



CRISIS MANAGEMENT PLAN GUIDEBOOK

What Is Your Level of Preparedness?

2024



Wyoming Department of Education

122 W. 25th St., Ste. E200 | Cheyenne, WY 82002
P: 307-777-7675 | F: 307-777-6234 | edu.wyoming.gov

Table of Contents

- Purpose Of This Guidebook3**
- Background Information.....3**
- Purpose Of The Crisis Management Plan.....4**
- Components Of A Crisis Management Plan4**
- Types Of Crisis And Threats Defined6**
- Crisis Management Plan Development7**
- Training8**
- Exercising8**
- Alignment To Wyoming Rules And Regulations.....9**
- Resources.....9**

Purpose Of This Guidebook

This guidebook is the work product of a collaboration between the Wyoming Department of Education (WDE), Wyoming Office of Homeland Security (WOHS), and the State Construction Department (SCD). The agencies worked together to create a centralized resource for state school safety and security resources.

The WDE's contribution focuses on Crisis Management Plans, a key component of the Wyoming school accreditation system. (WDE Rules Chapter 6, Section 5. (n)(ii)). WDE is committed to ensuring that all districts receive guidance to support the development of a robust Crisis Management Plan to define the multiple strategies to ensure the physical safety of students.

The Wyoming Office of Homeland Security (WOHS) is the primary coordination agency for emergency response in the state through the local emergency manager/homeland security coordinator. The emergency manager/homeland security coordinator serves as a hub-and-spoke connection to the various local and state agencies involved in crisis situations and are critical partners in the planning process. Coordination can also be done through the Local Emergency Planning Committee (LEPC) meetings and Threat Hazard Identification & Risk Analysis (THIRA) process. This continuous partnership helps maintain those connections.

The State Construction Department (SCD) focuses on the physical security elements of school buildings such as door locks, security vestibules, site and perimeter aspects, etc. In 2014, statewide security standards and guidelines were established for K-12 schools and for administration and transportation facilities that service the schools.

Background Information

The Wyoming State Superintendent of Public Instruction, Megan Degenfelder, has identified six Strategic Plan Initiatives, one of which is Valuing and Supporting Teachers, with a goal of developing best practice guidance and implementing school safety and security audit opportunities for schools. Fostering safe schools and protecting students from violence, both to themselves and others, is of foremost importance, as the feeling of safety and security for children within our school systems is paramount in their ability to acquire a sound education.

In 2015, a consultant assessed the school and associated facilities to determine the status of the physical security elements based on the 2014 guidelines and developed the Wyoming K-12 Schools Security Remedy Guide 2015-2016. The study established 73 security elements that were assessed and rated and identified areas where improvements in the security of district facilities could be improved.

The legislature appropriated \$9.0 million in 2014 and in 2019 appropriated an additional \$4.95 million to address K-12 school safety and security needs. The majority of this funding has been expended as of May 2024. In addition, the legislature authorized the school districts to utilize up to 10 percent of major maintenance program appropriations for safety and security building and facility needs during the FY 2017-2018, FY 2019-2020, and FY 2021-2022 biennial which provided approximately \$41.5 million additional. About half of the safety and security MM funding has been expended as of May 2024. The remainder remains earmarked and may be utilized toward safety and security projects in the future at the discretion of the districts.

The SCD is planning to issue a Request for Proposals to hire a firm to perform an updated K-12 and associated facilities Safety and Security Assessment. Based on the outcome of this assessment, the SCD will make a capital construction request if the assessment identifies the need for additional security measures to be implemented in Wyoming K-12 School Buildings.

The Wyoming Office of Homeland Security (WOHS), empowered by Wyoming Statute 19-13 is charged with “preparation for and the carrying out of all emergency functions essential to the recovery and restoration...” of the critical infrastructure and systems (to include the education sector) throughout Wyoming. To that end, over the years, we have and continue to support the K-12 system through grant funding, planning, training, exercises, and the larger response/recovery operations when disaster strikes.

WOHS also coordinates and supports the county level Emergency Manager (EM)/Homeland Security Coordinators who can help school districts and facilities directly with important planning, training, and exercising activities. These EM professionals can help facilitate emergency planning and response efforts in coordination with school district personnel. This could include (as an example), bringing together whole community partners and first responders to help deliver an active threat response exercise in a school.

Overall, the WOHS mission of “Preparing Wyoming to respond to and recover from all-hazards” displays our continued commitment to get in front of all hazard disaster incidents through our communities and school districts.

Purpose Of The Crisis Management Plan

A Crisis Management Plan (CMP) or Emergency Operations Plan (EOP) is also known as an emergency plan, emergency action plan, emergency response plan or crisis plan. A crisis management plan prepares an organization to cope with an unexpected crisis in the following ways: it shortens and lessens the impact of a crisis; it protects students and staff and anyone else affected and prepares the organization to recover from the crisis in an efficient manner.

Components Of A Crisis Management Plan

Establish a School Safety Committee. Form a team of school staff, parents, and local emergency managers and response agencies to collaborate on creating and implementing the plan.

Conduct a Risk Assessment. Identify potential hazards and risks specific to the school environment, such as natural or technological disasters, intruders, or medical emergencies. As the planning team researches the hazards, they need to consider additional factors related to the hazards.

- **Cascading events.** What other hazards may happen as the result of the initial hazard (e.g., earthquake causing explosions at nearby plants)?
- **Compounding events.** Cyber attacks following a natural disaster that exacerbate the situation.
- **Special events.** What if the hazard occurs when the school is holding a special event (e.g., football game, graduation, school play)?

- **Off-campus activities.** What if some students and staff are off campus when the hazard occurs?
- **Language Access.** How will communication happen for non-English speaking students and families?
- **Functional needs of staff and students.** How will the hazard impact those staff and students with access and functional needs?

Plan Development. The planning team develops courses of action for each of the threats identified in the Risk Assessment. Courses of action address the who, what, where, when, and why for each threat, hazard and function. The planning team should examine each course of action to determine whether it is feasible and whether the stakeholders necessary to implement it find it acceptable. Consideration should be given on the following items: detailed protocols for various emergency scenarios, including evacuation procedures, shelter-in-place plans, communication strategies and reunification.

Communication Strategy. Assess who delivers information to the public and who handles feedback. Include a list of emergency contacts to speed up the process. Your emergency contact list should include local emergency managers, public health response coordinators, law enforcement, emergency medical services, fire services and any other services related to the risks you've identified in your analysis. Once a crisis is widespread enough, you'll need to explain the situation to key external stakeholders and the public. Your external crisis communication strategy should include details about who will deliver the information. This plan should be designed to quickly alert students, staff, and parents in case of an emergency. Development of pre-scripted messages may be helpful in communicating a quick response to any situation.

Plan approval and implementation. The plan should be presented to district leadership and the board of trustees for their approval.

Training and Drills. Provide regular training sessions for staff, students and local stakeholders on coordination and how to respond to emergencies. Conduct drills to practice the procedures and ensure everyone knows what to do. After each training, drill or real world incident an after action plan should be developed in conjunction with key stakeholders. Lessons learned should be incorporated with future plan revisions.

Continual Review and Improvement. Regularly review and update the emergency response plan based on feedback, lessons learned from drills, and changes in the school environment.



Types Of Hazards And Threats Defined

Human Caused Threats. A result from the intentional actions of an adversary, such as a threatened or actual chemical attack, biological attack or cyber incident.

Natural hazards. An environmental phenomena that has the potential to impact societies and the human environment. Natural hazards can also cause secondary natural hazard events that create additional hazards. For example, Volcanic Activity can create other hazards, such as ash and lava spread.

Biological Hazards. Disease producing agents (pathogens) that can be transmitted to individuals through various routes of exposure (modes of transmission). Exposure to these hazards may result in acute or chronic health conditions.

Technological Hazards. Hazards that originate from technological or industrial conditions. Infrastructure failures or specific human activities can cause technological hazards.

Crisis Management Plan Development

Planning Team Assembly. The planning team convenes to assign responsibilities for various aspects of the process, including designating a team leader, scheduling the risk assessment, compiling data, and more.

Risk Assessment. During this phase, external experts such as fire department personnel, police officers, maintenance staff, IT staff, emergency management personnel and others with relevant hazard and risk knowledge may be invited to participate.

Plan Development.

- The planning team reviews all collected information.
- The team formulates courses of action for each threat identified in the risk assessment. These courses of action should address the who, what, where, why, and how for each threat, hazard, and function.
- Each proposed course of action is evaluated for feasibility and acceptability by the necessary stakeholders.
- A detailed plan of action is written for each eventuality identified in the risk assessment. These plans should include procedures for the safe removal of students and staff if necessary.

Communication Strategy.

- Role Assignment
 - Determine who will deliver information to the public and who will manage feedback.
- Emergency Contacts
 - Compile a comprehensive list of emergency contacts, including:
 - Local Emergency Manager
 - Law enforcement
 - First Responders (fire department and hospital)
 - Plumbing services
 - Electricians
 - City/county officials
 - Any other contacts deemed necessary based on identified risks
- Communication Responsibilities:
 - Designate individuals responsible for external and internal communication.

Plan Approval.

- The planning team reviews and approves the plan.
- If required, the plan is forwarded to district-level personnel for additional approval

Plan Disbursement

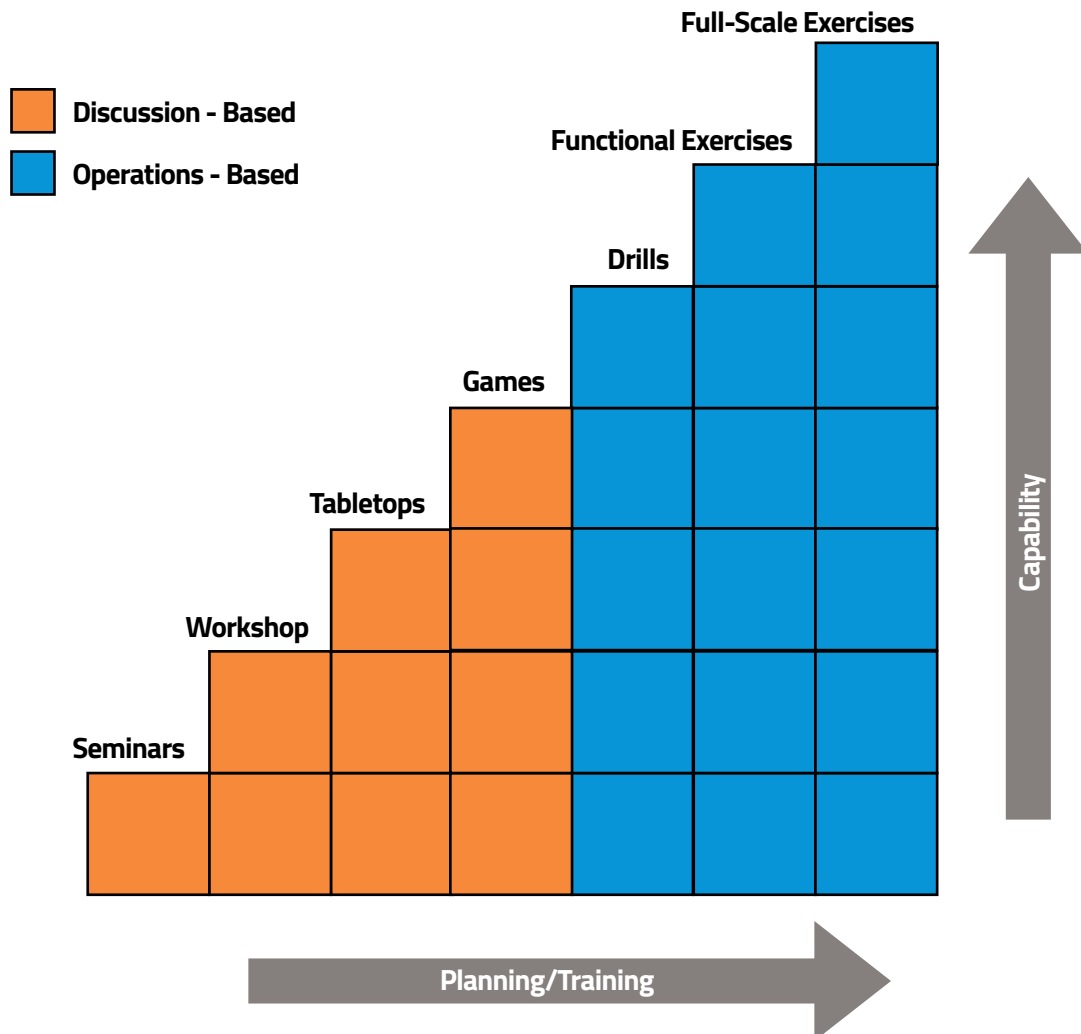
- Distribute the approved plan to building staff and relevant stakeholders.
- Provide training for all key personnel in the plan.
- Conduct training sessions for staff and stakeholders to ensure proper implementation.

Training

- [FEMA Training](#)
- [Rural Domestic Preparedness Consortium \(RDPC\)](#)
- [National Domestic Preparedness Consortium \(NDPC\)](#)
- Training should address both the crisis management (e.g. lights/sirens/guns/hoses/bandaids) and the consequence management (evacuation, reunification, reentry, mental health, recovery, etc).

Exercising

School districts should build progressive exercises with the [Homeland Security Exercise and Evaluation Program \(HSEEP\)](#) consistent format. These exercises should involve the whole range of stakeholder partners from your planning and training phases. They should get progressively more complex and test your plans/validate your training and capabilities.



Alignment to Wyoming Statute and Rules and Regulations

All schools use multiple strategies to ensure the physical safety of students. (Educ. Chap. 6, Sec. 5, (n)(ii)) These are defined in a district crisis management plan. The plan will be part of district accreditation and will take place in the following way:

- Crisis Management Plan as part of the assurances annually submitted by the district by November 1
 - Guiding questions:
 - Does the district have an updated plan?
 - Does the district use multiple strategies to ensure the physical safety of students?

School buildings shall have locking systems and hardware, access control features, communication systems, site and perimeter features, video surveillance, (SFC Chap. 3, Sec. 12).

“Site Improvements” means the repair, replacement or upgrade of those components or equipment of school district buildings and facilities that are not system improvements, include the repair, replacement or upgrade of: Outdoor security features ((21-15-109 (a)(iii)(B)(V)) and “System improvements” means the repair, replacement or upgrade of components or equipment of school district buildings, including” Indoor security features ((21-15-109 (a)(C)(III)).

Resources

Appendix A

[Wyoming Department of Education Health Safety](#)

[Federal School Safety Clearinghouse](#) - Resources to Create a Safer School

Federal Clearinghouse on School Safety Evidence-Based Practices, an interagency effort among the Departments of Education, Health and Human Services, Homeland Security, and Justice.

[U.S. DOE](#) - Practical Information on Crisis Planning

Practical Information on Crisis Planning Brochure

[Readiness and Emergency Management for Schools](#) - Plan Development and training resources for schools

The U.S. Department of Education’s Office of Safe and Supportive Schools has administered the REMS TA Center to serve two critical functions aimed at helping education agencies, with their community partners, manage safety, security, and emergency management programs.

[OHS Academy](#) - 575 School Safety: Crisis Planning

Training course designated to help schools and communities in either situation. Although every school district is unique, this course provides some general guidelines that can then be changed to fit your school’s needs and circumstances.

[Safe2Tell Wyoming](#) - Make a Report, Make a Difference

[United States Secret Service](#) - National Threat Assessment Center

Multidisciplinary team of social science researchers and regional program managers who support and empower law enforcement, schools, government, and other public and private sector organizations to combat the ever-evolving threat of targeted violence impacting communities across the United States.

[School Pipeline Safety Partnership](#) - Pipeline Safety Information for Schools

Emergency information regarding pipeline safety due to improper or unauthorized digging near pipelines, mechanical failure, human error, corrosion or terrorism. The greatest concern during a pipeline emergency is the release of hazardous materials as well as the potential for fire and explosions that could result in injury, fatality, environmental harm or other loss. Schools are always identified as “high consequence areas”, with respect to pipeline safety.

[National Center for School Safety](#) - Improving School Safety and Preventing School Violence National Center for School Safety

Organization focused on improving school safety and preventing school violence. They are the BJA STOP Program Training and Technical Assistance (TTA) provider.

[I Love you Guys Foundation](#) - Crisis Response and Reunification Resources

Provide programs for crisis response and post-crisis reunification are used in more than 50,000 schools, districts, departments, agencies, organizations and communities around the world. They are created through the research-based best practices of school administrators, psychologists, public space safety experts, families, and first responders. We're a powerful conduit uniting this work.

Appendix B

[Wyoming Office of Homeland Security](#) - Wyoming Information Sharing Platform (WISP)

Information sharing platform for the Wyoming Office of Homeland Security. This site contains a series of maps, dashboards, and links to provide information regarding events and situations affecting the State of Wyoming.

[FEMA](#) - Multi-Hazard Emergency Planning for Schools

This course covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP).

[Wyoming Office of Homeland Security](#) - Wyoming Comprehensive Emergency Planning Model

[WY School Safety Resources](#)

Comprehensive model developed by the Wyoming Office of Homeland Security that provides a structured approach to school safety throughout the State of Wyoming.

[Wyoming Office of Homeland Security](#) - Wyoming Local Emergency Management Coordinators

County local emergency coordinators activate emergency response from local public and private agencies

[Wyoming Cyber Assistance Response Effort CARE Team](#) - Wyoming Multi-agency cybersecurity team to help communities when they are in a crisis.

Schools should work with the CARE team before, during and after a cyber security incident for best practices and efficient support to strengthen their cybersecurity programs to prevent security risks.

[REMS Site Assessment Tool for Planning Team Members and School Safety Leaders](#)

Teams can use this tool to complete a risk assessment for the school site during the planning process to determine hazards and risks.

Appendix C

[Wyoming State Construction Department \(SCD\)](#)

Established in 2016 by the Enrolled Act No. 59 of the 63rd Wyoming Legislature, the SCD is a combination of the once separate Construction Management and School Facilities departments to better leverage their expertise. The SCD is now comprised of the Construction Management Division (CMD) and the School Facilities Division (SFD).

[SCD's Security Standards for Wyoming K-12 Schools](#)

[SCD's Wyoming K-12 Schools Security Remedy Guide](#)

[SCD's Security Systems Assessment Reference Guide](#)