
- Provide accounts payable and cash management services.

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.

Bus Drivers & Food Service/Cafeteria Workers:

- Determine how transportation and food services will resume.

To implement the COOP procedures:

- All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.
- Identified COOP procedures personnel will participate in exercises to test academic, physical and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

IV. Procedures

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

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures 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 principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification and Implementation Process

Each core school emergency operations planning team member will be part of the telephone tree or other communication procedures used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

C. Relocation Sites

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

D. Alternate Facilities and Strategy

For estimated short-term (2-14 days) payroll and personnel actions, the alternative facility will be Gore Public Schools.

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 will be developed for securing those resources. IT systems available at the site will need to be tested for compatibility with WENGAGE, municipal accounting systems backup data.

Alternate sites may include shelter-at-home.

E. Interoperable Communications/Backup Sites

As noted above, Gore Public Schools will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the main building, will be determined by the Webbers Falls Board of Education and cooperation school district.

F. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site (See table below).

G. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in the event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. Reconstitution

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

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

I. District Distance Learning Plan

Webbers Falls Public School

COVID-19 Return to Learn

2021-2022

(Plan Updated June 2, 2021 and posted June 16, 2021 to Webbers Falls Website)

Webbers Falls Public School will be offering two educational pathways for you to choose from for your children (Traditional Brick and Mortar/ Blended and Home Based Virtual). Traditional instruction curriculum will consist of both face to face and technology based distance learning instruction using the Google Classroom platform. Instruction will follow the Oklahoma Academic Standards taught by Webbers Falls Teachers. Grades and credits will be based off of the same criteria as if the student was in the regular classroom. Each student will be provided with a personal device (Chrome Books or iPad), Hot Spots will be provided to students who do not have connectivity options at their residence. This pathway will allow us to use distance learning in the event of a COVID-19 related school stoppage or any weather or emergency events that may require students to not attend school that day. In the event that our traditional school is forced to move to the distance learning approach, student attendance will be required and classes will be held at their normal class time daily. Attendance will be taken as if the students were in the desks in the classroom. Students that do not attend will be subject to same disciplinary action of the school attendance policy. Students that request to attend WFPS Virtual Home Based option will only be allowed to do so after meeting with the principals and demonstrating a need that would be considered health, social emotional or other extenuating circumstances that would not allow them to attend school during the normal school day this may include documentation from a Physician, Mental Health expert or Court. Attendance for the Virtual program would be calculated on 80% weekly completion of all assigned work or completing 80% of the recommended participation time equals 100% weekly attendance. Appropriate accommodations for students with disabilities will be made to accommodate the students need or Individual Education Plan in all of our Return to Learn Plan.

The Virtual Home Based option is for students who chose to receive their educational service away from the Webbers Falls campus. Students who qualify this option will be provided all educational supplies including an electronic device (Chromebook or iPad) and if needed an internet hotspot (one per household). For those students that are approved for extenuating circumstances that qualify them for the Virtual Home Based approach. Students PK -12th grade will be divided into two different programs.

The 6th - 12th Virtual Home Based program will utilize the E2020 programs, which follow Oklahoma Academic Standards and allow for students to receive high school credit in the traditional core classes as well as high school credits in many different elective classes. Credits for virtual classes will be awarded based off of successful completion of the course with at least a 60% success rate for the entire course. The Virtual grading policy is described in more detail in the **VIRTUAL (ONLINE) POLICY**.

J. Record Keeping for FEMA Reimbursements

DOCUMENT, DOCUMENT, DOCUMENT

“If it wasn’t written down, it didn’t happen.”

Assign someone as a recorder with the responsibility to document with written records and photos of all damages and dollars spent, maintain all receipts, labor worked and equipment used, regardless of how minor it may seem. If a disaster rises to the level of receiving a Presidential Disaster Declaration, your damages and emergency work may be eligible for federal disaster assistance which is a grant through the Federal Emergency Management

V. Leadership Agency. In order to best be prepared, the Oklahoma Department of Emergency Management recommends you:

A. Orders of Succession

- Keep records of all costs related to the disaster along with proof of payment. It’s better to ask if it is eligible than to just leave it off and so much easier to obtain proof of payment at the time rather than a year or two later.
- Keep records of any donated resources. This could help offset the non-Federal match on your grant.
- Keep documentation for seven years.

The FEMA guidance document can be found at the following website:

https://secure.in.gov/dhs/files/reimbursement_procedures.pdf

K. Communication Plan

Webbers Falls Public Schools should ensure that a predetermined communication plan is in place to ensure the School community has access to information distributed by Webbers Falls Public Schools during a COOP activation. This plan could include social media, specific apps for communication, websites, etc. Webbers Falls Public Schools Staff should follow the communication protocol outlined in the communication section of Webbers Falls Public Schools EOP.

List authorized successors for leadership in the form below. Lines of succession should be reviewed and updated routinely to ensure continuity of essential functions. Desk manuals, job action sheets and

C. Essential Functions cross trained staff are recommended for all essential functions. *Plan for redundancy of information by training at least three deep and share vital information, (i.e.: passwords, codes to safes, location of keys, etc.)*

Delegations of authority will follow the orders of succession. If the Superintendent is unavailable for a sustained period of time, the second individual will be delegated the authority to act on behalf of the director. If first and second individuals are unavailable for a prolonged period, the third individual will assume the primary authority, and so on.

Instructions: in the first column, list key decision-makers (by position) responsible for the agency's essential functions (outlined below). In the second, column, list the designated successors for each decision-maker. It is important to list two to three backup successors. In the third column, specify whether the key decision-maker's authorities to perform all functions are transferred to the successor or whether there are some limitations (e.g. authority to spend up to @X without authorization). In the fourth column, identify the circumstances under which the successor's authority is activated and terminated. In the last column, note where the authority, including when it is activated and

B. Delegations of Authority terminated, is recorded. The first two rows serve as examples; add as many rows as necessary.

Key Position	Successor	Delegated Authority(s)	Activation/Termination of Delegated Authority(s)	Documentation of Authority(s) (Policy/Directive)

The Webbers Falls Public Schools must identify and prioritize its essential functions so the mission may be carried out during an emergency or COOP incident. Any tasks not deemed as an essential function will be deferred until additional personnel and resources become available.

Instructions: List all of the school's functions and indicate whether each function is essential to continue or could be deferred during an incident/emergency resulting in irreparable damage and widespread systems disruption. To determine whether a function is essential, consider whether it is statutorily mandated, vital to the school's mission, critical to maintain safety (e.g., food service inspections), and/or necessary to the performance of other agency functions (e.g., maintaining/accessing databases to process payroll). If a function is considered essential, list the reason(s) why in the last column.

defined as those employees who are critical to operations and are necessary to continue operations in the event of COOP activation. The COOP Emergency Employee Team is modular in nature meaning the employees needed per the crisis at hand will be activated or all team members may be activated.

COOP Emergency Employees are required to report to the [Insert reporting location here] or the appropriate relocation site if the [School] COOP Relocation Plan is activated. COOP team members will be notified of their need to report either at the time of the emergency, or subsequent to the emergency. Assignments are determined by administration and based on mission essential functions as defined in the [School] COOP Plan. The [Human Resources or appropriate office or title] maintains a list of COOP Emergency Employees and their assignment by division.

This designation is effective from the date of this memorandum unless otherwise notified. During COOP activation all members will be required to carry communications devices and be available to respond when called upon. Please sign and date this notice as an acknowledgement of receipt and return it to your supervisor.

Acknowledgement

Signature _____

Date _____

“Essential Records” refers to information systems and applications, electronic and hard copy documents, references, and records, to include classified or sensitive data, needed to support Mission Essential Functions during a continuity event. Webbers Falls Public Schools has incorporated its Essential Records program into the overall continuity program, plans, and procedures.

Maintenance Frequency														
Multiple Storage Location(s)? Y/N														
Hand Carried to Continuity Facility														
Pre-positioned at continuity facility														
Form of Record (e.g., hardcopy, electronic)														
Support to Essential Function														
Essential Record, File, or Database														

Webbers Falls Public Schools

Emergency Operations Plan



**HOME OF THE
WARRIORS!**

**RILEY
BOATWRIGHT ACT
LAW ANNEX**

RILEY BOATWRIGHT ACT COMPLIANCE

The following information is taken from [SB 1198, 2020 under 70 O.S. § 27-104](#)

SUBJECT: Creating the Riley Boatwright Act

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA: SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 27-104 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. This act shall be known and may be cited as the “Riley Boatwright Act”.

B. Prior to the beginning of the 2020-2021 school year, each school district board of education shall coordinate with the emergency medical services provider that serves the area in which the school district is located to develop a plan for the provision ENR. S. B. NO. 1198 Page 2 of emergency medical services at athletic events or activities held at school district facilities.

C. The plan developed pursuant to subsection B of this section shall be reviewed and updated annually as appropriate and placed on file with the school district and the emergency medical services provider. SECTION 2. This act shall become effective July 1, 2020.

Webbers Falls Public Schools

Webbers Falls Public Schools has developed a plan for emergencies at all school events. The district has collaborated with the local/responding EMT **Enter Medical Responder Here** on **Enter Date Here**.

Insert Webbers Falls Public Schools Riley Boatwright compliance plan here.

SAMPLE PLANS AND EXAMPLES

Below are sample plans and examples to assist Oklahoma School Districts in creating their own custom, individualized plans.

Sample town Schools Athletic Medical Emergency Plan

Introduction

Emergency situations may arise at any time during athletic events. Immediate action is necessary to provide the best possible care for participants. Having an established plan reduces confusion, provides for a more expedient response and ultimately promotes the best outcomes for students and their families.

Components of a Plan

1. Emergency - What constitutes an Emergency?
2. Personnel - Who will be involved and What is their role?
3. Communication - Calling 911: Who and When?
4. Venue Specific - Where to go and How to get in?

Emergency

An emergency is the need for emergency medical services to provide evaluation and/or transportation of an athlete. It is important to provide coordination between school staff to provide the most effective response. While it is impossible to anticipate every situation which might occur, staff should always err on the side of student safety. Situations where 911 should *always* be called are when an athlete

- is not breathing
- has lost consciousness
- has a suspected neck or back injury
- has an open fracture (bone through the skin)
- has severe heat exhaustion or heat stroke
- has severe bleeding that cannot be stopped
- has any condition which staff feel is a concern and beyond their ability to treat

Personnel

There are two aspects to the personnel component - the Chain of Command and the Medical Responders. While a school administrator may be in command of the situation, coaches and student athletic trainers may be the staff rendering care to the athlete. Those in the chain of command should always give due regard to the information received from those Medical Responders rendering care.

The determination of an emergency and the initial activation of this plan should always occur from someone who is with the athlete. While duties may be designated which occur away from the immediate emergency once the plan has been activated, the initial call should come from someone who is *with* the injured athlete.

The Chain of Command for Athletic Medical Emergencies for Sample town Schools is as follows:

- Team Physician
- Certified Athletic Trainer
- Athletic Director
- Administrator
- Head Coach
- Assistant Coach
- Student Athletic Trainers
- Other Athletes

While chain of command may differ for other aspects of the school response such as public information, this is specific to decisions made for the medical response and the medical well-being of the athlete. To avoid confusion there must be a designated individual in charge to make decisions about the care the athlete receives.

Medical Responders and Protocols must be determined by each individual school with roles and duties designated from that school district. EMS will not attempt to address what treatment will be provided by school staff or what credentials are necessary for emergency response team members.

Communication is essential for a prompt response during emergencies. Staff and EMS providers must work together to provide the best emergency response capability possible for athletes. Once the decision has been made to call for EMS, a *specific individual* should be told to call 911. This is a cornerstone of ensuring an action takes place. The statement, "Someone call 911," may leave room for the thought that someone else is already doing it. By the person making the decision to call 911 giving the instructions to a specific individual, this directive ensures the call takes place immediately.

Whenever possible the individual calling 911 should be both familiar with the venue specific emergency plan and with the patient. Having someone familiar with the venue specific plan allows for them to relay accurate access instructions to the dispatcher, and having the caller with the injured athlete allows the most accurate information to be relayed to the dispatcher.

EMS dispatchers should all be trained in Emergency Medical Dispatch (EMD) protocols. In certain situations, they may also be able to give the caller lifesaving instructions. Discuss these protocols with your local EMS service.

There should always be a staff member present at all events who has a copy of the emergency contact list for each student.

Webbers Falls High Schools Athletic Medical Emergency Plan

High School Football Field

200 S. Stand Waite Blvd

Webbers Falls, Ok 74470

Emergency Personnel: Jordan Garner Athletic Director, Trent Holt Head FB, Chris Whelan,
Emergency Communication: 918-519-1032 (Jordan Garner) or 918-689-6100 (Chris Whelan).

Location of AEDs: **High School Gymnasium**

1. Entrance to Home Locker Room East side of Building North End zone

Emergency Instructions:

1. Establish scene safety and provide immediate care for injured athlete
2. Activate Emergency Medical Services (EMS)
 - a. Dial 911
 - b. Give a phone number and address of location: 1234 S Champion Blvd. Sample town, OK
 - c. Give a brief description of the injury/condition
 - d. Provide specific access instructions: i.e. "Use the gravel road to the east of the stadium, then circle around to the south side of the bleachers."
 - e. Follow any other instructions from the Emergency Medical Dispatcher
3. Direct specific individuals to meet and direct EMS, unlock doors, open gates, etc.
4. Continue providing care to athlete to highest level possible.
5. Contact Parent
6. Contact Administration

Emergency Phone Numbers

<i>Sample town Police Department 911 or 918-351-4110 Chief of Police</i>	<i>EMS – Emergency 911</i>	<i>EMS – Non-Emergency 911</i>
<i>Sample town Fire Department 911 or 918-990-0445 Sean Smith</i>	<i>School Nurse 918-816-6525 Judy Treadwell</i>	<i>School Security 918-351-4110</i>
	<i>Athletic Director 918-519-1032</i>	<i>Superintendent 918-689-6100</i>

Webbers Falls High Schools Athletic Medical Emergency Plan

Activity Center

(Basketball games/practice)

200 S. Stand Waite Blvd

Webbers Falls, Ok 74470

Emergency Personnel: Athletic Trainer, Coach, On Duty Administrator, Student Athletic Trainers

Emergency Communication: Cell phones. Landline phones are in the main office, outside the west door of the gym.

Location of AEDs:

1. North end of the court.
2. Outside the main office, through the west door of the gym.

Emergency Instructions:

1. Establish scene safety and provide immediate care for injured athlete
2. Activate Emergency Medical Services (EMS)
 - a. Dial 911
 - b. Give a phone number and address of location: 123 W Sportsman Rd. Sample town, OK
 - c. Give a brief description of the injury/condition
 - d. Provide specific access instructions: i.e. "Use the entrance at the stop light, go to the building with the green roof. The south fire doors will be open into the gym."
 - e. Follow any other instructions from the Emergency Medical Dispatcher
3. Direct specific individuals to meet and direct EMS, unlock doors, open gates, etc.
4. Continue providing care to athlete to highest level possible.
5. Contact Parent
6. Contact Administration
7. *Emergency Phone Numbers*

<i>Sample town Police Department 911 or 918-351-4110 Chief of Police</i>	<i>EMS – Emergency 911</i>	<i>EMS – Non-Emergency 911</i>
<i>Sample town Fire Department 911 or 918-990-0445 Sean Smith</i>	<i>School Nurse 918-816-6525 Judy Treadwell</i>	<i>School Security 918-351-4110</i>
	<i>Athletic Director 918-519-1032</i>	<i>Superintendent 918-689-6100</i>

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Scope of practice authorized by certification or licensure

- (a) The Department shall establish a scope of practice for each certificate and license level.
- (b) The medical control physician may limit an individual certificate or license holder's scope of practice.
- (c) Certified and licensed emergency medical personnel may perform authorized skills and procedures when authorized by medical control. When emergency medical personnel are without medical control, the scope of practice for any level of emergency medical personnel is limited to first aid, CPR, and the use of the AED.
- (d) Certified Emergency Medical Responders may perform to the following level or within this scope of practice:
 - (1) patient assessment, including the determination of vital signs, and triage,
 - (2) oxygen administration and airway management,
 - (3) basic wound management, including hemorrhage controls to include the use of tourniquets; treatment of shock,
 - (4) cardiopulmonary resuscitation (CPR) and the use of only adjunctive airway devices and the use of a semi-automated external defibrillator (SAED),
 - (5) splinting of suspected fractures;
 - (6) rescue and extrication procedures,
 - (7) assistance of patient prescribed medications including sublingual nitroglycerin, epinephrine auto-injector and hand-held aerosol inhalers,
 - (8) administration of agency supplied oral glucose, activated charcoal, aspirin, agency supplied epinephrine auto injector, albuterol or approved substitute per medical direction, and nasally administered or atomized naloxone,
 - (9) such other emergency medical care skills and measures included in the instructional guidelines adopted by the Department, and,
 - (10) upon the approval of the Department additional skills may be authorized upon the written request of a local medical director

[\(Click Here to Return\)](#)

Webbers Falls Public Schools

Emergency Operations Plan (EOP)



**HOME OF THE
WARRIORS!**

**APPENDIX A:
RESPONSE &
DEPARTMENT
CHECKLISTS**

- Incident Response Job and Department Descriptions

COMMUNICATION AND RESPONSE CHECKLISTS AND PROCEDURES

EMERGENCY COMMUNICATIONS AND RESPONSE STAFF CONTACT INFORMATION

When an emergency condition exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (a being the primary mode of communication followed by alternative modes).

Notifications will be given in plain language. Code words shall not be used.

- A. Intercom
- B. Two-way radios
- C. Telephone
- D. Runners

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays factual information to Superintendent.
- Superintendent notifies other schools in district and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment.” Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.
- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

MEDIA RELATIONS

The site Information Officer will be prepared to deal with the media prior to the arrival of the district Information Officer. All Media will stage at Webbers Falls City Hall.

MEDIA GUIDANCE

All staff must refer media to site or district spokesperson.

The School District, Lead, or Supporting agency(ies) assume responsibility for issuing public statements during an emergency. This responsibility shall be pre-determined during the planning process.

Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District Spokesperson	
Name: Chris Whelan, Superintendent	Telephone: 918-464-2580
Alternate District Spokesperson	
Name: Lisa Ward, Principal	Telephone 918-464-2580
School Public Information person acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.	
District PIO	
Name: Nicole Clairday	Room #: Supt. Office
Alternate District PIO	
Name: Judy Treadwell	Room #: Nurse Office

MEDIA STATEMENT

Public Information Release #:	
District:	School:
Date:	Time:
NOTE: If this is used as a script, read only those items checked. Make no other comments. Check off, fill in, and cross off as appropriate.	
() has experienced a(n) ():	
	The (students/employees) [(are being) or (have been)] accounted for.
	No further information is available at this time.
	Emergency medical services [(are here) or (are on the way) or (are not available to us)].
	Law enforcement [(are here) or (are on the way) or (are not available to us)].
	Fire Dept/paramedics [(are here) or (are on the way) or (are not available to us)].
	Other: ()[(are here) or (are on the way) or (are not available to us)].
	Communication center(s) for parents (is/are) being set up at: () to answer questions about individual students.
	Communication center(s) for families (is/are) being set up at: () to answer questions about individual students.
	Injuries have been reported at () and are being treated at the site by (staff/professional medical responders). (#)reported injured.
	Students have been taken to a safe area, (), and are with [(classroom teachers/staff) or ()].
	(#) Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at:
	(#) Confirmed deaths have been reported at () names cannot be released until families have been notified.
	Structural damage has been reported at the following sites:
	Release Restrictions

Emergency Contact Numbers

PUBLIC SAFETY AGENCIES	NUMBER
General Emergency	911*
Law enforcement/Sheriff/Fire/EMS	911*
Poison Control	1-800-362-0101
County Public Health Department	
Local Hospital	
DISTRICT CONTACTS	NUMBER
Superintendent	918-689-6100
School Safety	918-464-2580
Transportation	918-464-2580
Operations	918-464-2580
Food Services	918-464-2580
Health Services	918-464-2580
OTHER CONTACTS	NUMBER

SITE ASSIGNMENTS AND STAGING AREAS

ON SITE LOCATIONS AND STAGING AREAS			
	PRIMARY	FIRST ALTERNATE	SECOND ALTERNATE (OPTIONAL)
On Site Command Post	Supt. Office	Ag Room	
Student Care	Gymnasium	Show barn	
First Aid	Nurse Office	Gym	
Student Request			
Student Release			
Media Staging	City Hall		
Law Enforcement Staging	City Hall		
Fire Staging	City Hall		
District Staging			

OFF-SITE LOCATION AND STAGING AREAS			
First Baptist Church Bill Stricklin 918-441-2379 Rick Shelby 918-577-1093	PRIMARY	FIRST ALTERNATE	SECOND ALTERNATE (OPTIONAL)
Off-Site Command Post	First Baptist Church	City Hall	Gore School
Student Care	Principals and Teachers		
First Aid	Judy Treadwell		
Student Request	Staci Peebles	Nicole Clairday	
Student Release	Tammy Baer	Amanda Garner	
Media Staging	City Hall		
Law Enforcement Staging	City Hall		
Fire Staging	City Hall		
District Staging			

ICS ASSIGNMENTS

POSITION	PRIMARY	FIRST ALTERNATE	SECOND ALTERNATE (OPTIONAL)
INCIDENT COMMANDER			
Safety	C. Whelan	J. Garner	L. Ward
Liaison	J. Treadwell		
Information Officer	C. Whelan	J. Garner	
OPERATIONS			
Communications	Tammy Baer	Nicole Clairday	
Recorder	Staci Pebbles		
Security	WF Police		
Search & Rescue	WF Fire		
Safety/Damage	WF Fire		
Medical/First Aid	WF Fire		
Student Supervision	Teachers and Support		
Student Request	Staci Peebles	Nicole Clairday	
Student Release	Lisa Ward	Judy Treadwell	
Runners			