



**SCHOOL SAFETY**

**and**

**CRISIS RESPONSE PLAN**

Spoooner Area School District

# PROMULGATION STATEMENT

Spoooner Area School District (SASD) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Safety Team thoroughly reviewed Spooner School's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

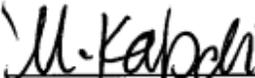
The School Safety and Crisis Response Plan that follows is the official policy of SASD. It is a result of a comprehensive review and update of school policies in the context of its location in Spooner Wisconsin and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

## Approval and Implementation

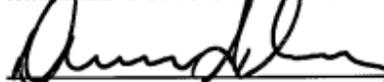
This School Safety and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

  
ELEMENTARY SCHOOL PRINCIPAL

9/19/2018  
DATE

  
MIDDLE SCHOOL PRINCIPAL

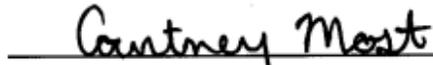
9/19/18  
DATE

  
HIGH SCHOOL PRINCIPAL

9/18/18  
DATE

  
ALTERNATIVE HIGH SCHOOL COORDINATER

9-18-18  
DATE

  
HEAD START CENTER DIRECTOR

9-19-18  
DATE

  
SUPERINTENDENT

9/20/18  
DATE

  
SCHOOL BOARD PRESIDENT

9-19-18  
DATE

  
SCHOOL BOARD VICE PRESIDENT

9-30-18  
DATE

  
SCHOOL BOARD CLERK

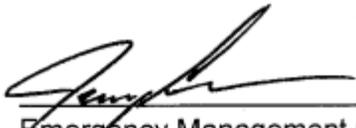
9/24/18  
DATE

## ACKNOWLEDGEMENT PAGE

Spoooner Area School District (SASD) is committed to the safety of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School Safety Team thoroughly reviewed Spooner School's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The School Safety and Crisis Response Plan that follows is the official policy of SASD. It is a result of a comprehensive review and update of school policies in the context of its location in Spooner, Wisconsin and current world situation.

Area emergency management officials acknowledge the existence of this plan.

 Emergency Management Official	<u>SPooner POLICE CHIEF</u> Title	<u>09-19-18</u> Date
 Emergency Management Official	<u>SPooner FIRE CHIEF</u> Title	<u>9-24-18</u> Date
 Emergency Management Official	<u>Emergency Management Director</u> Title	<u>9/25/18</u> Date

# TABLE OF CONTENTS

## **A. INTRODUCTION – page 6**

1. Purpose
2. Mission & Goals
3. Explanation of Terms

## **B. SITUATIONS and ASSUMPTIONS – page 6**

1. Situations
2. Building Information
3. Hazard Analysis (Assessments)
4. Assumptions
5. Limitations

## **C. CONCEPT of OPERATIONS – page 7**

1. Objectives
2. General
3. Operational Guidance
  - A. Initial Response
  - B. Notification Procedures
  - C. Training Exercises
  - D. Implementation of the Incident Command System (ICS)
  - E. Sources and Use of Resources
4. Incident Command System
5. Incident Command System (ICS) – Emergency Operations Center (EOC) Interface
6. Activities by Phases of Emergency Management

## **D. ORGANIZATION and ASSIGNMENT of RESPONSIBILITIES – page 14**

1. Organization
  - A. General
  - B. Executive Group
  - C. Safety Planning Team
  - D. Crisis Response Team
  - E. Volunteer and Other Services
2. Assignment of Responsibilities
  - A. General
  - B. Executive Group Responsibilities
    1. The School Board
    2. The District Superintendent
    3. The District Safety Coordinator
    4. The School Principal
    5. Safety Planning Team
    6. Crisis Response Team
    7. Teachers
    8. Technology/Information Services
    9. Transportation
    10. School Incident Commander

## **E. DIRECTION and CONTROL – page 17**

1. General
2. Emergency Facilities

## **F. READINESS LEVELS – page 18**

1. Readiness Levels
2. Readiness Level Descriptions

## **G. ADMINISTRATION and SUPPORT – page 19**

1. Agreements and Contracts
2. Reports
3. Records
4. Incident Costs
5. Emergency and Disaster Costs
6. Preservation of Records
7. Post-Incident and Exercise Review

## **H. PLAN DEVELOPMENT and MAINTENANCE – page 20**

1. Plan Development and Distribution of Planning Documents Review
2. Update

## **I. REFERENCES – page 20**

## **J. APPENDICES – page 21-38**

1. Assessments
2. Classroom Teacher Buddy List
3. Communications Test Tracking Log
4. Critical Incident Form
5. Evacuation and Family Reunification Site Agreements
6. Family Reunification Sign Out Form
7. Go-Kit Supply List
8. Incident Command System Structure for SASD
9. Incident Commander Check In/Check Out Log
10. Incident Commander Cost Log
11. Incident/Accident Report
12. Memorandum of Understanding
13. Multi-Hazard Vulnerability Assessment
14. Outside Agency Activity Log
15. Post-Drill/Incident Review
16. Resource Inventory of Emergency Equipment
17. Safety Plan Distribution List
18. Staff Training Log
19. Threat Assessment Matrix
20. Witness Statement

## **K. ANNEX – PLANNED RESPONSES – page 40-52**

### 1. Functional Responses – Immediate Response Actions

- ALiCE
- Blood Borne Pathogen
- Communication Process for School Incident
- Drop, Cover and Hold
- Evacuation
- Family Reunification
- Mental Health Crisis
- Radio Protocol
- Reverse Evacuation
- Shelter-in-Place
- Soft Lockdown
- Threat of Violence

### 2. Crisis Response Plan – Incident-Specific Procedures

- Accidents (Transportation)
- Active Shooter/Weapons Assault
- Bomb Threat
- Chemical Spill
- Communicable Disease
- Communication Failure
- Criminal Threat
- Cyber Attack
- Death of Student or District Personnel
- Domestic Violence/Abuse and Neglect
- Extreme Weather (Winter Storm/Severe Wind/Tornado/Extreme Temperatures)
- Fire
- Hazardous Material Release
- Intruder/Hostage/Kidnap/Abduction
- Lightning
- Mass Contamination (Food)
- Medical Emergency
- Student Attack (of staff member or another student)
- Suicidal Thought/Attempt/Completion
- Utility Failure
- Weapon Report
- Wildfire

### 3. Head Start's Safety Plan

## **L. SAFETY DATA BRIEFS – page 88-90**

- Chemical Inventory
- Prepared Clays
- Roku Kiln

## A. INTRODUCTION

### 1. Purpose

This Basic Plan outlines Spooner Area School District (SASD)'s approach to safety and crisis management and operations. It has been developed to assist SASD to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

### 2. Mission and Goals

- A. The mission of SASD in an emergency/crisis is to:
1. Protect lives and property;
  2. Respond to emergencies promptly and properly;
  3. Coordinate with local emergency operations plans and community resources;
  4. Aid in recovery from disasters.
- B. The goals of SASD are to:
1. Provide crisis response plans, services, and supplies for all facilities and employees;
  2. Ensure the safety and supervision of students, faculty, staff and visitors to the schools;
  3. Restore normal services as quickly as possible;
  4. Coordinate the use of school personnel and facilities;
  5. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

## B. SITUATIONS AND ASSUMPTIONS

### 1. Situations (data based on 2017-2018 school year)

- A. SASD is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.
- B. The school's enrollment is approximately:

High	Middle	Elementary/PreK/EC	Alternative
341	361	445	14

- C. The school's staff is approximately comprised of:

	High	Middle	Elementary/PreK/EC	Alternative
Teachers	31	26	35	1
Administrators	5	1	1	0
Student Services/Counseling Staff	2	1	1	0
Office/Support Staff	7	2	2	1
Paraprofessionals	5	7	18	0
Cafeteria Staff	6	3	2	0
Custodial Staff	5	3	2	0

- D. The school's enrollment of students receiving Special Education services is approximately:

High	Middle	Elementary/PreK/EC	Alternative
26	53	88	2

- E. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies will be maintained by the Pupil Services Director.
- F. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in the Supplemental Appendices.

### 2. Building Information

- A. SASD is made up of 4 (four) buildings and contracts with Washburn County Head Start

- B. The school district consists of a main campus (High School and District Office) located at 801 County Highway A, Spooner, WI 54801.
- C. In addition to Spooner High School, the school district includes the following buildings:
  - Spooner Elementary School - 1821 Scribner Street, Spooner, WI 54801
  - Spooner Middle School - 750 Oak Street, Spooner, WI 54801
  - Washburn County Alternative School - 780 Elm Street, Spooner, WI 54801
  - Washburn County Head Start - 851 Northland Drive, Spooner, WI 54801
- D. A map of each building annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, AED, hazardous materials storage, and utility shut offs is provided in a map binder to each incident command, custodial staff, and is located in each building office.

**3. Hazard Analysis**

A complete multi-hazard analysis (Appendix 13) has been completed for SASD. After reviewing the school's multi-hazard vulnerability assessment, it appears that the district is most likely to be affected by: Accidents (Transportation), Active Shooter/Weapons Assault, Bomb Threat, Chemical Spill, Communicable Disease, Communication Failure, Criminal Threat, Cyber Attack, Death of Student or District Personnel, Domestic Violence/Abuse & Neglect, Extreme Weather, Fire, Hazardous Material Release, Intruder/Hostage/Kidnap/ Abduction, Lightning, Mass Contamination (food), Medical Emergency, Student Attack, Suicide, Threat of Violence, Utility Failure, Weapon Report , and Wildfire

**4. Assumptions**

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

- A. SASD will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.
- B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
- C. A single site emergency, i.e. fire, gas main breakage, etc., could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.
- D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.
- E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.
- F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial crisis response on an independent basis.
- G. Proper mitigation actions, such as creating a positive school environment and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.
- H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to crisis response efforts.

**5. Limitations**

It is the policy of SASD that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, SASD can only endeavor to make every reasonable effort to respond to the situation with the resources and information available at the time.

**C. CONCEPT OF OPERATIONS**

**1. Objectives**

The objectives of the school safety program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the district. To meet these objectives, the district shall establish and maintain a comprehensive Safety program that includes plans and procedures, hazard analysis, training and exercise, and plan review and maintenance.

## 2. General

- A. It is the responsibility of SASD officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for, responding to, and managing the recovery from emergency situations that affect the school district.
- B. It is the responsibility of the school to provide in-service crisis response education for all school and office personnel.
- C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.
- D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.
- E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.
- F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the district/school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and site personnel should be trained in ICS.
- G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.
- H. According to the U.S. Department of Homeland Security, school districts are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local government and adoption of ICS to manage emergencies in schools. School district participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. SASD recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. SASD will work with its local government to become NIMS compliant. NIMS compliance for school districts includes the following:
  - 1. Complete NIMS awareness course IS-100.SCa for Schools which is a web-based course available free from the Emergency Management Institute at: (<http://www.training.fema.gov/is/courseoverview.aspx?code=IS-100.SCa>). All persons tasked in the Basic Plan or annexes must pass the IS-100.SCa course.
  - 2. Participate in local government's NIMS preparedness program.
- I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for appropriate response(s).
- J. This plan is based upon the concept that emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to an emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

## 3. Operational Guidance

- A. Initial Response
  - 1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and

seek technical assistance from state and federal agencies and industry where appropriate.

**However, at no time will school officials transfer responsibility for student care.**

2. The school Incident Commander will be responsible for activating functional response (see page 40-52 for more details) which may include:
    - a. **ALiCE** - A=Alert L=Lockdown I=Inform C=Counter E=Evacuation. When there is an imminent threat, such as an active shooter, ALiCE provides options for increased odds of survival. All staff and students will be trained in ALiCE procedures.
    - b. **Drop, Cover and Hold** – When an incident occurs with little or no warning such as an explosions, structural failure or severe weather. Students and staff drop low, take cover under furniture, cover head with hands and arms and protect internal organs by crouching into a fetal position.
    - c. **Evacuation** – When conditions are safer outside than inside a building; requires all staff and students to leave the building immediately.
    - d. **Family Reunification** – A safe and secure means of accounting for students when reuniting parents/guardian with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.
    - e. **Soft Lockdown** - No immediate threat to students and staff has been identified; however, exterior doors and classroom doors are locked and students and staff stay in their work areas. Students and school personnel may go about regular school business until given the “all clear”.
    - f. **Mental Health Crisis** – a response to crisis such as injuries, traumatic events and death, impacting the school community to meet the psychological needs of students and staff.
    - g. **Reverse Evacuation** – When conditions are safer inside a building than outside all staff and student are to go to safe places in the building from outside.
    - h. **Shelter-in-Place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.
- B. Notification Procedures
1. In case of an emergency at any district facility, the flow of information after calling (8)911, shall be from the school Incident Commander to the district office. Information should include the nature of the incident and the impact on the facility, students and staff.
  2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm system. Unless there is a lockdown incident or a shelter-in-place incident in progress, the building shall be evacuated. In the event that a soft lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
  3. In the event the district is in receipt of information, such as a weather warning that may affect a school within the district, the information shall be provided to the Superintendent. Specific guidelines are found in the individual annexes.
- C. Training and Exercise
1. SASD understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur:
    - Fire Drills - monthly
    - Tornado Drill – 2 per year
    - Bus Evacuation Drills – quarterly (administered by the bus company)
    - ALiCE Exercises – 2 per year (1 to incorporate the evacuation site coordinated with local law enforcement)
  2. The types of drills and exercises will be determined by building principals in coordination with the District Safety Coordinator.
  3. Training sessions shall be conducted for all school personnel during district professional development days. Records of the training provided including date(s), type of training and

participant roster will be enforced by Building Principals and maintained by the District Safety Coordinator using the Staff Training Log in Google (Appendix 18).

4. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.
5. SASD will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS) (Appendix 8)

1. The designated Incident Commander for the school will implement the ICS team and serve as the school Incident Commander until relieved by a more senior or more qualified individual. The school Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.
2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an ICP may be established at the school, and direction and control of the response transitioned to the Incident Commander. This scenario would likely occur during a community-wide disaster.

E. Sources and Use of Resources (Appendix 16)

SASD will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:

1. Request assistance from volunteer groups active in disasters.
2. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

**4. Incident Command System (ICS) (Appendix 8)**

A. Summary

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

B. Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions
  - Command: Sets objectives and priorities and has overall responsibility at the incident or event.
  - Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
  - Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
  - Logistics: Provides support to meet incident needs, provides resources and all other services needed to support.
  - Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.
2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management by Objectives

At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. **Unity and Chain of Command**  
Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.
  5. **Organizational Flexibility**  
Within the basic ICS structure, the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.
  6. **Common Terminology**  
In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
  7. **Limited Span of Control**  
Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.
  8. **Personnel Accountability**  
Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
  9. **Incident Action Plan**  
The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
  10. **Integrated Communications**  
Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
  11. **Resource Management**  
Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.
- C. **Unified Command**
1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
  2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a

coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

D. SASD incorporates ICS

1. SASD intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
2. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The school Incident Commander may be the Superintendent or the building principal initially, but may transfer to the appropriate emergency responder agency official. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the school Incident Commander and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
3. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the school's Incident Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

**5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface**

- A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.
- B. The school Incident Commander is generally responsible for field operations, including:
  1. Isolating the scene.
  2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
  3. Warning the district/school staff and students in the area of the incident and providing emergency instructions to them.
  4. Determining and implementing protective measures (evacuation or shelter-in-place) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
  5. Implementing traffic control arrangements in and around the incident scene.
  6. Requesting additional resources from the EOC.
- C. The EOC is generally responsible for:
  1. Providing resource support for the incident command operations.
  2. Issuing community-wide warning.
  3. Issuing instructions and providing information to the general public.
  4. Organizing and implementing large-scale evacuation.
  5. Organizing and implementing shelter and massive arrangements for evacuees.
- D. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

## 6. Activities by Phases of Emergency Management

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

### 1. Mitigation/Prevention

- a. SASD will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the safety program are:
- b. Identifying hazards through building Assessments (Appendix 1);
- c. Recording hazards;
- d. Analyzing hazards through Multi-Hazard Vulnerability Assessment (Appendix 13);
- e. Mitigating/preventing hazards;
- f. Monitoring hazards.

### 2. Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the safety program are:

- a. Providing emergency equipment and facilities;
- b. Emergency planning, including maintaining this plan, its annexes, and appendices;
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities;
- d. Conducting periodic drills and exercises to test emergency plans and training;
- e. Completing the Post-Drill/Incident Review (Appendix 15) after drills exercises and actual emergencies;
- f. Revise plan as necessary.

### 3. Response

SASD will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage.

Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

### 4. Recovery

If a disaster occurs, SASD will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

B. Emergencies Occurring During Summer or Other School Breaks

If a school administrator or other district crisis response team member is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Refer to the Incident Command System Contact Information in the Supplemental Appendices to disseminate information to Crisis Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified above and recommend community resources for support.

4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff.
7. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

## **D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES**

### **1. Organization**

#### **A. General**

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate safety. School organization for emergencies includes an executive group, safety planning team, crisis response teams, emergency services, and support services.

#### **B. Executive Group**

The Executive Group provides guidance and direction for emergency management programs and for crisis response and recovery operations. The Executive Group includes the School Board, District Superintendent, District Safety Coordinator, and School Principal.

#### **C. Safety Planning Team**

The Safety Planning Team develops safety and crisis response plans for the district or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates SASD planning activities and recruits members of the school's crisis response team.

#### **D. Crisis Response Team**

The Crisis Response Team assists the school Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Crisis Response Team includes Superintendent, District Principals, Dean of Students, Pupil Services Director, School Psychologists, School Counselors, School Social Workers, School Nurse, Business Manager, Secondary Alternative Education Coordinator, and Athletic Director. A list of personnel and their contact information is listed in the Supplemental Appendices.

#### **E. Volunteer and Other Services**

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

### **2. Assignment of Responsibilities**

#### **A. General**

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, district and school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions.
2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the crisis plan that addresses that function. Listed below are general responsibilities assigned to Administration, Teachers, Emergency Services, and Support Services.

#### **B. Executive Group Responsibilities**

1. The School Board:
  - a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
  - b. Review school construction and renovation projects for safety.
  - c. Appoint a District Safety Coordinator to assist in planning and review.

2. The District Superintendent:
  - a. Obtain a resolution from the school board giving needed authority and support to develop school safety programs and plans.
  - b. Assign selected staff members to the Safety Planning Team who will develop the school's safety and crisis response plan.
  - c. Initiate, administer, and evaluate safety programs to ensure the coordinated response of all schools within the system.
  - d. Authorize implementation of emergency preparedness curriculum.
  - e. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
  - f. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
  - g. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
  - h. Implement the policies and decisions of the governing body relating to emergency management.
  - i. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county.
  - j. Coordinate emergency assistance and recovery.
  - k. Keep school board informed of emergency status.
3. The District Safety Coordinator:
  - a. Establish a school safety plan review committee to approve and coordinate all crisis response plans.
  - b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
  - c. Develop and coordinate professional development crisis response education for all school personnel.
  - d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
  - e. Monitor the crisis response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
  - f. Request assistance from local emergency services when necessary.
  - g. Serve as the staff advisor to the superintendent and principal on emergency management matters.
  - h. Keep the superintendent and principal apprised of the preparedness status and emergency management needs.
  - i. Coordinate local planning and preparedness activities and the maintenance of this plan.
  - j. Prepare and maintain a resource inventory.
  - k. Arrange appropriate training for district safety personnel and emergency responders.
  - l. Coordinate periodic emergency exercises to test emergency plans and training.
  - m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
  - n. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
  - o. Encourage incorporation of emergency preparedness material into regular curriculum.
  - p. Provide copies of the school plan to the district superintendent and local Emergency Management office.
  - q. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.

- r. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency.
  - s. Establish an Incident Command Post.
4. The School Principal:
- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
  - b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
  - c. Coordinate with organized volunteer groups and businesses regarding emergency operations.
  - d. Ensure that the plan is coordinated with the district's plans and policies.
  - e. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
  - f. Conduct drills and initiate needed plan revisions based on Post-Drill/Incident Review maintained in Google, see Appendix 15 for a sample.
  - g. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
    - 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
    - 2. Appoint zone leaders to assist in proper evacuation.
    - 3. Ensure that all exits are operable at all times while the building is occupied.
    - 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
  - h. Act as school Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.
5. Safety Planning Team:
- a. In conjunction with the district and local emergency services create and maintain the Safety Plan.
  - b. In conjunction with the district and local emergency management officials, conduct a hazard analysis.
  - c. Organize district Crisis Response Team.
  - d. Recommend training for the district Crisis Response Team.
  - e. Establish and maintain a functional partner system to pair teachers and classes so that teachers assigned to the Crisis Response Team, can fulfill the duties. The classroom teacher buddy list is located in Appendix 2.
  - f. Provide information to staff, student and community on emergency procedures.
  - g. Provide assistance during an emergency in accordance with designated roles.
  - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the safety plan.
6. Crisis Response Team:
- a. Participate in the Community Emergency Response Team (CERT) program.
  - b. Create annexes for their specific emergency function.
  - c. Assist the superintendent and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
  - d. Create and keep current classroom Go Kits provided to each district classroom. Go Kit supply list located in Appendix 7.
7. Teachers:
- a. Accountable for classroom emergency Go Kits.
  - b. Participate in trainings, drills and exercises.
  - c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation site.

- d. Visually check rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
  - e. Maintain order while in student assembly area.
  - f. Verify the location and status of every student. Report to the school Incident Commander or designee on the condition of any student that needs additional assistance.
  - g. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official family reunification process (see annex for Family Reunification planned response).
8. Technology/Information Services:
- a. Coordinate use of technology.
  - b. Assist in establishment/maintenance of emergency communications network.
  - c. Assist in obtaining needed student and staff information from the computer files.
  - d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
  - e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
  - f. Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.
  - g. As needed, report various sites involved in the communication system if there are problems in that system.
9. Transportation:
- a. Establish and maintain district protocols for transportation-related emergencies.
  - b. Establish and maintain plans for the emergency transport of district personnel and students.
  - c. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's safety and crisis response plan.
10. The School Incident Commander:
- a. Assume command and manage crisis response resources and operations at the Incident Command Post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
  - b. Assess the situation, establish objectives and develop an emergency action plan.
  - c. Determine and implement required protective actions for school response personnel and the public at an incident site.
  - d. Appoint additional staff to assist as necessary.
  - e. Work with emergency services agencies in a Unified Command.

## **E. DIRECTION and CONTROL**

### **1. General**

- A. The Principal is responsible for establishing objectives and policies for safety and providing general guidance for crisis response and recovery operations. In most situations, the Principal will assume the role of school Incident Commander. During disasters, he/she may carry out those responsibilities from the incident command post (ICP).
- B. The school Incident Commander assisted by staff sufficient for the tasks to be performed will manage the emergency response from the ICP until local emergency services arrive.
- C. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such as a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

- D. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

**2. Emergency Facilities**

- A. Incident Command Post (ICP) should be established on scene away from risk of damage from the emergency. Predetermined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.
- B. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an incident command post will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

**F. READINESS LEVELS**

**1. Readiness Levels**

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal.

**2. Readiness Level Descriptions**

The following readiness levels will be used as a means of increasing the school's alert posture (based on the U.S. Department of Homeland Security, suggested by the U.S. Department of Education).

A. Green - Low

- 1. Assess and update safety plans and procedures.
- 2. Discuss updates to school and local safety plans with emergency responders.
- 3. Review duties and responsibilities of crisis response team members.
- 4. Provide CPR and first aid training for staff.
- 5. Conduct training and drills.
- 6. Conduct 100% visitor ID check.

B. Blue - Increased Readiness

- 1. Review and upgrade security measures.
- 2. Review emergency communication plan.
- 3. Inventory, test, and repair communication equipment.
- 4. Inventory and restock emergency supplies.
- 5. Conduct safety training and drills.

C. Yellow - Elevated

- 1. Inspect school buildings and grounds for suspicious activities.
- 2. Assess increased risk with public safety officials.
- 3. Review crisis response plans with school staff.
- 4. Test alternative communications capabilities.

D. Orange – High

- 1. Assign staff to monitor entrances at all times.
- 2. Assess facility security measures.
- 3. Update parents on preparedness efforts.
- 4. Update media on preparedness efforts.
- 5. Address student fears concerning possible emergency.
- 6. Place school and district crisis response teams on standby alert status.

E. Red - Severe

- 1. Follow local and/or federal government instructions.
- 2. Activate safety plan.
- 3. Restrict school access to essential personnel.

4. Cancel outside activities and field trips.
5. Provide mental health services to anxious students and staff.

## **G. ADMINISTRATION and SUPPORT**

### **1. Agreements and Contracts**

- A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.
- B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 5 & 12.

### **2. Reports**

- A. Students and/or staff shall complete an Incident/Accident Report according to the type of event (Appendices 11).

### **3. Records**

#### **A. Record Keeping for Emergency Operations**

SASD is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **B. Outside Agency Activity Log (Appendix 14)**

During major events, the school incident commander shall maintain accurate logs recording key response activities, including:

1. Activation or deactivation of emergency facilities.
2. Emergency notifications to local emergency services.
3. Significant changes in the emergency situation.
4. Major commitments of resources or requests for additional resources from external sources.
5. Issuance of protective action recommendations to the staff and students.
6. Evacuations.
7. Casualties.
8. Containment or termination of the incident.

### **4. Incident Costs**

The school shall maintain records summarizing the cost of personnel, equipment, and supplies used in day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

### **5. Emergency or Disaster Costs**

For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

- A. Personnel costs, especially overtime costs.
- B. Equipment operations costs.
- C. Costs for leased or rented equipment.
- D. Costs for contract services to support emergency operations.
- E. Costs of specialized supplies expended for emergency operations.
- F. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

### **6. Preservation of Records**

- A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The

principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

**7. Post-Drill/Incident Review** (maintained in Google, see Appendix 15 for sample)

The School Principal, District Safety Coordinator, Safety Planning Team, and Crisis Response Team are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

## **H. PLAN DEVELOPMENT and MAINTENANCE**

### **1. Plan Development and Distribution of Planning Documents**

A. The Safety Planning Team is responsible for the overall development and completion of the School Safety Plan, including annexes. The school Superintendent is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The Superintendent shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the Emergency Operations Center and other emergency facilities.
2. The Safety Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Safety Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 17.

C. Review

1. The Safety Plan and its annexes shall be reviewed annually by the School Safety Planning Team, crisis response agencies, and others deemed appropriate by school administration.
2. An annual review schedule will be established by the District Safety Coordinator.

### **2. Update**

- A. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
- B. The Safety Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Safety Plan is assigned to the Safety Planning Team.
- C. The Superintendent is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

## **I. REFERENCES**

Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program  
Arizona Department of Education School Safety Plans and Resources  
FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools  
Washington State Emergency Management Division in Partnership  
Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools  
U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities  
Alaska Division of Homeland Security and Emergency Management: Safe Schools Training  
Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools  
Jane's Safe Schools Planning Guide for All Hazards  
Los Angeles Unified School District Model Safe School Plan  
Fairfax County Public Schools Crisis Management Workbook  
Chicago Public Schools Emergency Management Plan  
Georgia Emergency Management Agency Family Reunification Protocol  
NASP - Threat Assessment for School Administrators & Crisis Teams.

# APPENDIX 1

## Assessments (Yearly)

A complete binder of yearly assessments are kept and administered by District Lead Custodian and District Safety Coordinator

### SAMPLE Site Assessment - Bathrooms

Assessment Area	Y	N	N/A	NOTES
Students and faculty share bathrooms.				
Students are permitted to use the bathroom with other students without an adult being present inside or immediately outside of the bathroom.				
Bathrooms are equipped with antibacterial soap and towels or dryers.				
A notice is placed in bathrooms reminding students and staff to wash their hands before returning to class or work.				
Bathrooms are in working order, clean, and adequately stocked with supplies (toilet paper, towels, etc.).				
Bathrooms do not have entrance doors or doors are propped open.				
Bathrooms are monitored while classes are in session.				
All graffiti is removed from the bathroom walls and stalls immediately.				
Positive school messages are posted on the bathroom walls.				

Site Assessment include:

- Bathrooms
- Hallways
- Parking Lot
- Commons and Cafeteria Area
- Playground and Athletic Fields

Culture & Climate Assessments include:

- Conduct
- Behavioral Interventions

School Threat Assessments include:

- Building Access and Personal Identification

Other Assessed Areas include:

- Data Collection Procedures
- Capacity Assessment - Communication and Emergency Notification
- Evacuation Sites and Routes
- Policy and Procedure
- Media Protocol
- Lockdowns
- Family Reunification Protocol
- Main Computer Classroom(s)

## APPENDIX 2

### Classroom Teacher Buddy List

**Guidelines:**

- Assign teachers in adjacent or nearby rooms as buddies.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other’s health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers’ responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number. In the event of an ALiCE situation, buddy lists may not be applicable.
- If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors. If only one of the buddy teachers is available for evacuation, He/she should assign a student to lead the class while the teacher checks both classrooms and closes both doors.
- Ensure that each classroom contains a “Go Kit” that contains the teacher’s class roster and the buddy teacher’s class roster.
- Immediately following student accounting, one member of each buddy team must check in with the zone leader or at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Elementary School		Middle School		High School	
Teacher. . .	Buddies. . .	Teacher. . .	Buddies. . .	Teacher. . .	Buddies. . .
101	132	100	101	A49/A44	A43/A40
102	103	102	Media Center	PE 1	PE 2
104	105	103	104	B53	B87
106	107	120	126	B54	B57
108	109	129	131 & 128	B86	B85
110	111	133	132	B40/41	B64
112	113	201	211	C16	C23
114	Gym	202	210 & 203	C15	C24 & C25
118	119	205	206 & 204	C13	C26
120	Amphitheater	301	313	C10/12	C27
121	126	303	304	C48	C53
122	125	312	302	C46	C56
123	124	PE 1	PE 2	C47	C59
127	128			B96/B99	C60
129	130			E17	B92
131	Media Center				

# APPENDIX 3

## Communications Test Tracking Log

Maintained in Google docs by Lead Building Secretaries and District Safety Coordinator

Spooner High/Middle/Elementary School													
Room	Call Button			Handheld Radio			Room	Call Button			Handheld Radio		
	Is there one?	Does it work?	Date tested	Is there one?	Does it work?	Date tested		Is there one?	Does it work?	Date tested	Is there one?	Does it work?	Date tested

## APPENDIX 4

### Critical Incident Evaluation Form

# CRITICAL INCIDENT EVALUATION FORM

## Spooner Area School District

SASD

Date:

Ref:

**Name:**

**Building where Incident occurred:**

**What was the primary/key nature of the current incident?**

**Date and time of incident:**

**Please provide a summary of the event.**

***Follow-up and outcomes:* Please state steps/actions that you have taken to resolve above or proposed remediation action. Or if already resolved, how was this resolved? If applicable, how would you prevent this incident reoccurring?**

**Who/what was at direct risk as a result of this event?**

**Who /what was the likely cause?**

**Which agencies have been notified?**

# APPENDIX 5

## Evacuation Site Agreement

Between Spooner Area School District (SASD) and \_\_\_\_\_

Date: \_\_\_\_\_

Evacuation Site Agency

Whereas, the agency stated above agrees to accommodate SASD in a coordinated and cooperative fashion in the event of unforeseen disaster where the school must evacuate its students and staff from the premises.

This agreement does not obligate said agency to provide services/supplies for the evacuated persons without compensation. SASD will be responsible for providing or compensating for any necessary services/supplies as they are able. Any damage occurred will also be compensated provided that documentation is presented. Compensation will be made upon presentation of a bill from the provider of goods and services.

SASD authorized officials:			Agency Authorized Key Holders:		
Name	Phone	Email	Name	Phone 1	Phone 2

\_\_\_\_\_  
Agency Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
SASD Superintendent

\_\_\_\_\_  
Date

## Family Unification Site Agreement

Between Spooner Area School District (SASD) and \_\_\_\_\_

Date: \_\_\_\_\_

Evacuation Site Agency

Whereas, the agency stated above agrees to accommodate SASD in a coordinated and cooperative fashion in the event of unforeseen disaster where any school building must reunify its students with their family in an off-campus location.

There is no obligation for services/supplies associated with this contract. SASD will be responsible for providing or compensating for any necessary services/supplies as they are able. Any damage occurred will also be compensated provided that documentation is presented. Compensation will be made upon presentation of a bill from the provider of goods and services.

SASD authorized officials:			Agency Authorized Key Holders:		
Name	Phone	Email	Name	Phone 1	Phone 2

\_\_\_\_\_  
Agency Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
SASD Superintendent

\_\_\_\_\_  
Date

# APPENDIX 6

## Family Reunification Sign Out Form

Parent/Guardian: Please complete section 1 of this form. Then go to the Parent Check-in area, get in line according to your student's last name and turn in this form. **You will need to show your photo ID when you check in.** Thank you for your patience as we work to safely reunite you with your student.

### PARENTS - COMPLETE SECTION 1

Parent/Guardian Section (Please Print)	
<b>Section 1</b>	Student Name: _____ Grade: _____ Teacher: _____
	Name of person requesting student: _____
	Relationship to Student: _____
	Authorized Pick Up Person Signature: _____

### STAFF - COMPLETE SECTION 2 & 3

Parent Check-in Area	
<b>Section 2</b>	<input type="checkbox"/> Is the person requesting the student on the emergency contact list? <input type="checkbox"/> Yes <input type="checkbox"/> No Staff Initials: _____
	<input type="checkbox"/> On your emergency contact list, circle the name of the person picking up the student.
	<input type="checkbox"/> Did you verify photo ID? <input type="checkbox"/> Yes <input type="checkbox"/> No If identity was verified through another means, please describe: _____ Staff Initials: _____
	<input type="checkbox"/> Direct person requesting the student to the <i>Family Waiting Area</i> . This is where the reunification will take place.
	<input type="checkbox"/> Staff is to give this form to a "Staff Runner" to retrieve the student.

Family Waiting Area	
<b>Section 3</b>	<input type="checkbox"/> Retrieve the student from the <i>Student Supervision Area</i> . Remind the teacher to mark them "released" on their class roster.
	<input type="checkbox"/> At the <i>Family Waiting Area</i> , call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
	Signature of person releasing student to: _____
	Next destination: _____
	Staff Signature: _____ Time of Release: _____

# APPENDIX 7

## Go-Kit Supply List

### Incident Command Staff Go-Kit Supplies

- Red backpack
- Emergency Phone Tree
- List of Incident Command System and Crisis Response Team Members,
- Crisis Response Plan
- Whistle
- Bullhorn
- Blue vests with ICS label
- Two way radio
- Pens and paper
- Battery-operated flashlight and batteries
- First-aid kit
- Snacks/juice that can be given to any students showing a diabetic need.

### Classroom Go-Kit Supplies

- Backpack
- Class Roster (both class and grade-level)  
Teachers, update roster quarterly and provide to your buddy teacher.
- Crisis Response Plan
- Emergency Phone Tree
- Battery-operated flashlight and batteries
- Band-Aids and pair of latex gloves
- Whistle
- Pens and paper

## APPENDIX 8

### Incident Command System Structure for SASD



For more details see the Supplemental Appendices.

---

## APPENDIX 9

### Incident Commander Check In/Check out Log

Date: \_\_\_\_\_

Incident Description: \_\_\_\_\_

---

#	Time		Printed Name	Section/Position	Initials
	IN	OUT			
1					
2					
3					
4					
5					



# APPENDIX 11

## Incident/Accident Report

### SCHOOL INCIDENT/ACCIDENT REPORT

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_  AM  PM

Date Reported: \_\_\_\_\_ Time Reported: \_\_\_\_\_  AM  PM

**Location**

Building: \_\_\_\_\_

Specific Location: \_\_\_\_\_

Name of Injured/Affected Person: \_\_\_\_\_  Male  Female

Position: \_\_\_\_\_ Department/Grade Level: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Describe Incident/Accident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe Loss/Injury: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Weather Conditions (if applicable): \_\_\_\_\_

Describe Medical Treatment/First Aid: \_\_\_\_\_

\_\_\_\_\_

Name of Staff in Charge or Area/Classroom: \_\_\_\_\_

Witness(es) Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Witness(es) Description of Incident/Accident: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Persons/Entities Contacted: \_\_\_\_\_

Suggested Corrective Action: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Injured/Affected Person: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Witness(es): \_\_\_\_\_ Date: \_\_\_\_\_

---

**For District Use Only**

Reviewed By: \_\_\_\_\_

Principal     Security/Safety     Technology     Risk Management     Superintendent

Additional Actions To Be Taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Complete Only If This Incident Was Reported To Law Enforcement**

Law Enforcement Agency: \_\_\_\_\_

Officers Name: \_\_\_\_\_

Law Enforcement Agency  
Contact Information: \_\_\_\_\_

\_\_\_\_\_

# APPENDIX 12

## Memorandum of Understanding

### Memorandum of Understanding

Between Spooner Area School District and (Partner)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Spooner Area School District and (partner), hereafter referred to as "area business" to provide for food and water and essential items during an emergency situation.

#### Background

In the event of an emergency situation, such as evacuation, inclement weather situation, or any other unknown emergency, the Spooner Area School District students and staff may need food, water and essential toiletries and basic necessities brought in from an outside agency. These area businesses have agreed to provide their services as needed.

#### Purpose

This MOU will outline the process and responsibility of each partner in order to ensure that SASD staff and students have basic necessities in an emergency situation.

The above goals will be accomplished by undertaking the following activities:

- In an emergency which students and staff may be retained in the building or at an evacuation site the area businesses will provide food, water, and basic necessities.
- SASD will contact area business to request needed items
- Area business will provide requested item(s)

#### Funding

This MOU is not a commitment of funds on the part of the area business. SASD will pay each area business for items used in the emergency situation.

#### Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from SASD and area business. This MOU shall become effective upon signature by the authorized officials from the SASD and area business and will remain in effect until modified or terminated by any one of the partners by mutual consent.

#### Contact Information

Spoooner Area School District Dr. David Aslyn School District Administer 801 Cty Hwy A Spooner WI 54801 715-635-2171 715-635-7074 aslynd@spoooner.k12.wi.us	Partner name: _____ Partner representative: _____ Position: _____ Address: _____ Telephone: _____ Fax: _____ E-mail: _____
---	--

\_\_\_\_\_ Date: \_\_\_\_\_  
David Aslyn, District Administrator, SASD

\_\_\_\_\_ Date: \_\_\_\_\_  
(Partner Rep Signature)

# APPENDIX 13

## Multi-Hazard Vulnerability Assessment

Type of Hazard	Frequency				Magnitude				Warning time				Severity				Risk Priority		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	High	Med	Low
<b>Natural</b>																			
Extreme Weather																			
Flash Flooding																			
Lightning																			
Wildfire																			
<b>Technological Hazards</b>																			
Communication Failure																			
Dam Failure																			
Explosion																			
Utility Failure																			
Water System Failure																			
<b>Biological Hazards</b>																			
Chemical Spill																			
Communicable Disease																			
Hazardous Material Release																			
Mass Contamination																			
Medical Emergency																			
<b>Human Caused Threats</b>																			
Accidents (transportation)																			
Active Shooter																			
Bomb Threat																			
Criminal Threat																			
Cyber Attack																			
Death																			
Domestic Violence/Abuse/ Neglect																			
Fire																			
Gang Violence/Civil Disorder																			
Intruder/Hostage/Kidnap																			
Sexual Assault																			
Student Attack																			
Suicide																			
Terrorism																			
Weapon Report																			

## APPENDIX 14

### Outside Agency Activity Log

For use by the school Incident Commander to record key response activities such as:

1. Activation or deactivation of emergency facilities
2. Emergency notifications to local emergency services
3. Significant changes in the emergency situation
4. Major commitments of resources or requests for additional resources
5. Issuance of protective action recommendations to the staff and students
6. Evacuations
7. Casualties
8. Containment or termination of the incident

Date: \_\_\_\_\_

Incident Description: \_\_\_\_\_  
 \_\_\_\_\_

Date	Time		Name	Agency	Purpose
	In	Out			

## APPENDIX 15

### Post-Drill/Incident Review

(Tracked as Google Doc shared with building secretaries)

Date	Time		Type of Drill/Incident	D/I Drill or Incident	Remarks	Recorded by
	Start	End				

## APPENDIX 16

### Resource Inventory of Emergency Equipment

Elementary School		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
Middle School		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
High School		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
Washburn County Alternative School		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		
Washburn County Head Start		
Category	Item	Location
Alternative Lighting		
Communication Equipment		
First Aid Supplies		
Firefighting Equipment		
Food & Water		
Heater & Blankets		
Maintenance Supplies/Tools		

## APPENDIX 17

### Safety Plan Distribution List

School Website  
 District Office  
 Elementary School  
     Office  
     Custodian Room  
     Nurses Office  
 Middle School  
     Office  
     Custodian Room  
     Nurses Office  
 High School  
     Office  
     Custodian Room  
     Tech Office  
 Alternative School  
 Head Start  
 Members of the Incident Command System  
 Fire Department  
 Police Department  
 County Emergency Coordinator  
 Library  
 Evacuation and Family Reunification Sites

---

## APPENDIX 18

### Staff Training Log

(Record kept in a Google doc, maintained by school nurse,  
Student Pupil Service Director and District Safety Coordinator)

	Position	CPR (2 years)	Bloodborne (yearly)	Inhaler (yearly)	EpiPen (yearly)	Nonviolent Crisis Intervention Full Certification (1 time)	Nonviolent Crisis Intervention Refresher (2 years)	Mandated Reporting (5 years)	ALICE Certified	ALICE Training	Safety Training (yearly)	ICS-Training (yearly)
Staff Name												

# APPENDIX 19

## Threat Assessment Matrix

Purpose: Used as a tool to determine the seriousness of a threat

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

	Risk Level	None/ Unknown	Low	Medium	High
<b>Collaboration of Witnesses</b> (number of witnesses and consistency of statements)					
<b>Feasibility of Plan</b> (possible or likely; detailed-target, time, place, method; researched and/or rehearsed)					
<b>Weapon Involvement</b> (comments about or access to weapon, target practice)					
<b>Non-verbal signs</b> (violent, withdrawn, eye contact, unstable, anti-social)					
<b>Behaviors</b> (absenteeism, drug/alcohol, resistance, paranoia, argumentative)					
<b>Emotional State</b> (mood swings, anger/rage, frustration, depression, shame)					
<b>Motive</b> (revenge, ideology, desperation, notoriety)					
<b>History</b> (mental illness, economic turmoil, outbursts, discipline record, home life, exposure to violence, prior 'call for help')					
<b>Attitude about Violent Crimes</b> (interest level, empathy with offenders, fantasy)					
<b>Responsiveness to Resolution</b> (Cooperative or resistant)					
<b>Triggers - real or perceived</b> (loss, humiliation, bullied, unfair treatment)					
<b>Suicidal Tendency</b> (Always include a suicide risk assessment)					
<b>Peer Group</b> (Connectedness, Evaluation of friend group)					

**NOTES:**

---



---



---



---



---

**ASSESSED BY:**

---



---

This assessment will be kept in the student file and a copy will be given to law enforcement.



## **K. ANNEX**

### **PLANNED RESPONSES**

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included as one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances.

#### **A. Functional Responses – Immediate Response Actions**

Functional protocols form the district-wide core responses to incidents in the Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures

- ALiCE
- Blood Borne Pathogen
- Communication Process for School Incident
- Drop, Cover and Hold
- Evacuation
- Family Reunification
- Mental Health Crisis
- Radio Protocol
- Reverse Evacuation
- Shelter-in-Place
- Soft Lockdown
- Threat of Violence

#### **B. Crisis Response Plan – Incident-Specific Procedures**

- Accidents (Transportation)
- Active Shooter/Weapons Assault
- Bomb Threat
- Chemical Spill
- Communicable Disease
- Communication Failure
- Criminal Threat
- Cyber Attack
- Death of Student or District Personnel
- Domestic Violence/Abuse and Neglect
- Extreme Weather (Winter Storm/Severe Wind/Tornado/Extreme Temperatures)
- Fire
- Hazardous Materials Release
- Intruder/Hostage/Kidnap/Abduction
- Lightning
- Mass Contamination (Food)
- Medical Emergency
- Student Attack (of staff member or another student)
- Suicidal Thought/Attempt/Completion
- Utility Failure
- Weapon Report
- Wildfire

# FUNCTIONAL RESPONSE

---

## ALiCE

**Purpose:** *An active shooter or armed assault on campus involves one or more individual's intent on causing physical. Intruders may possess a gun, a knife, a bomb or other harmful device.*

Anyone who notices anything unusual (sight of a weapon, etc.) must inform as many as possible [this includes calling (8)911] using as much information and details as possible.

**Use best judgement based on information available!**

### **A = Alert**

- Advice all building occupants of all known details using any means possible (PA located in each Main Office, yelling, text, radio, etc.).
- *"Who is Where with What"*
- Repeat if time allows.
- Do not give directives only suggestions.

### **L = Lockdown + Barricade**

- If immediate evacuation is not an option, lock and barricade doors (and windows) by stacking heavy furniture, desks, chairs, bookshelves, and/or belt to prohibit entrance.
- Stay out of the line of fire.
- Turn off lights, silence cell phones, and be prepared to counter if needed.

### **I = Inform**

- Continually announce the intruder's location to all building occupants to assist in making evacuation decisions.
- Give as much info as possible - who, what, where, when, etc.
- Provide information to school Incident Commander and Police as the incident develops.

### **C = Counter**

- Use any and all means necessary to protect human life.
- Examples: throw objects, make noise, and call out intruder's name to distract.
- If able, remove weapon from intruder, cover with garbage can and notify the police.

### **E = Evacuate**

- If the situation safely allows, quickly evacuate to predetermined evacuation site.
- Move away from danger; exit through doors, windows, etc.
- Do not use personal vehicles to vacate the premises.
- Staff and students should meet at the evacuation site, staying together if safe to do so.
- Refer to EVACUATION and FAMILY REUNIFICATION procedures.

# FUNCTIONAL RESPONSE

---

## BLOOD BORNE PATHOGEN

**Purpose:** *to keep staff and students safe from potential blood borne pathogens.*

- The District will maintain and comply with an exposure control plan, which will be reviewed yearly. The exposure control plan is housed in each school's health office, the district office, main custodial office, and available online.
- Employees will be presented with a blood borne pathogen in-service upon hire, and annually, containing the elements required by OSHA regulation 29 C.F.R. Part 1910.1030(g)(2).
- Suspected exposure should be reported to the District Nurse, or designee, by the end of the school day on which the exposure occurred.
- The exposure will then be investigated and follow-up action performed based on the District Exposure Control Plan

# FUNCTIONAL RESPONSE

---

## COMMUNICATION PROCESS FOR SCHOOL INCIDENT

**Purpose:**

*to keep the public informed during emergency situation, to increase an atmosphere of safety, and to dispel rumors.*

If a situation occurs that has the potential to cause public concern, school administration (Incident Commander) will provide facts as soon as possible in a tiered approach:

1. The Public Information Officers (PIO) will have explicit details in order to accurately communicate approved messages to others.
  - a. District PIOs include district and building lead secretaries
  - b. The PIO will assess the need for information and communicate that with the Incident Commander
  - c. The PIO will prepare statement(s), but not release it until approved by the Incident Commander. **This will happen after the threat assessment matrix (Appendix 19 and located in the Incident Commander Binder) has been completed and law enforcement coordination has taken place.**
    1. Skylert message for parents with the following information
      - Concern(s) are currently being looked into (refer to the threat of violence assessment)
      - Support by local law enforcement
      - Current assessed Safety level
      - Lock down (yes-students cannot be released at this time or no-students can be release with parent permission)
      - Are related absences exempt?
      - Please watch the district website and Facebook page for a livestream press release for accurate information
    2. Script/statement to be READ by all who take calls
      - Are we in lockdown?
      - Instructions for picking up students
      - Are related absences exempt?
      - Where to get more information (see communication channels – below)
2. Detailed information provided to all faculty/staff and students throughout and at the conclusion of an event
  - a. These people have the most influence to provide accurate and timely information
  - b. They will give the community a sense of the safety level in the building
3. Relevant information provided to parents/community throughout and at the conclusion of an event in a progressive manner

**Communication Channels**

The school district will use the following forms of media to provide official communication:

- Skylert (phone and email communication system)
- Social Media: Facebook, Instagram, Twitter
- District web site <http://www.spooner.k12.wi.us/>
- Remind

**NOTE:**

**The public is advised to look to these sources before calling the school for information.**

# FUNCTIONAL RESPONSE

---

## DROP, COVER AND HOLD

**Purpose:** when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, or severe weather.

- When outside, **drop** to the ground and **cover** head and eyes with arms.
- When inside, **drop** under desks/table and **cover** heads with arms while **holding** on to desk/table leg.
- Instruct everyone to move away from windows, large hanging objects, or any other objects that have potential to fall onto people.
- Teachers should account for their students and report any missing.



# FUNCTIONAL RESPONSE

## EVACUATION

**Purpose:** *Whenever it is determined that it is safer outside than inside the building.*

**Designated Evacuation Sites** are established and known by all staff and students, but not published for safety reasons.

**School Incident Commander:**

- Call (8)911 and notify district office staff
- Determine on-site or off-site evacuation;
- Using the PA, announce evacuation;

On-Site Evacuation	Off-Site Evacuation
To designated outdoor gathering areas	To pre-designated evacuation site
Used for fire, gas leak, hazardous spills	Used for active shooter, bomb threat, explosion
<p><b>“Attention staff, due to _____, it is necessary to vacate this building. Please assist all building occupants to our on-site evacuation locations (as in a fire drill). Teachers, take rollcall outside and report to your zone leader.”</b></p>	<p><b>“Attention staff, due to _____, it is now necessary to evacuate the premises. Please assist all building occupants to the nearest safe exit. All staff and students must report to our off-site evacuation site. Vehicles may not be used for evacuation. Teachers, take rollcall once you have arrived and report to the evacuation site coordinator.”</b></p>

**If Off-Site Evacuation:**

- Request law enforcement to provide traffic control and security along the evacuation route and at the reunification site (if necessary);
- Notify evacuation site contact of the evacuation and how many to expect;
- Notify and provide updates to the district office;
- Request buses or alternate means of transportation, if necessary;
- Request necessary support, such as the crisis response team and district personnel to assist with family reunification;
- Provide the Public Information Officer with detailed instructions or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site, if necessary (see FAMILY REUNIFICATION);

**Evacuation Site Coordinator:**

- Take roll call from each teacher and report any missing staff or students to school Incident Commander;
- Work with law enforcement to ensure parents/guardians report to the family reunification. No students are to be released to guardians at the evacuation site.

**Zone Leaders:** confirm your area is emptied of all building occupants while exiting.

**Teachers: (NOTE: It may be necessary to take independent action during a real emergency)**

- Instruct students where to evacuate to, keeping everyone together as much as is safely possible along the designated routes;
- Designate a student leader to help move your class to the appropriate area in a calm, orderly fashion;
- Leave all backpacks, purses, and handbags in the classroom.
- Unlock and close classroom door; turn off lights; take Go Kit;
- Check on Buddy Classrooms and assist with any special needs person;
- If the exit route is blocked, follow an alternate route;
- Take attendance; report any missing students or staff to the zone leaders (if on-site) or evacuation site coordinator (if off-site);
- Teachers and students will stay in place until further instructions are given.

# FUNCTIONAL RESPONSE

---

## FAMILY REUNIFICATION

**Purpose:** *to ensure a safe and secure means of accounting for students and reuniting them with approved adults whenever school grounds is rendered unsafe and a remote site is needed.*

### **School Incident Commander:**

1. Notify the contact person at the reunification site;
2. Coordinate with the Reunification Site Coordinator (building lead secretary);
3. Send district personnel to assist at the Family Reunification Site.

### **District Family Reunification Site:**

Spooner Wesleyan Church Main Building (southwest side of campus)

### **Reunification Site Commander (school-specific lead secretary):**

1. Establish a command post in the church's gathering area.
2. Organize public safety and mental health/crisis response staff who report to the site (check identification of all non-district personnel).
3. Initiate **Reunification Procedure** for an \*approved adult picking up a student:
  - a. Parent/guardian/emergency contact completes and signs the family reunification form; one for each child (appendix 6) on arrival at the reunification site;
  - b. Reunification site commander signs the completed form after confirming parent ID and signature and verifying the adult is \*approved;
  - c. Adult gives signed form to district personnel in the adult holding area, who then verifies completion/signature: sort forms by building (if necessary);
  - d. A runner takes form(s) to the evacuation site, works with evacuation site coordinator to retrieve student(s). Student is then taken to the reunification site student holding room;
  - e. Runner gives forms of found kids to district personnel in adult holding area;
  - f. District personnel gives parent the form and directs them to the student holding area;
  - g. Personnel in the student holding room will have the parent sign the form on the bottom and confirm that it matches the signature on the top of form, then sign and keep the form;
  - h. Adult leaves out the back door with the student;
  - i. If runner realizes that a particular students has not been found after several attempts they will notify mental health personnel who will retrieve adult from adult holding area and speak with them privately.

\*NOTE: An approved adult must be listed in Skyward as that student's guardian or emergency contact.

### **Teachers/Staff:**

- a. Stay with students at the evacuation site, working with the evacuation site coordinator;
- b. Only release students to law enforcement or district staff who will be transporting all students to the reunification site;
- c. All staff not assisting students should report to the family reunification site where you may be asked to assist.

# FUNCTIONAL RESPONSE

---

## MENTAL HEALTH CRISIS

**Purpose:** *to guide staff in responding to emotional and psychological needs of students and fellow staff members following crises such as deaths, injuries, emergencies or other traumatic events impacting the school community.*

### **School Incident Commander:**

- Make contact with student's family (if applicable) to obtain details and permission to share information;
- Notify the designated Public Information Officer of the circumstances and actions taken for a formal communication;
  - a script with pertinent information for each teacher to read to their students (if appropriate). Include minimum details and note that additional information will be forthcoming.
  - a statement for telephone inquiries
- Activate the school's Crisis Response Team and assign duties.
- Request additional support from other schools or community-based mental health resources if needed;
- Convene an emergency staff meeting (optional-invite outside professionals for support);
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, notify parents of the situation;
- Communicate plan for triaging students in counseling area (special passes, phone referrals, etc.)
- Immediately following resolution of the crisis, convene the crisis response team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

### **Crisis Response Team:**

- Assess the range of crisis response services needed during and following an emergency or event;
- Announce designated locations in the school for individual or group counseling;
- Identify and inform the siblings, closest friends and teachers of the deceased/injured;
- Provide grief support, direct intervention services, and critical incident stress debriefings for students/staff in designated building areas;
- Notify parents of affected students of the impact of the event on their child and refer them to available community resources;
- Review and distribute guidelines to help teachers with classroom discussions;
- Stand-in for any staff member unable to deal with the situation;
- Consider assigning staff to follow a that student's class schedule for the remainder of the day;
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.
- Advise and assist to restore regular school functions as efficiently as possible;
- Provide ongoing assessment of needs and follow-up services as required;

### **Teachers and staff:**

- Seek crisis response services or counseling if you are experiencing difficulty coping with the event;
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to the event;
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling;
- Allow for changes in normal routines or test schedules;
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

# FUNCTIONAL RESPONSE

## RADIO PROTOCOL

---

**Purpose:** *It is always best to contact (8)911 using an office or cell phone. However, the district radio may be the only means of contact in a major disaster/incident. This information is to best prepare for such an emergency situation.*

### For Successful Transmissions:

- Know what to say before starting transmission;
- Identify yourself, your current location, and any life/death/fire emergency services needed;
- Speak distinctly, be brief, concise and do not mumble;
- Set the volume level as needed but not so high that your reception is distorted;
- Always listen for a few seconds before transmitting to avoid interruptions;
- The radio should be used appropriately and not to express personal feelings;
- Confidential information should not be shared over the radios. Individual's names should only be used when absolutely necessary.

### Channels:

- SHS 1 - Will communicate across the district.  
**This should only be used in case of emergency**, i.e. phones down and powers out.
- SHS 2 - Will communicate in/around the High School.
- SMS 2 - Will communicate in/around the Middle School.
- SES 2 - Will communicate in/around the Elementary School.

### Radio Operation:

- Return radio to appropriate locations and that it remains fully charged;
- Administration will determine who has knowledge of changing radio channels from a building level to district wide access.

### Superintendent:

- Locate radio and turn to SHS 1;
- Transmit a statement such as:  
*“At this time, only incident command staff with immediate needs for LIFE/DEATH/FIRE EMERGENCY SERVICES are to make radio contact. Only one person can be heard at a time. Do not jam the airways. Remain calm and patient. Make certain that the District confirms your name, location and needs. All others, please maintain radio silence.”*

# FUNCTIONAL RESPONSE

---

## REVERSE EVACUATION

**Purpose:** *When conditions are safer inside the building than outside such as; severe weather, community emergency, gang activity, hazardous material release outside, dangerous animal, etc.*

### **School Incident Commander:**

- Use all communication channels available to announce:  
*“Due to \_\_\_\_\_, it is necessary to enter the building immediately. Teachers lead your students to a safe location, take attendance and report to the office. Please stay in the building until the All Clear is given.”*
- Notify the district office of the situation
- Prepare for change in status (SHELTER IN PLACE, DROP, COVER, and HOLD, ALL CLEAR)

### **Zone Leaders:**

- Check each door to ensure re-entry to the building is possible and that exterior doors are closed and locked after everyone is safely indoors.

### **Teachers:**

- Immediately move back to classrooms or safe areas using the closest entry (if it is safe to do so);
- Take attendance and report any missing students;
- Close and lock all exterior doors and windows;
- No students or staff are allowed to leave the building until the “All Clear” is given;
- If movement into the building presents a danger, direct everyone to an alternative safe location and notify the school Incident Commander;
- Stay in a safe place until the “all clear” is given by Incident Command or designee.

# FUNCTIONAL RESPONSE

---

## SHELTER-IN-PLACE

**Purpose:** *Provides a refuge for all building occupants during an emergency such as severe weather or outdoors hazardous material release when evacuation is not safe. Shelters are located in areas of the building that maximize the safety of occupants and may change depending on the emergency.*

### **School Incident Commander:**

- Use all communication channels available to announce:  
    *“Due to \_\_\_\_\_, please shelter-in-place immediately. Everyone is directed to move to designated safe areas inside the building. Please remain there until given the All Clear.”*
- Direct staff to close all windows and doors
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify district office
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER and HOLD” or “ALL CLEAR”)

### **Custodians:**

- Shut off utilities (if necessary)
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate

### **Teachers:**

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors;
- Close and lock classroom doors and windows when leaving;
- Have everyone kneel down and be ready to cover their heads to protect from debris;
- If materials are available, cover all windows, doors, vents or other openings into the room to help reduce air flow into the area. Plastic sheets/garbage bags, wet towels, duck or masking tape, etc. could be used.
- All persons must remain in shelter until released by the school Incident Commander or emergency responders.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter;
  - For severe weather, if there is no time to get into a building or shelter, attempt to have students squat or lie low in the nearest ravine, open ditch, or low spot away from trees and power poles.
  - For hazardous chemical release, move students to an Evacuation Site that is upwind or crosswind then notify the school Incident Commander of your location.

**Listen to local news for instructions from emergency management and public safety officials.**

# CRISIS RESPONSE PLAN

---

## SOFT LOCKDOWN

**Purpose:** *No immediate threat to students and staff has been identified; however, exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms. Students and school personnel may go about regular school business until given the “all clear” by the school Incident Commander.*

### **School Incident Commander:**

- Will determine the severity of the lockdown and make the following announcement using the building PA system:

### **Soft Lockdown**

“YOUR ATTENTION, PLEASE. WE ARE GOING INTO A SOFT LOCKDOWN. PLEASE KEEP ALL STUDENTS IN THE CLASSROOM UNTIL FURTHER NOTICE: STUDENTS RETURN TO THE LOCATION OF YOUR CLASS.

### **Office Staff:**

- If possible stay by the phones to wait for additional instruction from the school Incident Commander;
- If unable to stay by phones switch to two way radio for all communications;
- Remotely check status of classrooms via PA, telephone, computer or other methods;
- Assist the school Incident Commander to establish the school command post.

### **Custodians:**

- Close and lock all exterior doors;
- Direct any contractors/drivers/repairmen inside the building into a safe area and lock the door.

### **Teachers:**

- Clear the hallway and bathrooms by your room, moving everyone into the classroom;
- Close and lock all classroom doors and windows;
- Classwork continues as usual, but students must stay in the classroom until given the “all-clear” by appropriate personnel.

# FUNCTIONAL RESPONSE

---

## THREAT OF VIOLENCE

**Purpose:**

To prevent violence by controlling and/ or containing the situation, protecting potential targets of the threat, and providing support and guidance to aid the student who is at risk for violence in dealing with his or her problems in an appropriate and adaptive manner.

**Threat to be assessed by members of our Crisis Response Team** in coordination with law enforcement, if necessary.

**Step 1:** Identify student threat to commit a violent act

- A threat is an expression of intent to do harm or act out violently against someone or something.
- A threat may be spoken, written or symbolic; explicit or implied
- All substantive threats of violence must be taken seriously and investigated

**Step 2:** Determine the seriousness of the threat using the Threat of Violence Assessment as a tool.

### Threat of Violence Assessment

	Risk Level	None/ Unknown	Low	Medium	High
<b>Collaboration of Witnesses</b> (number of witnesses and consistency of statements)					
<b>Feasibility of Plan</b> (possible or likely; detailed-target, time, place, method; researched and/or rehearsed)					
<b>Weapon Involvement</b> (comments about or access to weapon, target practice)					
<b>Non-verbal signs</b> (violent, withdrawn, eye contact, unstable, anti-social)					
<b>Behaviors</b> (absenteeism, drug/alcohol, resistance, paranoia, argumentative)					
<b>Emotional State</b> (mood swings, anger/rage, frustration, depression, shame)					
<b>Motive</b> (revenge, ideology, desperation, notoriety)					
<b>History</b> (mental illness, economic turmoil, outbursts, discipline record, home life, exposure to violence, prior 'call for help')					
<b>Attitude about Violent Crimes</b> (interest level, empathy with offenders, fantasy)					
<b>Responsiveness to Resolution</b> (Cooperative or resistant)					
<b>Triggers - real or perceived</b> (loss, humiliation, bullied, unfair treatment)					
<b>Suicidal Tendency</b> (Always include a suicide risk assessment)					
<b>Peer Group</b> (Connectedness, Evaluation of friend group)					

**Step 3:** Develop an intervention plan to protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior.

## **Threat Levels Responses**

### **Low Level Threat**

**Response:** Facilities are not evacuated, but all staff members immediately look for and report anything suspicious or unusual that day or in the recent past to administration.

**Criteria-** Indicators/factors that may lead to a low level threat:

1. Leads one to perceive that it is meant as a joke, to be thrown away or ignored; lacks realism.
2. Is not specific or shows no intent of a threat and is non-legible.

### **Medium Level Threat**

**Response:** Students are moved to an area in the school building that is not being threatened. All staff members immediately look for and report anything suspicious or unusual that day or in the recent past to administration.

**Criteria-** Indicators/factors that may lead to a medium level threat:

1. Indicates a specific area that is threatened
2. Has some data that would indicate that there is a potential for the completion of a threat, giving a general location and time frame for an incident to occur but very little detail.
3. Shows some thought on how threat may be carried out

### **High Level Threat**

**Response:** Possible evacuation to designated Evacuation Site.

**Criteria-** Indicators/factors that may lead to a high level threat:

1. Is very threatening and alarming
2. Information is detailed indicating knowledgeable, capable and practiced.
3. Message is very clear and legible
4. Subject identifies themselves.
5. Suspicious materials/containers/packages/etc., are found that could be used to carry out a threat.
6. A bomb/chemical compound/aerosol device is found.
7. Any single issue or factor could elevate a threat to a high level. The more direct and detailed a threat is, the more serious the risk of its being acted on.

# CRISIS RESPONSE PLAN

---

## ACCIDENTS (TRANSPORTATION)

### BEFORE

#### **Vehicle Driver/Monitor:**

- Be familiar with school district policy and procedures
- Have transportation safety plan on the vehicle at all times
- Execute bus evacuation drills four times each year
- Cameras are installed on all school busses
- For non-routine trips, take roll call before each departure to ensure it matches roster
- Responsibility is shared between the bus garage and the building principal for the safety of students

### DURING

#### **Vehicle Driver/Monitor:**

- Account for all passengers in vehicle
- Protect passengers from injuries and the vehicle from further damage
- Turn off the ignition, remove the key and activate the hazard lights
- Check for conditions that could cause a fire
- If conditions are safer outside the vehicle than inside, evacuate the vehicle
- Do not leave students unattended or unsupervised
- For a bus incident:
  - Driver contacts bus garage who will notify emergency responder and school superintendent
- For other school-related vehicle incidents:
  - Staff contact school Incident Commander and emergency responder with information: Who, What, When, Where, Why, and needs
- Provide first aid/CPR to those needing immediate help, if you are trained to do so
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by school administration or law enforcement.
- If directed by law enforcement to remove student passengers from the scene, make sure the student is with district personnel, law enforcement or emergency responders.
- Do not move an injured passenger unless directed to do so by emergency responders, or if there is an immediate threat to their life in the vehicle

#### **School Incident Commander:**

- Dispatch the district transportation director, school administrator or designee to the accident location
- Notify emergency responder by calling (8)911 if the accident does not involve a district employee or bus driver (i.e. student driver/involved accident in parking lot).
- Collect information on support needed at the scene and convey this to the Superintendent's office.
- School Incident Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- Ensure any special health information or medication for any injured student is sent to the hospital.

## **AFTER**

### **Vehicle Driver/Monitor:**

- Draft incident report. Send to school Incident Commander for review

### **School Incident Commander:**

- Provide assistance to superintendent for any follow up actions needed
- Review incident report. Send a copy to District Office

### **Superintendent:**

- If multiple hospitals are used, the Superintendent's office will send an administrator or designee to each hospital.
- The Superintendent or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital where the student was taken.
- Inform staff of situation
- District staff will assess counseling needs of victim(s) or witness(es) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

# ACTIVE SHOOTER/WEAPONS ASSAULT

**Purpose:** An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife, a bomb or other harmful device.

## **ALiCE Protocol = use best judgement based on information available:**

**A = Alert** - Alerting students and staff of details using PA (located in each Main Office) or any means possible (yelling, text, radio, etc.). "Activate ALiCE - there is ..... with a .....in ....."

**L = Lockdown/Barricade** - Lock doors, barricade doors using desks, chairs, bookshelves, use belt to prohibit entrance. ONLY open doors for uniformed police officer

**I = Inform** - give as much info as possible, who, what, where, when, etc.

**C = Counter** - Utilize SWARM technique, throwing objects and making noise to distract intruder. If weapon is away from intruder, cover with garbage can and sit on can or carry can (with weapon inside) to police.

**E = Evacuate** - Leave the premises if the shooter is in an area away from you. Break through windows or walls if necessary to avoid danger. Direct students to a safe area; stay with students and lead students to designated evacuation sites when safe. DO NOT USE VEHICLE TO VACATE THE PREMISES

## **BEFORE**

- All staff trained in ALiCE, including frequently hired substitutes, after-school and community education staff.
- ALiCE drills held at each building. Drill to include check of PA systems
- Community/parent education regarding ALiCE
- Building doors locked during school hours and monitored by security cameras. Staff members conduct periodic door checks.

## **DURING**

### **Notify School Incident Commander**

Anyone with information call (8)911, provide name and location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school. Caller will remain on the line to provide updates.

### **School Incident Commander:**

- Announce a building-wide ALiCE alert
- Direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- Ensure any buses en route to the school are redirected to the pre-designated reunification site
- Secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, designate an alternate command post.
- Assign someone to meet and brief arriving law enforcement officers
- Disarm the fire alarm
- Direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- Notify the Superintendent's office and request activation of media and parent notification protocols
- Refer media to the Public Information Officer
- Assign staff to meet and brief responding law enforcement officers

## **AFTER**

### **School Incident Commander:**

- Designate a Reunification Site Commander (RSC).
- Announce an Off-Site Evacuation for Family Reunification
- Notify officials at the relocation site of the Off-Site Evacuation and to activate Family Reunification protocols.
- Request bus transportation to the relocation site if necessary
- Request the district activate media and parent notification protocols and direct parents to go to the Family Reunification site.
- Activate the district Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the reunification site.
- Debrief the Crisis Response Team

### **Teachers:**

- Teachers remaining in the building will evacuate the building using the designated exit routes and alternate routes to the designated evacuation site.
- Take attendance at the evacuation site.

### **Reunification Site Commander:**

- Coordinate with law enforcement to identify and locate missing students and staff
- Provide efficient release of students to authorized legal guardians

### **Superintendent:**

- In consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

***(Note: The school is a crime scene and will require a thorough search and processing)***

# CRISIS RESPONSE PLAN

## BOMB THREAT

### BEFORE

- Maintain monitoring on visitors to the building
- Educate staff on bomb threat procedures
- Keep Bomb Threat Checklist in accessible location

### DURING

**Call Taker:** Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Located in both Safety and Crisis Response Plans)
- After hanging up phone, immediately dial \*57 to trace call. (May be different on your phone system)
- Notify the school Incident Commander or designee

**School Incident Commander:**

- Notify law enforcement by calling (8)911
- Determine Threat Level (see Functional Response: Threat – above)
- Assign staff to meet and brief emergency responder agencies outside
- Notify staff through the PA system:  
“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD ...
  - (If a **Low Level Threat**): immediately report anything that seemed suspicious or unusual that day or in the recent past to the administration.
  - (If a **Medium Level Threat**): move to the following area: \_\_\_\_\_. Also, please immediately report anything that seemed suspicious or unusual that day or in the recent past to the administration.
  - (If a **High Level Threat**): evacuate to the evacuation site. DO NOT take personal belongings, coats or backpacks. Teachers, leave doors open.
- Search the building and Evacuate if warranted
- Assemble and brief the Search Team members
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Arrange for person who found a suspicious item to talk with law enforcement official

**Teachers and Staff:**

- Check classrooms, offices and work area for suspicious items and report any findings to the IC or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Account for students and be prepared to evacuate if ordered, then follow fire evacuation procedures
- Open classroom windows and doors when exiting
- Take attendance after being evacuated. Keep class together. Be prepared to report the names of any missing persons to school administration.

### AFTER

- Ensure Bomb Threat Checklist is completed and shared with necessary parties.
- School Incident Commander notifies community/parents of incident.
- Make counseling services available for students/staff in need.
- Review incident for possible changes to Bomb Threat policy.

# Bomb Threat Checklist

## Call Description Detail Report

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Length of Call: \_\_\_\_\_

Phone Number of caller: \_\_\_\_\_

**Callers Voice – Circle as applicable:**

Calm	Nasal	Angry	Stutter	Excited	Distinct
Lisp	Slow	Deep Breathing	Rapid	Deep	Accent
Soft	Ragged	Loud Throat	Clearing	Laughter	Slurred
Raspy	Crying	Cracked Voice	Normal	Disguised	Familiar

If voice is familiar, whom did it sound like?  
\_\_\_\_\_

**Background Sounds:**

Street Noises	Factory Machinery	Animal Noises	Voices	Clear
PA System	Office Machinery	Local Call	Music	Long Distance
House Noises	Phone Booth	Motor	Static	Other:

**Threat Language:**

Well Spoken (educated)	Incoherent	Message Read
Taped	Foul	Irrational by threat maker

Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Questions to ask:**

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?
9. What is your address?

**Exact wording of the threat:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Sex of Caller:** Female/Male

**Race:** \_\_\_\_\_

**Age:** \_\_\_\_\_

# CRISIS RESPONSE PLAN

---

## CHEMICAL SPILL

Call Public Safety at 1-800-424-8802 if....

- Anyone is hurt,
- The spill is greater than one gallon
- There is a release to the environment
- There is a violent reaction or fire

Contact building maintenance personnel to complete the following:

- For spills less than one gallon, use a spill kit
- Put up "Caution Chemical Spill" tape and notify people in the surrounding area.
- Protect nearby floor drains with a spill sock
- Put on the appropriate PPE (goggles, gloves, booties, apron)
- Collect absorbent in a bag. Label the bag as hazardous waste and contents.
- Take extra caution with regard to shards of glass and chemical vapors.
- Decontaminate area with compatible disinfectant and spill pads
- Collect contaminated spill pads in the same bag.
- Remove PPE and collect disposables in the same bag. Seal with a twist tie.

Report spill to your building principal

# CRISIS RESPONSE PLAN

---

## COMMUNICABLE DISEASE

A variety of models for pandemic management exist. Both the Center for Disease Control and World Health Organization provide information that may be referenced in the event of a communicable disease outbreak. The Washburn County Public Health Department maintains a Public Health Emergency Plan. In the event of an outbreak the school district will work closely with the Washburn County Public Health Department to implement this plan.

### BEFORE

1. All staff will be trained annually on blood borne pathogens
2. Staff should model and instruct students to be diligent in handwashing with soap and water (20 second minimum) or in the absence of facilities with soap and water, use alcohol-based hand sanitizer containing more than 60% Ethyl Alcohol, especially after any use of a tissue and especially for a cough or sneeze.
3. Staff will model and instruct on proper covering of nose and mouth with a tissue for sneeze or cough or into sleeve if tissue is not available (place used tissues promptly in trash and hand wash after proper disposal.)
4. During the flu season, staff will be encouraged to disinfect work area on a daily basis.
5. Initiate follow up investigation on cause of student illness if any of the four schools has more than 10% of the student population ill for two or more consecutive days. Consult with public health department regarding trends of concern.
6. School Nurse will monitor seasonal and pandemic flu information from the Center for Disease Control and Prevention (CDC) website on a weekly basis. Significant changes will be communicated to the Superintendent.
7. Stock appropriate sanitation supplies such as soap, alcohol gel sanitizer, tissues and face masks.
8. Staff will use a district approved disinfecting agent to disinfect health room cots, counters, and other shared surfaces after contact with a student or staff person who exhibits symptoms suggestive of influenza.
9. **Authority/Communication:** No change in district actions related to the management of district buildings. Communication of prevention messages may be building-specific or district-wide.

### DURING

- Implement Washburn County Health Department recommendations on closing school, students/staff that need to be out of school due to symptoms, length of time to be out of school, etc. If appropriate, collaborate with Health Department to implement public health emergency plan.
- School staff will be alerted when a public health emergency at a national or local level has been identified.
- School Nurse will monitor CDC website and State Department of Health and Family Services website on a daily basis for information on the communicable disease.
- All students reporting to school health rooms with flu-like symptoms such as: fever, cough, sore throat, runny or stuffy nose, and muscle aches will be provided with a face mask to wear until an adult comes to pick up the student from school or the student leaves school.
- Increase surveillance activities with ill students/staff at all schools on a daily basis.
- Alter the telephone response for the attendance line at each school to collect information on the symptoms students are experiencing that are calling in ill. Conduct follow up telephone calls with families if necessary.
- All staff are required to receive and implement any pertinent information or directives from administration regarding infection control for staff and students. All written information, handouts, or recommendations that anyone intends to share with students and staff on this topic must be approved by administration in collaboration with the school nurse.

- All telephone calls from parents, the public or the media are to be directed to the building principal or school health services to address concerns and information. Staff should not give any reports, updates, or information on the current illness situation or any advice on the matter over the phone or in person.
- Administration will need to address with staff, any academic programming impact from increased student or staff absenteeism. Teachers should discuss with their principals instructional planning that may need to be implemented for students at home. Internet instruction may be a consideration.
- Staff will disinfect their work area daily, with a district approved substance, and as needed throughout the workday if a student/individual(s) are coughing, sneezing or person goes home ill from class. Surfaces include desktops, telephone hand-piece, computer keyboards, and doorknobs.
- District will use appropriate communication channels to inform parents of any outbreak related to the absence rate, risks and precautions, actions taken by the district, and requested action from parents.
- **Authority/Communication:** Superintendent shall decide on establishing a command center in the district to centralize planning and communication efforts. Contact will be made with the Washburn County Health Department to coordinate planning actions and communication messages. In the event that the Public Health Emergency Management Plan is activated the Superintendent or his/her designee will staff the county emergency operations center (EOC) if necessary or have a communication link with the county EOC. The school district EOC will collaborate with the county EOC to assure consistent messages are being provided to the public.

#### After

1. Follow recommendations from the Washburn County Health Department with disinfecting the school environment before staff or students return to school.
2. Communicate with parents/staff the return to regular school routine, actions taken to make the school environment safe and changes in any district procedures.
3. Evaluate impact the outbreak and actions that need to be added/changed to improve future responses.
4. Monitor CDC and State Department of Health and Family Services pandemic flu website for any changes or updates. Communicate these changes and updates to the Superintendent.
5. Plan for possible second wave of the pandemic flu with ordering of materials.
6. **Authority/Communication:** Superintendent or his/her designee will collaborate with the county EOC in determining when the county moves into the recovery phase. The district will follow the county plans in determining what actions will be necessary to restore the learning environment in each school. Centralized communication will continue to be used for sharing messages to staff, parents, and students.

# CRISIS RESPONSE PLAN

---

## COMMUNICATION FAILURE

### Protocol:

- Zone leaders will remain the same in each building and should remain in their prospective building in the event of a communication failure.
- Zone leaders will report to principals office for further instructions regarding the crisis plan.
- Teachers and staff will remain in classrooms and resume with normal schedule until further notice.
- Office will notify staff on next plan on action (via) PA system. In the event, we don't have electricity, zone leaders will stop by classrooms to share next step of action.
- Zone leaders will meet in a predetermined place when an emergency situation takes place.
- Secondary zone leaders will assist in the event that primary zone leaders are absent or unavailable.

---

### Phone Outage

---

#### Before:

1. Plan to use alternate systems
  - a. PA if available to disseminate general announcements to all staff and students
  - b. Email for staff
  - c. NO email/pa Radio for Zone leaders to disseminate
2. Use radios in all buildings from administrators or designee, to communicate to grade level teams, grade level teams, specialists and the lead staff member in other areas of all buildings.
3. If there was a phone outage, the PA system would be used. If the PA system is down, radios will be used to communicate with staff and other buildings.
4. If radios for whatever did not work, face to face communication will be activated by the incident commander (principals)

#### During:

1. Assess type of outage:
  - outage exterior to district
  - how many buildings affected
2. Work with Tech office to determine anticipated down time
3. Admin team consults if this is part of bigger problem
4. Communicate update to staff on how to proceed with instruction and student management
5. Decide how communication situation to public if necessary
6. Assemble resources to restore service
7. Update staff and public as soon as service is restored

#### After:

1. Communicate what happened and why to staff and public
2. Assess if applicable how event was handled.
  - Technical side
  - Communication side
  - What worked/what did not

---

### No Networks Access (internet/wifi)

---

#### Before:

5. Use communication systems (Phone, email, pa) unless affected by network outage
  - a. PA if available to disseminate general announcements to all staff and students

- b. Have alternative lesson plans or activities that students could work on that would allow for a productive instructional day
- c. NO network access (internet or wifi) Use radio for Zone leaders to disseminate
- 6. Use radios in all buildings from administrators or designee, to communicate to grade level teams, grade level teams, specialists and the lead staff member in other areas of all buildings.
- 7. If radios for whatever did not work, face to face communication will be activated by the incident commander (principals)

**During:**

- 2.) Asses type of outage:
  - outage exterior to district
  - how many buildings affected
  - 
  - Work with Tech office to determine anticipated down time
  - Admin team consults if this is part of bigger problem
  - Communicate update to staff on how to proceed with instruction and student management
  - Decide how communication situation to public if necessary

Assemble resources to restore service  
Update staff and public as soon as service is restored

**After:**

- Communicate what happened and why to staff and public
- Assess if applicable how event was handled.
  - Technical side
  - Communication side
  - What worked/what did not

**No Skyward:**

**Before:** Plan outlining order of communication if there is no Skyward access

- 8. Use communication systems (Phone, email, pa) unless affected by network outage
  - a. Use email, phone or PA if available to appropriately disseminate general announcements to all staff and students
  - b. Have classroom rosters copied and in a same safe place available for teacher or staff member
  - c. Any medical or health information should be printed in a safe place only reviewable to employed staff
  - d. Have parent contact information printed in the event that they would need to be contacted

**During:**

- 2.) Asses type of outage:
  - outage exterior to district
  - how many buildings affected
  - 
  - Work with Tech office to determine anticipated down time
  - Admin team consults if this is part of bigger problem
  - Communicate and update to staff on how to proceed with instruction and student management
  - Decide how communication situation to public if necessary

Assemble resources to restore service  
Update staff and public (if necessary) as soon as service is restored

**After:**

- Communicate what happened and why to staff (and public-If necessary)
- Assess if applicable how event was handled:
  - Technical side
  - Communication side
  - What worked/what did not

# CRISIS RESPONSE PLAN

## CRIMINAL THREAT

---

### BEFORE

- Train staff in de-escalation techniques
- Monitor who is entering the building. Inform staff as needed about any potential threats.

### DURING

- Use de-escalation techniques.
- Inform administration as soon as possible.
- Obtain assistance as necessary (phone numbers in Supplemental Appendices)
  - Emergency
  - Washburn County Sheriff
  - Spooner Police Department
  - School Nurse
- Contain the threat and keep students from the area  
**Threatening or violent behavior by a student:**
- Do not leave the student alone even to allow him/her to use the restroom or to wait while help is called. Arrange to have the student remain with a staff member until help arrives.
- It is the responsibility of Crisis Response members to initially screen the student to determine if a referral should be made to the police using the questions below:
  - Who is the target?
  - What is the plan?
  - Is it feasible for the student to carry out this plan? (Does the student have access to weapons, etc.?)
  - Monitor non-verbal signs and emotional state.
- If it is believed that the student is capable of carrying out the threat, call (8)911
- Collect the student's cell phone/electronic devices if appropriate
- Provide the police a written statement of the situation and a summary of pertinent information
- Give the police the inter-agency release of information form allowing agencies to communicate about the student and ask them to have the parent sign the form when they arrive at the police station.
- Call the parents and ask them to meet their child at the police station
- Use the Threat Assessment included with **THREAT OF VIOLENCE** Crisis Response Plan as a tool to determine threat level and appropriate response.

### AFTER

- Provide counseling services as needed
- Administration determines if threatening person is banned from district property permanently or temporarily.
- Inform staff on a need to know basis when appropriate  
**If a student:**
- In the event that police need to be contacted, student will be required to stay at home from 1-3 days until a safety plan is in place. Administration will determine when the student is allowed back in the building.
- Contacts parent to inform them of situation regarding their child
- Parents of student(s) who were target of threat need to be informed
- Monitor student conversations and shut down any inappropriate student talk about the situation

# CRISIS RESPONSE PLAN

---

## CYBER ATTACK

### BEFORE

- Develop and promote policies on responsible use.
- Before students, teachers, or staff access the school's or school district's networks and systems, they should be aware of any policies, rules, or laws regarding their use.
- IT staff should be aware of local, state, and Federal regulations about information security, privacy, and storage of PII.
- Store data securely to ensure that the whole school community's data are kept private and to comply with the Family Educational Rights and Privacy Act (FERPA).
- Regularly back up data in case of accidental or deliberate corruption or destruction of data.
- Create firewalls and an approved list of individuals who have access to the school's or school district's networks and systems.
- Regularly review list to ensure that only those individuals who have permission to access the systems can do so.
- Monitor networks continually to assess the risk from cyber threats.

### DURING

#### School Incident Commander:

- Work with District Administration to limit damage and preserve sensitive information.
- Decide whether to request external assistance and from whom, such as from the school district; a local, state, or Federal government computer incident response team; or private vendor.
- 

#### Administration:

- Notify law enforcement.
- Notify any individuals and/or their families of those whose personal information may have been compromised.

#### Staff:

- Contact the school's Technology Coordinator if you are the staff member who is told of/discovers the threat.

### AFTER

- Once the incident has been contained, recovery may be needed for people, policies, and technology—all of which are interconnected.
- The response team will need to identify what people were impacted by the incident or caused the incident; in some cases.
- Policies may need to be revised, or new ones implemented.

# CRISIS RESPONSE PLAN

---

## DEATH OF STUDENT OR DISTRICT PERSONNEL

### BEFORE

- Counseling partnerships with community agencies are established

### AFTER

#### **When school personnel is made aware of a student death:**

- Inform building administrator, school counselor, school social worker, and school psychologist
- Determine which staff member(s) will make contact with family
- Assigned staff members will meet with family to determine information family wishes the school to share with staff, students, and parents.
- Building administrator, school counselor, school social worker, school psychologist and other staff as appropriate will meet to prepare a plan of how information will be shared and what information will be shared with staff, students, and parents.
- Possible plan models:
  - Electronic information sent home to families, families encouraged to inform their child(ren), follow up with students the next day.
  - Students informed of death while at school, using a prepared script so all students receive the same information, electronic and print information sent home to families.
- Families and students will be informed of the availability of counseling services
- Student services personnel will provide counseling services as needed
- At least one Student Services Personnel will be in each of the child's classes throughout the day
- Area counselors from community agencies and other school districts will be contacted as needed to provide counseling services.

#### **When school personnel is made aware of a staff member death:**

- Inform district administrator, building administrator, school counselor, school social worker, and school psychologist.
- Building Administrative Assistants will contact possible substitute teachers for the day(s)
- District administrator or building administrator determines who will make contact with family
- Assigned school personnel will meet with family to determine information family wishes the school to share with staff, students, and parents.
- Building administrator, school counselor, school social worker, school psychologist and other staff as appropriate will meet to prepare a plan of how information will be shared and what information will be shared with staff, students, and parents.
- Staff members, families, and students will be informed of the availability of counseling services.
- Student service personnel will provide counseling as needed or requested
- Area counselors from community agencies and other school districts will be contacted as needed to provide counseling services.

# CRISIS RESPONSE PLAN

---

## DOMESTIC VIOLENCE/ABUSE & NEGLECT

(Refers to students that are exposed to domestic violence, abuse, or neglect outside of school)

### BEFORE

- All staff will be trained on mandated reporting yearly
- Collaboration with EMBRACE and local health and human services agencies

### DURING

- Any staff member receiving information may file a mandated report with Health and Human Services. Follow the steps below to complete the report.
  - Collect the following information:
    - Child Name
    - Child Date of Birth
    - Address
    - Primary Phone number
    - Parent(s) name(s)
    - Other phone numbers
    - Details of incident(s): when, where, injury, who was involved, etc.
    - Determine child's county of residence.
- Contact Washburn County Human Services or Burnett County Human Services depending on residency.
  - Ask for the "ACCESS WORKER"
  - Report details of what you know-specific details (e.g. pushed from behind onto the couch, bruise on left arm, etc.)
- Submit the SASD report form to the building principal.
- Resources:
  - Refer to Supplemental Appendices for emergency contact numbers

### AFTER

- Reporting personnel will draft the "Child Abuse, Neglect, and Child Welfare Reporting Form"
- The school Incident Commander will receive the form and coordinate follow up with affected parties.

# CRISIS RESPONSE PLAN

---

## EXTREME WEATHER

(Winter Storm/Severe Wind/Tornado/Extreme Temperatures)

### BEFORE

- Tornado drill is performed to ensure that all students and staff understand procedures
- Signage/maps throughout buildings are visible to show where to go in the event of extreme weather
- Periodically test outdoor PA systems
- Periodically test weather radios in offices
- Incident Command should be signed up for CODE RED Emergency Notification System

### DURING

#### **Severe Weather Watch has been issued near the school:**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television)
- Activate REVERSE EVACUATION to bring all persons inside the building
- Close windows and blinds
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows
- Review “DROP COVER and HOLD” procedures with students
- Assign support staff to monitor all entrances and weather conditions

#### **Severe Weather Warning has been issued/spotted near school**

- The IC will determine the safest course of action. Activate REVERSE EVACUATION or SHELTER-IN-PLACE to ensure the safety of students and personnel outside the building.
- The school Incident Commander or designee will direct students and staff inside the building to immediately move to interior safe areas. Turn off lights, and leave doors UNLOCKED.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes
- Monitor attendance as well as possible. Clear any bathrooms, hallways, stairwells
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

**In the case of inclement winter weather, refer to district administration communication (emails, alerts) and follow standard procedures as listed in staff handbook.**

### AFTER

- School Incident Commander assesses situation
- Teacher and/or staff member takes attendance. Immediately report any absences to school administration.
- Monitor communications with Incident Commander to determine next steps
- School Incident Commander notifies community/parents of incident
- Make counseling services available for students/staff in need

# CRISIS RESPONSE PLAN

---

## FIRE

### BEFORE

- Assign zones and zone leaders
- Perform monthly fire drills
- Signage/maps throughout buildings and in each classroom are visible to show fire evacuation routes
- Equip each classroom with go-kit

### DURING

#### In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The school Incident Commander or designee will call (8)911 to verify the fire alarm and notify the district office.
- All persons inside the building immediately evacuate using fire evacuation routes. Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Teachers take the go-kit on the way out of the room
- Turn lights off to signify rooms are empty, and leave doors UNLOCKED if possible
- Zone leaders will check their zones (bathrooms, hallways, classrooms) before evacuating the building
- Take attendance after evacuation, and notify zone leader with a thumbs up for all clear, or if any students are unaccounted for.
- All staff and students are to stay a safe distance from the building keeping clear of emergency vehicle routes in compliance with local fire chief.
- Keep classes together and wait for further instructions
- No one may re-enter the building until it is declared safe by the fire department

#### School Incident Commander:

- Calls (8)911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- Designate a Liaison Officer to provide ongoing information to fire department

#### Administration:

- School office staff will take the Critical Incident Response Kit and evacuate to the designated school command post.
- The Zone One Leader will inform the school Incident Commander via radio communication or text message of any missing students, or give the all clear.
- After consulting with Superintendent, fire department and law enforcement officials, the school Incident Commander may direct an OFF-SITE EVACUATION if weather is inclement or building is damaged.

#### Teachers:

- Take the go kit and lead students out of the building following the evacuation routes. Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom AND LEAVE DOOR UNLOCKED.
- Take attendance after being evacuated and notify your zones leader if anyone is missing or give a thumbs up for all clear.

- Be prepared to move students if an OFF-SITE EVACUATION is ordered
- Keep your class together and wait for further instructions

**Zone Leaders**

- Make sure your zone is clear of all students/staff/visitors by checking hallways, bathrooms, and classrooms for lights off, doors closed.
- Check with teachers in your zone for missing students
- Give the building lead secretary the all clear with a thumbs up, radio confirmation, or text message

**AFTER**

- School Incident Commander notifies students and staff if it is safe to re-enter the building and resume normal operations.
- School Incident Commander notifies community/parents of incident

# CRISIS RESPONSE PLAN

---

## HAZARDOUS MATERIAL RELEASE

Hazardous material (hazmat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

### BEFORE

- Hazardous materials will be stored in appropriate containers in designated areas
- Staff and students will be instructed in the proper handling of any materials with which they are required to work.

### DURING

#### **Substance Released Inside a Room or Building**

- The school Incident Commander (SIC) will initiate an EVACUATION alert. Direct staff to use designated routes upwind or crosswind from the affected room or building.
- The SIC directs or designee call (8)911, provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SIC or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The SIC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SIC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to: Public Information Officer
- Teachers should take attendance and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SIC and public safety officials will determine if an off-site evacuation is necessary. If so, request transportation resources from the district if necessary. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the reunification site.

#### **Substance Release Outdoors:**

- The school Incident Commander (SIC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SIC or designee will call (8)911, provide the name and location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SIC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SIC will notify the Superintendent's office and request activation of media and parent notification protocol.
- Refer media to: Public Information Officer

- The SIC will ensure all buses en route to the school are re-directed to the alternate reunification site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated reunification site upwind or crosswind from the spill.
- The SIC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.
- When emergency responders determine it is safe to do so, the SIC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

#### **AFTER**

- Refer media to the Public Information Officer
- School administration in cooperation with local authorities will determine when students will be allowed to return to school.

# CRISIS RESPONSE PLAN

---

## INTRUDER/HOSTAGE/KIDNAP/ABDUCTION

**Intruder - A person that has entered the building without permission. They are assumed to not have a weapon or suspicious package. They have either snuck in an open door, have been let in by another guest or student, etc. If the intruder or hostage taker has a weapon, please refer to WEAPONS or ACTIVE SHOOTER protocol.**

### **BEFORE**

- Keep all exterior doors locked during school hours
- Have signage at the main entrance directing visitors to the main office to sign in
- Instruct students and personnel not to open doors for anyone
- Instruct students and personnel to enter and leave the building through the main entrance during school hours.
- Authorized district personnel and visitors will wear district assigned badges

### **DURING**

#### **When an unauthorized person enters school property:**

- Ask another staff person to accompany you before approaching intruder
- Politely greet intruder and identify yourself
- Ask intruder the purpose of his visit
- Inform intruder that all visitors must register at the main office
- If intruder's purpose is not legitimate, ask him to leave. Accompany intruder to exit
- Notify the school Incident Commander for follow up

#### **If intruder refuses to leave:**

- Warn intruder that police will be called if they remain on school property
- Notify school Incident Commander if intruder still refuses to leave
- School Incident Commander or designee will call (8)911. Give police full description of intruder, along with location in the building. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he indicates a potential for violence
- Maintain visual contact with intruder from a safe distance
- School Incident Commander notifies superintendent and may issue a SOFT LOCKDOWN

#### **Hostage Situation:**

- If hostage taker is unaware of your presence, do not intervene
- Notify school Incident Commander
- School Incident Commander or designee will announce SOFT LOCKDOWN or ALiCE and call (8)911 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and ask for assistance from hostage negotiation team.
- School Incident Commander notifies superintendent
- The IC will give control of scene to police and hostage negotiation team
- Everyone should remain in soft lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

#### **If taken hostage:**

- Follow instructions of hostage taker
- Try not to panic. Calm students if they are present

- Treat the hostage taker as normally as possible
- Be respectful to hostage taker
- Ask permission to speak and do not argue or make suggestions

#### **AFTER**

- The school Incident Commander will announce the all-clear, lifting the soft lockdown. The school Incident Commander and all parties involved will draft an incident report. A copy will be sent to the District Office.
- Communication will be sent home to parents/guardians, same day if possible
- Draft a public media release, when necessary

# CRISIS RESPONSE PLAN

---

## LIGHTNING

### Lightning at school:

#### BEFORE

- Ensure all offices are equipped with working flashlights. Check batteries regularly
- Check to ensure all emergency lights are working

#### DURING

- Remove students from all outdoor activities
- Monitor weather through office weather radios
- If fire occurs, refer to Fire section
- If power outage occurs, refer to the Utility Failure section

#### AFTER

- District administration will determine any steps needed as a result of lightning storm

### Lightning at extra-curricular activities:

#### BEFORE

- Athletic Director and coaches monitor weather through weather radios
- Administration and/or Athletic Director will decide if games should be cancelled or postponed
- Seek shelter

#### DURING

- Administration/Athletic Director and/or Game Officials will decide if games should be cancelled or postponed
- Seek shelter

#### AFTER

- Administration/Athletic Director and/or Game Officials will decide if games should be cancelled or postponed

# **CRISIS RESPONSE PLAN**

---

## **MASS CONTAMINATION (FOOD)**

### **BEFORE**

- Reviewed two (2) times yearly by Department of Health Services, Division of Public Health
- Attend training on Food Safety as in Serv Safe
- Follow the Food Safety Plan set forth by DPI
  - Based on the approach of Hazard Analysis Critical Control Point (HAACP)
- Training on Critical Control Points (CCP)
- Purchase food from a reputable source

### **DURING**

- Categorize the Menu Items
  - Chart-Menu items categorized according to the process of 1, 2 or 3
- Identify the Control Measures
  - Process 1 (No Cook), 2 (Cook and Serve the Same Day) 3 (Complex Food Preparation)
  - Charting Process 1, 2, 3
- Follow Standard Operating Procedures
  - Specific to Process 2 and 3, in regards to heating and cooling
- Monitoring
  - Equipment Temperatures
  - Food Temperatures Time/ Temperature for Food Safety Foods
  - Thermometers
  - Concentration of Sanitizing Solution for Dish machines
- Recordkeeping
  - Appropriate forms and logs

### **AFTER**

- Determine the Corrective Action for the problem
- Recordkeeping—review these to ensure everything possible was preformed correctly
- Maintain appropriate forms and logs

# CRISIS RESPONSE PLAN

## MEDICAL EMERGENCY

(Medical emergencies that require outside assistance)

### BEFORE

- School nurse checks the Automated External Defibrillators (AED) monthly (there are 5 available in the district)
- Custodians check AED daily
- School nurse ensures that emergency medicine cabinet is current and stocked; located in each building prep room. Contents include Epi-pens, Rescue Inhaler, Benadryl and student's seizure medications. Cabinet can be opened with a classroom key.
- School nurse updates Skyward with critical emergency information, accessible to most staff
- CPR and AED training is offered to all staff members, as well as yearly required blood-borne pathogens, inhaler, and epipen training.
- Proper safety attire and procedures in classroom instruction
- Signed medication administration forms are on file to administer medication as needed. New forms needed yearly.

### DURING

#### School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
  - a. Live electric wires
  - b. Gas leak
  - c. Building damage
  - d. Animal threat
- Immediately notify the school Incident Commander
- Assess the seriousness of the injury or illness
- Under life and death circumstances call or have someone call (8)911. Provide the school name and exact location; describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens)
- Administer appropriate first aid according to your level of training until help arrives
- Comfort and reassure the victim. Do not move the sick or injured unless the scene is unsafe. Remove all other students from the area.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary
- If an AED was used, the person using it will complete an Incident Report. If appropriate, a supervising staff member completes the report. Contact the school nurse for an incident report.

#### School Incident Commander Response:

- School Incident Commander will confirm that (8) 911 has been called if necessary
- Send school staff with first responder/first aid/AED training to the scene

- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital
- Notify the district Crisis Response Team and provide a brief description of the incident
- Advise faculty and staff of the situation (when appropriate)

#### **AFTER**

- School Incident Commander and staff involved will draft and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes an Incident Report.
- School nurse re-stocks AED unit and any medical supplies as needed
- A copy of the incident reports will be sent to the District Office
- Follow-up with the parents or guardian
- Make counseling services available for students/staff in need

# CRISIS RESPONSE PLAN

---

## STUDENT ATTACK

(of staff member or another student)

### STUDENT ATTACKING A STAFF MEMBER

#### BEFORE

- Train staff in de-escalation techniques for use with agitated student
- Inform essential personnel if aware of a student with violent tendencies

#### DURING

- Request additional staff member(s) to assist in the situation
- Remove other students from classroom or situation as soon as potential for attack becomes apparent
- If the student is displaying physical harm or threat of harm to self or to others, restrain the student using appropriate techniques
- Contact the police and building administrator for assistance

#### AFTER

- If staff and/or student is injured, seek medical help
- Contact parent to inform them of situation
- Complete necessary paperwork, which might include witness incident form for police and school district restraint/seclusion form.
- Administrator and other staff members as appropriate will meet with parents to create a safety plan, prior to the student returning to school.
- Make counseling services available for staff/students affected

### STUDENT ATTACKING ANOTHER STUDENT / STUDENT FIGHT

#### BEFORE

- Engage in conversations
- Notice behaviors before it reaches the point of a fight
  - Are you hearing the volume go up/conversations escalating?
  - Are groups starting to gather?
- Use De-Escalation techniques

#### DO

- Stay calm
- Give choices (not an ultimatum)
- Set limits (clear, simple, enforceable)
- Listen
- Slow down
- Be Non-judgmental
- Provide personal space
- Stand to side instead of straight on
- Focus on issue (not person)
- Avoid open ended questions
- Avoid power struggles (don't fall for the bait)
- Be consistent

- Be aware of body language
- Be aware of environment
- Follow through (if you set limits & gave choices, make sure to follow through on them)

#### **DON'T**

- Assume
- Lie
- Threaten
- Overreact
- Give ultimatums
- Use jargon
- Use “you” statements

#### **DURING**

- Quickly move toward the fight because a teacher’s presence can often stop the aggressive behaviors
- Remain calm. Don’t come running and screaming.
- Radio for assistance, indicating the location and any type of crisis/emergency
- Disperse any crowd surrounding an altercation.
- Evaluate the situation in terms of who is involved, are there weapons, etc.
- Always try verbal intervention first: Do not immediately revert to physical intervention.
- Use a distraction to break the intensity of the aggression long enough to give you an edge.
- Work in teams to separate combatants if necessary/possible
- Use the first names of the students involved when addressing them
- Not all fights will stop on command; use professional judgment when deciding what to do next in terms of engaging in a physical hold/restraint or physically attempting to stop the fight
- Avoid stepping between the combatants.
- Intervene physically if student(s) are getting hurt and previous attempts to stop the fight have failed. Physical restraints are last resort
- Separate the students involved immediately

#### **AFTER**

- Separate The Combatants: As soon as possible, break visual contact between the combatants.
- Care for any injured student(s); call School Nurse as necessary
- Interview & Assess the Situation
- Collect Facts
- Call Parents
- Report to Spooner PD or school liaison
- Document the incident immediately

# CRISIS RESPONSE PLAN

---

## SUICIDAL THOUGHT/ATTEMPT/COMPLETION

### BEFORE

- Train staff on signs of suicidal ideation and steps to take if suicidal ideation is suspected.
- Work with staff to provide curriculum on suicide prevention and awareness.
- Look for signs of suicidal ideation.
- Age appropriate curriculum related to mental health issues taught to students at each grade level.
- Bullying and harassment policies and procedures in place.

### DURING

(The law provides immunity for any person making a referral in good faith, statute 118.92)

#### Suicidal thoughts/attempts:

- The first person to become aware of the situation should immediately contact the Guidance Counselor/Social Worker. If the child is in imminent danger, assemble the building crisis response team.
- In the event of an attempt, school Incident Commander will make a decision on appropriateness of a SOFT LOCKDOWN.
- Obtain assistance if necessary.
  - Refer to Supplemental Appendices for emergency contact numbers.
- Confiscate the student's cell phone if appropriate
- Provide immediate first aid if needed. Never leave the student alone even to allow him/her to use the restroom or to wait while help is called. Arrange to have the student remain with a responsible adult until help arrives.
- Use basic interview techniques to determine if a referral should be made.
  - Are you in danger of killing yourself right now?
  - Do you have a plan? When? How?
  - Do you have access to items that could harm yourself? (Ask yourself if it is a feasible plan)
  - Have you attempted this in the past?
- Call the parents to advise of situation and plan to contact law enforcement and mobile crisis. Request that parent meet their child at school to participate in further assessment/safety planning with all professionals involved. If the child is transported to the police department or medical facility, advise parents to meet them at that location.
- If the interviewer believes the child is at risk of suicide based on the questions above call the Spooner Police at 715-635- 3527 and Northwest Connections at 1-888-552-6642.
- If the interviewer believes the child is not at risk of suicide based on the questions above:
  - Call the parents and inform them of the situation. Confirm after-school plans such as transportation and supervision.
  - Assist parents, if appropriate, in making a referral to local outside counseling agencies

#### Suicide Completion:

- The first person to become aware of the situation should immediately contact (8)911 and the school Incident Commander to advise of the situation.
- School Incident Commander will make a decision on appropriateness of a SOFT LOCKDOWN
- School Incident Commander will inform staff of information necessary while adhering to student confidentiality

### AFTER

#### Suicidal thoughts/attempts:

- School Incident Commander will communicate with parents of the child to gain information and determine a plan for the student.
- Obtain a release of information from the parents and hospital/clinic if necessary
- Communicate with teachers regarding incident and plan for student education while/if hospitalized and reintegration into school.
- Provide the police a written statement which includes a summary of the situation and pertinent information.
- Monitor student conversations and shut down any inappropriate student talk about the situation

Suicide Completion:

- School Incident Commander will communicate with parents of the child to gain information and find out what can be released to students/staff.
- Contact local counseling providers to assist
- Make counseling services available for students/staff affected
- Monitor student conversations and shut down any inappropriate student talk about the situation

# CRISIS RESPONSE PLAN

## UTILITY FAILURE

---

(Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.)

### BEFORE

- Operations Section Chief ensures all offices are equipped with working flashlights. Check batteries regularly.
- Operations Section Chief checks to ensure all emergency lights are working

### DURING

#### **In the case of a gas leak:**

- Upon notice of loss of utilities, the school Incident Commander will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION and may direct staff to shut off utilities, as deemed necessary.
- The school Incident Commander and operations section chief will determine next steps. In the event of danger, they will contact (8)911, building administrator, and gas company.
- The school Incident Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM.
- Direct staff to shut off utilities as directed by the administration of that school
- Refer media to Public Information Officer
- Do not allow anyone to reenter the building until the facility has been deemed safe

#### **In the case of a power outage:**

- Notify the school Incident Commander of a power outage
- Contact Spooner Utilities at 715-635-8769 to determine the anticipated duration of the outage
- The school Incident Commander will confer with the Superintendent and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- If the outage does not require evacuation, the school Incident Commander should issue a SOFT LOCKDOWN to keep all students in their classrooms.
- If necessary, use flashlights in classrooms and hallways
- The school Incident Commander will contact the tech department immediately to determine their needs

### AFTER

- A mass communication will be sent to parents/guardians regarding the EVACUATION and plans for FAMILY REUNIFICATION.
- The school Incident Commander will complete a detailed incident report at the earliest opportunity and a copy will be sent to the District Office.
- The school Incident Commander, operations section chief, and utilities company will determine when it is safe to re-enter the building.

# CRISIS RESPONSE PLAN

---

## WEAPON REPORT

### BEFORE

- Instruction to students at each grade level on what to do if they hear of or see a weapon
- Hunting season reminders to leave equipment at home and not in cars and bags
- Enforcing backpacks/purses/bags in lockers or at coat hooks at all times

### DURING

#### **School Incident Commander:**

- Will interview the staff/student reporting
- Will initiate a SOFT LOCKDOWN to keep students out of the hallways during search of student's belongings.
- Will search the student's locker(s), backpack and/or vehicle with additional personnel.
- Will contact law enforcement if weapon is found or additional resources are needed.
- Will escort reported student to office for questioning and containment where law enforcement or two school personnel will search the student and his personal belongings for reported weapon
- Will contact parent or guardian of reported student

### AFTER

#### **School Incident Commander:**

- will issue an "All Clear" removing the SOFT LOCKDOWN
- will determine a consequence and plan for reentry
- will determine what information will be released to staff, students, and/or community, and draft communications if necessary.

Counseling services will be made available for students/staff in need

Legal implications will be determined by law enforcement

# CRISIS RESPONSE PLAN

---

## WILDFIRE

### BEFORE

- Periodically test outdoor PA systems
- Periodically test weather radios in offices
- Be aware of fire danger during peak wildfire seasons as indicated by local DNR
- Chain of command should be signed up for CODE RED Emergency Notification System

### DURING

#### **School Incident Commander:**

- Order a REVERSE EVACUATION or OFF-SITE EVACUATION based on information provided from local agencies.
- Monitor air quality, and take appropriate steps if air quality is deemed unsafe
- In a large incident assign a liaison officer to assist other agencies

#### **Liaison Officer:**

- Report to and aid local fire department/DNR command center
- Receive and report necessary information

### AFTER

- Public Information Officer will issue a mass communication to parents/guardians regarding evacuation plans and details on FAMILY REUNIFICATION.

**CENTER  
EMERGENCY  
PLANS**

**ICAA Washburn Co HS and CC CTR  
851 Northland Drive  
Spooner, WI 54801  
(715) 635-2757  
Fax (715) 635-7329  
Washburn County  
Facility ID #1006316**

(in progress)

## **K. SAFETY DATA BRIEFS**

Full Safety Data Sheets posted by specified item(s) and in binder in the District Office

### **SAFETY DATA BRIEF**

---

### **CHEMICAL INVENTORY**

The Chemical Inventory includes the following information:

- Department
- Inventory Supervisor
- Inventory Date
- Common Name
- Chemical Name
- Restricted Y/N
- Count
- Date on Shelf
- Container Size
- Container Type
- Physical State
- CAS #
- Manufacturer
- NFPA rating
- FLINN Hazard Rating
- Location
- Chemical Class

# SAFETY DATA BRIEF

---

## PREPARED CLAY

Application-Hand Building, Wheel Throwing, Slab, Extruded or Sculptural use.

Supplier Continental Clay Company  
1101 Stinson Blvd NE  
Minneapolis, MN 55413  
(612) 331-9332

Emergency Telephone Number (800) 432-2529

### Warning

- May cause cancer by inhalation
- Causes damage to lungs through prolonged or repeated exposure by inhalation
- PREVENTION
  - Obtain special instructions before use.
  - Do not handle until all safety precautions have been read and understood.
  - Do not breathe dust.
  - Do not eat, drink or smoke when using this product.
  - Wear protective gloves and safety glasses or goggles.
  - In case of inadequate ventilation wear respiratory protection.

### First-aid Measures

- Skin- Wash hands with soap and water after use
- Eye- Rinse eyes with water for 5 minutes. Contact physician if irritation persists.

### Cleaning up

- Collect spillage for reclamation.
- Wipe surfaces with paper towel or sponge.

### Handling and Storage

- Wash hands and any other contaminated areas of the body with soap and water before leaving work site.
- Always keep plastic bag tightly closed when not in use and for storage.

## SAFETY DATA BRIEF

---

### ROKU KILN SAFETY CHECKLIST

- Two weeks prior to using kiln, email a request to building principal for use on kiln. Be sure to state the date, time and purpose for use.
- After receiving approval, fill out a work request to your building maintenance department asking for kiln to be moved the designated outdoor site. You will need to note the date/time that the kiln needs to be brought outside as well as when you need it returned inside.
- Unless given prior approval,
  - Kiln should only be used after school hours
  - Only individuals trained in using a raku kiln will be allowed approval of use
  - Kiln needs to be delivered to outdoors and returned to the school by maintenance personnel.

#### Before and After Firing a Kiln

- Check the bottom shelf position
  - It should sit on 3, ½-inch supports above the kiln floor to allow for air flow.
- Make sure flammable materials are away from the kiln.
- Turn on the kiln vent.