



**SCHOOL SAFETY**  
**and**  
**CRISIS RESPONSE PLAN**  
Spooner Area School District

Updated and Approved July 2022

**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 Spoooner 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 Spoooner 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

\_\_\_\_\_  
DATE

\_\_\_\_\_  
MIDDLE SCHOOL PRINCIPAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
HIGH SCHOOL PRINCIPAL

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SUPERINTENDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SCHOOL BOARD PRESIDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SCHOOL BOARD VICE PRESIDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SCHOOL BOARD CLERK

\_\_\_\_\_  
DATE

# ACKNOWLEDGEMENT PAGE

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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 Spoooner, Wisconsin and current world situation.

Area emergency management officials acknowledge the existence of this plan.

|                               |       |       |
|-------------------------------|-------|-------|
| _____                         | _____ | _____ |
| Emergency Management Official | Title | Date  |

|                               |       |       |
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| Emergency Management Official | Title | Date  |

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| Emergency Management Official | Title | Date  |

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**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**



**REUNIFY**

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## **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. 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.

### **3. Record of Safety Plan Changes (App 17)**



## B. SITUATIONS AND ASSUMPTIONS

### 1. Situations (data based on 2021-2022 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/EC | Alternative |
|------|--------|---------------|-------------|
| 360  | 282    | 398           | 27          |

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

|                                   | High | Middle | Elementary/EC | Alternative |
|-----------------------------------|------|--------|---------------|-------------|
| Teachers                          | 29   | 27     | 38            | 1           |
| Administrators                    | 4    | 1      | 1             | 0           |
| Student Services/Counseling Staff | 1    | 1      | 1             | 0           |
| Office/Support Staff              | 9    | 2      | 2             | 2           |
| Paraprofessionals                 | 8    | 8      | 19            | 0           |
| Cafeteria Staff                   | 5    | 3      | 2             | 0           |
| Custodial Staff                   | 5    | 2      | 2             | 0           |

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

| High | Middle | Elementary/EC | Alternative |
|------|--------|---------------|-------------|
| 32   | 37     | 87            | 5           |

- 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.
- B. The school district consists of a main campus (High School and District Office) located at 801 County Highway A, Spooner, WI 54801. 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
- 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 15) was completed for SASD in 2016. It will be reviewed annually by the safety team for relevancy.

### 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. All persons tasked in the Basic Plan or annexes must complete and pass the following NIMS courses:
    - a. IS-100.C Introduction to the Incident Command System  
<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>.
    - b. IS-362.a Multi-Hazard Emergency Planning for Schools  
<https://training.fema.gov/is/searchis.aspx?search=362>.
  2. Participate in the 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 ensuring 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 standard response protocol (see Appendix 21 for more details) which may include:

-  HOLD – in your classroom. Clear the halls.
-  SECURE – Get inside. Lock outside doors.
-  LOCKDOWN – Locks, lights, out of sight.
-  EVACUATE – to the announced location.
-  SHELTER – Hazard and safety strategy
-  REUNIFY – Family Reunification

#### 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 and the building must EVACUATE. In the event that a LOCKDOWN or SHELTER 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:
  - Required WI DPI trainings will be enforced (such as Mandated Reporting of Child Abuse/Neglect and Threat of Violence)
  - Fire Drills - monthly
  - Tornado Drill – 2 per year
  - Bus Evacuation Drills – quarterly (administered by the bus company)
  - Safety Exercises – 2 per year
    - The fall drill should incorporate the evacuation site coordinated with local law enforcement
    - A review of the fall student safety drill must be submitted by each building principal to the board within 30 days of the drill

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 by the District Safety Coordinator through the online PD tracking system from Vector Solutions.
  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 9)
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 19)
- 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 9)**
- 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 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 Standard Response Protocol (EVACUATE, HOLD, LOCKDOWN, SECURE, REUNIFY, SHELTER) for the 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;
  - 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 16) after drills exercises and actual emergencies;
- f. Review plan annually, revise as necessary with board approval every 3 years (minimum).

- 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, assist with 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 a 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 the 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 the 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 (board approval required minimally every three years).
  - 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(s) 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 local 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 arrive.
  - b. With the assistance of the School 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 17 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 3.
  - f. Provide information to staff, students 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. Create annexes for their specific emergency function.
  - b. 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.
  - c. Create and keep current classroom Go Kits provided to each district classroom. Go Kit supply list located in Appendix 8.
7. Teachers:
- a. Accountable for classroom emergency Go Kits.
  - b. Participate in training 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 the student waiting area.
  - f. Verify the location and status of every student. Report to the school Incident Commander on the condition of any student that needs additional assistance.

- g. Remain with assigned students throughout the duration of 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.
  - h. The school tech department would assist with the press conference as necessary.
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 in coordination with the responding Incident Commander.
  - 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 management 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. COMMUNICATION PROCESS FOR SCHOOL INCIDENT

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

If a situation occurs that has the potential to cause public concern, school administration 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.
    - 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 SECURE/HOLD or 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** - Public advised to look to these sources before calling the school for information.

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/>
- School closure information can be found on the district website at [https://www.spooner.k12.wi.us/district/dist\\_closing\\_info.cfm](https://www.spooner.k12.wi.us/district/dist_closing_info.cfm)



## **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 the MOUs and agreements on file.

### **2. Reports**

- A. Students and/or staff shall complete an Incident/Accident Report according to the type of event (Appendices 12).

### **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 15)**

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.
- 9. Injuries

### **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 16 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 board of education is responsible for approving and promulgating this plan every three years at a minimum.
- 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 19.
- 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 and board approved at least every 3 years. 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  
FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools  
U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities  
NASP - Threat Assessment for School Administrators & Crisis Teams.  
I love u guys foundation - SRP

# APPENDIX 1

## Assessments

Each building completes an assessment that is completed by the building safety committee once a month to assure our facility is operating at its safest capacity.

### 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

## APPENDIX 2 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:** \_\_\_\_\_

## APPENDIX 3 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.
- 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.
- See table of assignments in the supplemental Appendices.

**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

The Building and Grounds Administration and local Law Enforcement will conduct an annual facility inspection that will be sent to the DOJ.

## Facility Assessment Checklist

Last revised: July 1, 2022

|                                 |  |
|---------------------------------|--|
| <b>BUILDING BEING ASSESSED:</b> | Spooner Elementary School – 1821 Scribner Street<br>Spooner Middle School – 750 Oak Street<br>Spooner High School – 801 County Hwy A<br>Washburn County High School – 780 Elm Street |
| <b>DATE OF ASSESSMENT:</b>      |  |

| ROOFS   | YES | NO | NA | COMMENTS |
|---|-----|----|----|----------|
| 1. Is roofing material intact and without missing material, deterioration or damage?              |     |    |    |          |
| 2. Is there any damage to skirting or siding?   |     |    |    |          |
| 3. Are flat roofs free from standing water and debris?  |     |    |    |          |
| 4. Are building ceilings and walls free of active roof leaks?                                     |     |    |    |          |
| 5. Are roofs checked often?   |     |    |    |          |
| 6. Are roofs checked for snow/water loads?  |     |    |    |          |
| 7. Are wooden trusses checked?  |     |    |    |          |
| EXTERIOR  | YES | NO | NA | COMMENTS |
| 8. Are school ground boundaries adequately established?   |     |    |    |          |
| 9. Is there a clearly designated visitor’s entrance?  |     |    |    |          |
| 10. Are restricted areas clearly marked?  |     |    |    |          |
| 11. Are steps & handrails in good condition?  |     |    |    |          |
| 12. Are shrubs/trees near buildings adequately trimmed?   |     |    |    |          |
| 13. Are bus loading and drop-off zones clearly marked?  |     |    |    |          |
| 14. Is access to the bus loading area restricted to other vehicles during loading/unloading?      |     |    |    |          |
| 15. Is there adequate lighting around the building & in the parking lot? <input type="checkbox"/> |     |    |    |          |
| 16. Is staff, student, and visitor parking designated?  |     |    |    |          |
| 17. Is lighting provided at all entrances and other points of possible intrusion?                 |     |    |    |          |

## APPENDIX 7

# Student Accountability Reunification Sign-Out Google Form

### Reunification Procedure:

- A. Designated staff will complete a Student Accountability Reunification Sign-out Google Form per student that is being picked up or transported to an area medical facility.
- B. Staff in the Parent Check-In Area verify that the adult is listed in Skyward as the student's guardian or emergency contact.
- C. Designated runners retrieve the student from the student waiting area and take the student to the Parent Check-In Area to be released to the guardian/emergency contact.

### Student Accountability-Reunification Sign Out

Designated greeters, triage staff and EMS release staff complete this form and use the spreadsheet to verify student pickup and/or transport information.

*\* Required*

1. Grade Level \*

*Mark only one oval.*

- 5th  
 6th  
 7th  
 8th

2. Student Name \*

\_\_\_\_\_

3. Was the student picked up by parent/guardian/emergency contact or transported? \*

*Mark only one oval.*

- Parent/Guardian  
 Emergency Contact  
 EMS Transport

4. Name of person student was released to.

\_\_\_\_\_

5. If transported by EMS, which hospital were they sent to? \*

*Mark only one oval.*

- Spooner  
 Rice Lake  
 Shell Lake  
 Cumberland  
 N/A  
 Other: \_\_\_\_\_

# APPENDIX 8

## Go-Kit Supply List

### **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
- Battery-operated flashlight and batteries
- Band-Aids and pair of latex gloves
- Whistle
- Pens and paper

### **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 for students with diabetic need.

### **Evacuation On-Site Tote Supplies**

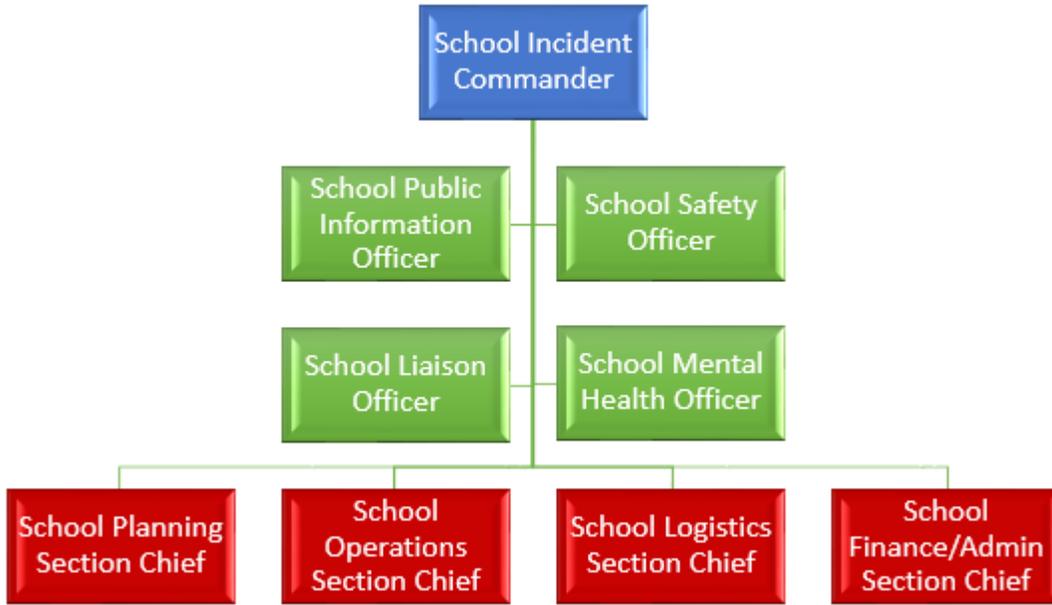
- Snacks
- Games
- Coloring Books/Crayons
- Pen/pencil and paper

### **Family Reunification On-Site Tote Supplies**

- Directional Signage
- Numerous Family Reunification Forms
- Clipboards
- Pens
- Binders for student profile sheets (which are kept in the school offices)

## APPENDIX 9

### Incident Command System Structure for SASD



For more details see the Supplemental Appendices.

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## APPENDIX 10

### Incident Command Check In/Check out Log

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

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

---

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



# APPENDIX 12 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: \_\_\_\_\_

**APPENDIX 13**  
**Mandated Reporting: Abuse & Neglect Report Form**



# Spooner Area School District

801 County Highway A • Spooner, WI 54801 • 715-635-2171 • [www.spooner.k12.wi.us](http://www.spooner.k12.wi.us)

## Confidential

Child Abuse, Neglect, or Child Welfare Reporting Form

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

DOB: \_\_\_\_\_ Male: \_\_\_\_\_ Female: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Reason for Report: (Include reason for concern, date of reported incident, and any observations or pertinent information)

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

Report submitted by: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. p.m.

Washburn County Department of Health and Human Services: (715)468-4747

Burnett County Department of Health and Human Services: (715)349-7600

Original Copy to: Principals Office

Additional Copy: Keep for your own records.

# APPENDIX 14

## 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 in 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<br>(Name of District Administrator)<br>School District Administer<br>801 Cty Hwy A Spooner WI 54801<br>715-635-2171<br>715-635-7074<br>(District Administrator Email) | Partner name: _____<br>Partner representative: _____<br>Position: _____<br>Address: _____<br>Telephone: _____<br>Fax: _____<br>E-mail: _____ |
|---|--|

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

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

## APPENDIX 15

### 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 16

### 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 17

### Record of Safety Plan Changes

#### Approved Sept 2018

| Updates:                         | Additions:                       |
|----------------------------------|----------------------------------|
| App 1, Assessments               | Acknowledgement Page             |
| App 2, Buddy List                | App 3, Communication Log         |
| App 5, Evacuation Site Agreement | App 4, Critical Incident         |
| App 11, Incident/Accident Report | App 6, Family Reunification Form |
| App 13, Vulnerability Assessment | App 12, Memo of Understanding    |
| Alice                            | App 16, Resource Inventory       |
| Drop, Cover and Hold             | Chemical Spill                   |
| Evacuation                       | Communicable Disease             |
| Family Reunification             | Blood Borne Pathogen             |
| App 19, Threat Assessment Matrix | Radio Protocol                   |
| Communication Process            | Communication Failure            |
| Threat of Violence               | Student Fight                    |
|                                  | Head Start Safety Plan           |
|                                  | Chemical Inventory               |
|                                  | Prepared Clay                    |
|                                  | Roku Kiln Safety Checklist       |

#### Approved Aug 2019

| Updates:  | Additions:                                       |
|---|--|
| As recommended by County Emergency Manager          | Standard Response Protocol                       |
| Situations & Assumptions                            | Separation of Head Start student and staff count |
| References  | App 13, Mandated Reporting: Abuse & Neglect Form |
| App 1, Assessments consolidated                     | App 18, Record of Safety Plan Changes            |
| App 2, Buddy List                                   | App 2, Delivery Dates column                     |
| App 7, Family Reunification Sign Out Form           | Required DPI trainings                           |
| Relocated Communication Failure & Radio Protocol    | Required DOJ requirements                        |
| Relocated Threat of Violence                        | School closure link                              |
| Relocated Communication Process for School Incident | Tote Supply List                                 |
| Identify location of Head Start's Safety Plan       | Evacuating classroom option for student attack   |
| Condensed and Clarified Communication Failure-SRP   | Red/Green cards to fire                          |

#### SASD School Safety & Crisis Response Plan Change Suggestions for the 22-23 SY

| Safety Plan Section | Current Language   | Updates/Additions   |
|---------------------|--|---|
| Throughout Plan     | Change "Lockout" to new terminology                                    | "SECURE" throughout the plan to match updated SRP language  |
| Throughout Plan     | Head Start   | Remove all language regarding Head Start since they are no longer affiliated with the school.   |
| Pg. 7               | Situations and Assumptions (data based on 2018-2019 SY)                | Updated chart to reflect current student and staff numbers.   |
| Pg. 22              | New - Add to Appendices  | <a href="#">EMS Student Information Card</a><br><br>This will assist EMS with important contact information regarding any student that may need to be transported if we aren't able to print off a student profile sheet.   |
| Pg. 22              | Family Reunification Sign Out Form - Replace with New Google Form      | <a href="#">Student Accountability Reunification Sign Out Form</a> - Added language regarding EMS transport and made the form electronic to collect information in a spreadsheet. Document will be live and we won't have to track down paper copies. All staff that are entering information will see updates instantly. |
| Appendix 8          | Reunification Procedures - Language is aligned to the Wesleyan Church. | <a href="#">Reunification Procedures</a> This process is aligned to our new designated reunification sites.   |
| Pg. 57 & 67         | Chemical Spill and Hazardous Material Release                          | Omit Chemical Spill and use Hazardous Material Release Language.  |
| Pg. 57              | Communicable Disease   | <a href="#">First Page Update</a><br><a href="#">Second Page Update</a><br><a href="#">Third Page Update</a>  |
| Pg. 71              | Medical Emergency  | <a href="#">Updated Medical Emergency Language</a>  |

## APPENDIX 18

### 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         |      |          |

## APPENDIX 19

### Safety Plan Distribution List

| Location                         | Safety Plan<br>Last Delivery Date | Supplemental Appendices<br>Last Delivery Date |
|----------------------------------|-----------------------------------|---|
| School Website                   |                                   |   |
| District Office                  |                                   |   |
| Elementary School Office         |                                   |   |
| Elementary School Custodian Room |                                   |   |
| Elementary School Nurses Office  |                                   |   |
| Middle School Office             |                                   |   |
| Middle School Custodian Room     |                                   |   |
| Middle School Nurses Office      |                                   |   |
| High School Office               |                                   |   |
| High School Custodian Room       |                                   |   |
| High School Tech Office          |                                   |   |
| Washburn Co Alternative School   |                                   |   |
| Incident Command System Members  |                                   |   |
| Spoooner Fire Department         |                                   |   |
| Spoooner Police Department       |                                   |   |
| Washburn County Sheriff's Office |                                   |   |
| County Emergency Coordinator     |                                   |   |

## APPENDIX 20

### Staff Training Log

(Staff trainings will be tracked through a PD tracking system called Vector Solutions)

| Staff Name | Position | CPR<br>(2 years date indicates<br>expiration date of current cert) | Bloodborne<br>(yearly) | Inhaler<br>(yearly) | EpiPen<br>(yearly) | Med Administration<br>(yearly) | NVC Intervention<br>Full Certification<br>(1 time) | NVC Intervention<br>Refresher<br>(2 year) | Child Maltreatment<br>(5 years) | Threat of Violence<br>(5 years) | Student Records<br>(1 time) | Trauma Informed Care<br>(1 time) | Alice Certified<br>(2 years) | Alice Training<br>(yearly) | Safety Training<br>(yearly) | ICS Training<br>(yearly) | FEMA-ICS Intro<br>(once) | FEMA-School Incident<br>(once) |
|------------|----------|--|------------------------|---------------------|--------------------|--------------------------------|--|---|---------------------------------|---------------------------------|-----------------------------|----------------------------------|------------------------------|----------------------------|-----------------------------|--------------------------|--------------------------|--------------------------------|
| Staff Name |          |  |                        |                     |                    |                                |  |   |                                 |                                 |                             |                                  |                              |                            |                             |                          |                          |                                |

**APPENDIX 21**  
**Standard Response Protocol Overview**

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
 Do business as usual

### **ADULTS**

Close and lock the door  
 Account for students and adults  
 Do business as usual



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
 Do business as usual

### **ADULTS**

Bring everyone indoors  
 Lock outside doors  
 Increase situational awareness  
 Account for students and adults  
 Do business as usual



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
 Maintain silence  
 Do not open the door

### **ADULTS**

Recover students from hallway if possible  
 Lock the classroom door  
 Turn out the lights  
 Move away from sight  
 Maintain silence  
 Do not open the door  
 Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
 If possible, bring your phone  
 Follow instructions

### **ADULTS**

Lead students to Evacuation location  
 Account for students and adults  
 Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

| <b>Hazard</b> | <b>Safety Strategy</b>   |
|---------------|--------------------------|
| Tornado       | Evacuate to shelter area |
| Hazmat        | Seal the room            |
| Earthquake    | Drop, cover and hold     |
| Tsunami       | Get to high ground       |

### **ADULTS**

Lead safety strategy  
 Account for students and adults  
 Notify if missing, extra or injured students or adults

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## APPENDIX 22

### Threat Assessment Matrix

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

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

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

**NOTES:**

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**ASSESSED BY:**

---

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



## PLANNED RESPONSES

### A. Standard Response Protocol –

District-wide immediate response actions to incidents in the Crisis Response Plan.

-  HOLD – in your classroom. Clear the halls
-  SECURE – Get inside. Lock outside doors.
-  LOCKDOWN – Locks, lights, out of sight.
-  EVACUATE – to the announced location.
-  SHELTER – Hazard and safety strategy
-  REUNIFY – Family Reunification

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

- Accidents (Transportation)
- Active Shooter/Weapons Assault
- Blood Borne Pathogen
- Bomb Threat
- Chemical Spill
- Communicable Disease
- Communication Failure (Radio Protocol)
- 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
- Mental Health Crisis
- Student Attack (of staff member or another student)
- Suicidal Thought/Attempt/Completion
- Threat of Violence
- Utility Failure
- Weapon Report
- Wildfire

# Standard Response Protocol

## HOLD



# HOLD

## In Your Room or Area

### **HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS**

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

### **PUBLIC ADDRESS**

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

"Hold in your room or area. Clear the Halls.  
Hold in your room or area. Clear the Halls."

### **PUBLIC ADDRESS - RELEASE**

A Hold can be released by Public Address.

"The Hold is released. All Clear.  
The Hold is released. All Clear."

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **ACTIONS**

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless administration directs otherwise.

It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

### **RESPONSIBILITY**

Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

### **PREPARATION**

Student, teacher, and administrator training.

### **DRILLS**

Hold should be drilled at least once a year, or as mandated by state requirements.

### **CONTINGENCIES**

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

### **EXAMPLES OF HOLD CONDITIONS**

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that need attention;
- Unfinished maintenance operation in a common area during class changes.

### **INTERNAL/PRINCIPAL MESSAGING**

To students and staff during an incident.

Example Situation: Medical Emergency

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

"Students and staff, the Hold is released. All clear. Thank you for your assistance with making this Hold work smoothly."

### **MESSAGING TO PARENTS**

To parent and community after a Hold event

Example Situation: Medical Emergency

"Today at (**time of day**), there was a limited First Aid event in the building which required the Hold action to be initiated. Hallways were cleared and the event was handled promptly. Questions can be directed to (**PIO**) [jdoe@school.org](mailto:jdoe@school.org)"

# Standard Response Protocol

## SECURE



# SECURE

## Get Inside, Lock Outside Doors.

### **SECURE GET INSIDE, LOCK OUTSIDE DOORS.**

The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

### **PUBLIC ADDRESS**

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.  
Secure! Get Inside, Lock outside doors."

### **ACTIONS**

The Secure Protocol demands bringing people into a secure building, and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

### **CONTROLLED RELEASE**

Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

### **MONITORED ENTRY**

When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored, especially during after-school gatherings. Students changing classes between buildings or going to the parking lot might be escorted with a heightened awareness.

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

During a Secure event, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would

follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters (shown on the right), outfacing, to building entry doors to alert potential visitors of the Secure condition.

### **REPORTED BY**

Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

### **PREPARATION**

Identification of perimeter access points that must be locked in a Secure event defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

### **DRILLS**

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

### **CONTINGENCIES**

There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If, during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

## EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for Secure Protocol.

- Unknown or unauthorized person on the grounds
- Dangerous animal on school grounds
- Criminal activity in area
- Planned police activity in the neighborhood

## MEDIA MESSAGING

To the community during an event.

Example Situation: Criminal Activity Nearby

If your school has been notified by law enforcement that there's activity in the area, you might use this type of message:

"We have been advised there is police activity in the area of (**location**). Staff and students are accounted for and the Secure Protocol has been established. Updates to follow."

## DISPATCH MESSAGING

To the school prior to this occurring.

Example Situation: Planned Warrant Service Notification

"Be advised there is a planned police activity today (**date**), sometime between (**time range**), in the area of (**neighborhood or nearby intersection**). We request the schools in the area place their campuses in the Secure protocol during this event. Be advised there may be an increased Law Enforcement presence in the area and the potential of loud noises. We will notify you when the event has concluded."

## WHEN... THEN...

The following scenario happened in a school district, and is a good topic of discussion during tabletop exercises.

Example: Shots are fired in the neighborhood

In this event, the school day had ended at a neighborhood middle school. Some students were walking home, some were on buses, and some were on campus for after-school sports. When the shots were fired, who was in charge of the communication?

- Law Enforcement needed to alert the school.
- The school was responsible for sending an alert to students/parents/guardians.
- Students who were still on campus were brought inside, and the campus enacted the Secure Protocol.
- Law Enforcement increased patrols in the neighborhood as they sought the source of the gunfire.
- Dispatch maintained communication with the school's Communication Team.

## SCHOOL IS SECURED NO ONE IN OR OUT



## ESCUELA BAJO PROTECCIÓN NADIE PUEDE ENTRAR

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2674, 2675, 2676, 2677, 2678, 2679, 2680, 2681, 2682, 2683, 2684, 2685, 2686, 2687, 2688, 2689, 2690, 2691, 2692, 2693, 2694, 2695, 2696, 2697, 2698, 2699, 2700, 2701, 2702, 2703, 2704, 2705, 2706, 2707, 2708, 2709, 2710, 2711, 2712, 2713, 2714, 2715, 2716, 2717, 2718, 2719, 2720, 2721, 2722, 2723, 2724, 2725, 2726, 2727, 2728, 2729, 2730, 2731, 2732, 2733, 2734, 2735, 2736, 2737, 2738, 2739, 2740, 2741, 2742, 2743, 2744, 2745, 2746, 2747, 2748, 2749, 2750, 2751, 2752, 2753, 2754, 2755, 2756, 2757, 2758, 2759, 2760, 2761, 2762, 2763, 2764, 2765, 2766, 2767, 2768, 2769, 2770, 2771, 2772, 2773, 2774, 2775, 2776, 2777, 2778, 2779, 2780, 2781, 2782, 2783, 2784, 2785, 2786, 2787, 2788, 2789, 2790, 2791, 2792, 2793, 2794, 2795, 2796, 2797, 2798, 2799, 2800, 2801, 2802, 2803, 2804, 2805, 2806, 2807, 2808, 2809, 2810, 2811, 2812, 2813, 2814, 2815, 2816, 2817, 2818, 2819, 2820, 2821, 2822, 2823, 2824, 2825, 2826, 2827, 2828, 2829, 2830, 2831, 2832, 2833, 2834, 2835, 2836, 2837, 2838, 2839, 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3836, 3837, 3838, 3839, 3840, 3841, 3842, 3843, 3844, 3845, 3846, 3847, 3848, 3849, 3850, 3851, 3852, 3853, 3854, 3855, 3856, 3857, 3858, 3859, 3860, 3861, 3862, 3863, 3864, 3865, 3866, 3867, 3868, 3869, 3870, 3871, 3872, 3873, 3874, 3875, 3876, 3877,

# Standard Response Protocol

## LOCKDOWN



# LOCKDOWN

## Locks, Lights, Out of Sight

### **LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT**

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

### **PUBLIC ADDRESS**

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!  
Lockdown! Locks, Lights, Out of Sight!"

### **ACTIONS**

The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely.

Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

### **INCIDENT COMMAND SYSTEM**

The School Incident Command System should be initiated.

### **RESPONSIBILITY**

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

### **REPORTED BY**

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending

on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

### **PREPARATION**

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours, and during an incident silence is recommended.

### **DRILLS**

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

For more information, see the Lockdown Drills section of this book.

### **CONTINGENCIES**

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

## CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services. This frees up bandwidth for first responders, while still allowing SMS text messaging.

## EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Report of a weapon
- Active assailant

## RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

## MEDIA MESSAGING

To community after an event.

Example Situation: Intruder in the School

"Today at **(time of day)**, there was an individual observed entering **(school name)**. The individual was later identified as a non-custodial parent of a student at **(school name)**. School officials placed the school on Lockdown and notified the police of the situation. The individual was not able to gain access to any students at the school and the police are investigating the situation."

## DISPATCH

To responding officers during an event.

Example Situation: Angry/Violent Parent at School

"**(Dispatched units)** there is a disturbance at **(school name)**. A parent **(identity if known, physical description)** on scene is screaming, throwing items, and threatening staff in the office area of the school. The reporting party advised the school has been placed on Lockdown. **(time stamp)**."

## LAW ENFORCEMENT MESSAGING

To community/media after event.

Example Situation: Weapon Report

"On **(date)** at **(time of day)**, **(LE Agency)** received the report of a student who had brought a weapon to **(school name)** and was allegedly armed in an otherwise unoccupied classroom. School officials advised the remainder of the school had been placed on Lockdown. Upon arrival, officers were able to make contact with the student and placed the student into custody without incident. The investigation is ongoing."

## THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

## WHAT ABOUT CELL PHONES?

One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a communication device.

There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example.

In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

The Foundation freely admits to a bias though. Take just a moment and think of the origination of the Foundation. (See page 8.)

# Standard Response Protocol

## EVACUATE



# EVACUATE

## A Location may also be given

### EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another.

Most often, evacuations will be necessary when there's a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

### PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.  
Evacuate! To a location."

### ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

### PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally choose an offsite evacuation facility that's in walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. There is a sample MOU for this on The "I Love U Guys" website.

### EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points so everyone isn't grouped together.

### DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. Fire drills are often required regularly, and constitute a valid evacuation drill.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

### RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials Section for examples.

### INTERNAL PRINCIPAL / SRO MESSAGING

To the students and staff.

Example Situation: Possible Hazmat Situation in the School

"Evacuate to your assembly point. Evacuate to your assembly point. Please initiate evacuation procedures immediately and meet at your assigned assembly point outside"

### MEDIA MESSAGING

To the media/community after an event.

Example Situation: Gas Leak

"Today at (time of day) students and staff at (school name) were ordered to evacuate due to the report of the smell of natural gas in the area of the school. The students evacuated to (evacuation location) in order to be reunited with their parents/guardians. Officials say the natural gas odor was as a result of a gas line that was broken by a road crew at (location) and is currently being repaired. School will be back in session on its normal schedule tomorrow."



# POLICE LED

## Evacuation After a Lockdown

### **POLICE LED EVACUATION**

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

### **PUBLIC ADDRESS**

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

### **ACTIONS**

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

### **WHAT TO EXPECT**

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

### **EMOTIONAL RESPONSIBILITY**

There is a new conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing area and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

### **PREPARATION**

Student, teacher, and administrator training.

### **CONTINGENCIES**

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

### **MEDIA MESSAGING**

To the media/community after an event.

Example Situation: Violent Event

"On **(date)** at **(time of day)**, **(agency name)** responded to **(school name)** in reference to **(event type)**. Officers assisted with safely escorting students and staff out of the school and to the Evacuation site where the **(School District)** was able to initiate the Reunification process."

### **DISPATCH MESSAGING**

To responding officers during an event.

Example Situation: Police Led Evacuation

"**(Dispatched Units)** respond to **(school name)** to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at **(location)**. Respond to the Command Post for your assignment. **(time stamp)**"

### **LAW ENFORCEMENT MESSAGING**

To responding officers during an event.

Example Situation: Gas Leak

**(Police unit name)** respond to **(area near the school)** to assist with evacuating students from **(school name)** because of gas smell in the building. Meet with **(supervisor)** for further information to assist with Evacuation and Reunification.

# Standard Response Protocol

## SHELTER



# SHELTER

## State the Hazard and Safety Strategy

### SHELTER

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

### PUBLIC ADDRESS

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.  
Shelter! For a hazard. Using safety strategy."

### HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

### SAFETY STRATEGIES MAY INCLUDE

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground



### ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

### INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

### RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

### PREPARATION

Identification and marking of facility shelter areas.

### DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

### SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

### PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to shelter, or what protective actions should be used in the response.

### CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization.

### ABOUT SHELTER-IN-PLACE

There is a long tradition of using the term "Shelter-in-place" for a variety of hazards. While still in common use, the SRP suggests simply stating the hazard and providing a safety strategy.

A deep exploration of the FEMA website found over a dozen different scenarios where "Shelter-in-place" was advised. Two of the most common were for Tornado or Hazmat. Very different actions would be taken for those hazards. A single directive, "Shelter-in-place" doesn't provide the necessary information. "Tornado! Get to the storm shelter!" is more direct.

# Standard Response Protocol

## REUNIFY

**Purpose:** *to ensure a safe and secure means of accounting for students and reuniting them with approved adults whenever school grounds are 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.



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

1. Establish a command post in the evacuation site.
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. Designated staff will complete a Student Accountability Reunification Sign-out Google Form per student that is being picked up or transported to an area medical facility.
  - B. Staff in the Parent Check-In Area verify that the adult is listed in Skyward as the student's guardian or emergency contact.
  - C. Designated runners retrieve the student from the student waiting area and take the student to the Parent Check-In Area to be released to the guardian/emergency contact.

### Teachers/Staff:

- a. Stay with students at the evacuation/reunification site, working with the evacuation site coordinator;
- b. Only release students to guardian/emergency contact or EMS.
- c. All staff not assisting in the parent check-in area should report to the student waiting area where you may be asked to assist.

# CRISIS RESPONSE PLAN

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## 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 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 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 it to the School Incident Commander for review.

### **School Incident Commander:**

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

### **Superintendent:**

- If multiple hospitals are used, the Superintendent's office will send an administrator to each hospital.
- The Superintendent 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.

# CRISIS RESPONSE PLAN

## 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 judgment based on information available:

**A = Alert** - 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. "there is ..... with a .....in ....."]

- Advise all building occupants of all known details using any means possible (PA, Informacast yelling, text, radio, etc.).
- Repeat if time allows.
- Do not give directives only suggestions.

### L = LOCKDOWN/Barricade

- If immediate evacuation is not an option, follow LOCKDOWN protocol
- If time allows, barricade doors/windows using desks, chairs, bookshelves, or belts
- Stay out of the line of fire.
- Turn off lights, silence cell phones, and be prepared to counter if needed.
- ONLY open doors for uniformed police officer



### 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 the School Incident Commander and Police as the incident develops.

### C = Counter

- Utilize SWARM technique
- 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 the weapon(s) from the intruder, cover with a garbage can and notify the police.

### E = EVACUATE

- If the situation safely allows, quickly evacuate to the predetermined evacuation site.
- Move away from danger; exit through doors, windows, or break through windows/walls
- DO NOT USE VEHICLE TO VACATE THE PREMISES.
- Staff and students should meet at the evacuation site, staying together if safe to do so.
- Refer to EVACUATION and REUNIFY protocols.



### 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**

Anyone with information can call (8)911, provide the 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.

### **Notify School Incident Commander**

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

- Announce a building-wide Intruder alert
- Make decisions based on the information you have.
- Notify the evacuation site team to be prepared for students and staff to enter their building and have the student waiting area and parent check-in area ready.
- 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).
- 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 agencies 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

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## 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, 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

# 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 the call. (May be different on your phone system)
- Notify law enforcement by calling (8)911
- Notify the school Incident Commander

**School Incident Commander:**

- Determine Threat Level
- Assign necessary ICS staff
- Notify the District Administrator.
- Brief emergency responder agencies and ICS outside
- Notify staff of the desired Standard Response Protocol:
  - (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
- 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 the person who found a suspicious item to talk with law enforcement officials.



**Teachers and Staff:**

- Check classrooms, offices and work areas 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.
- The School Incident Commander notifies the community/parents of the incident.
- Make counseling services available for students/staff in need.
- Review incident for possible changes to Bomb Threat policy.

# CRISIS RESPONSE PLAN

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## 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**

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## **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. The bloodborne pathogen plan will be reviewed annually, as per OSHA requirements.
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 sneezing or coughing or into their 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 areas on a daily basis. Periodic reminders will be provided.
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. Consultation with the public health department is required regarding trends of concern.
6. The 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. A 3-month supply should be available at all times. Face masks should be available for staff to use on a weekly basis for 3 months. Facemasks for each health office should anticipate 100% of the student population needing to use a facemask for isolation once during a possible pandemic. Approximately 2000 are maintained on hand.
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. The District Nurse should review the most current Public Health Emergency Plan in the event that a Public Health Emergency is declared. This document helps to define the partnership between the school district and Public Health Department in the event of a public health emergency. The District Nurse should clarify the preferred method of communication with the Washburn County Health Department yearly and ensure lines of communication are established.
10. Maintain a respiratory program to enable the use of n95 respirators if needed during an outbreak.
11. 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

1. Implement Washburn County Health Department and/or Wisconsin Department of Health Services and/or Centers for Disease Control recommendations on closing school, accommodations to prevent infection while school is in session, and exclusion of ill students. Establish lines of communication with Washburn County Public Health Department.
2. Immediate changes in the current situation (increase in cases, recommendations for closures, students with a positive diagnosis, updated guidance from local/state/federal agencies) should be communicated to District Nurse, District Administrator, Director of Pupil Services, and appropriate building leadership as soon as possible.
3. School staff will be alerted when a public health emergency at a national or local level has been identified. Staff will continue to receive information throughout the outbreak.
4. The School Nurse will monitor the CDC website and the Wisconsin Department of Health Services website on a daily basis for updates on the communicable disease.
5. In the event of a respiratory outbreak: All students exhibiting identified symptoms of communicable disease of concern will be provided with a face covering to wear and remain in an isolation area until the student is able to leave school. In the event of a non-respiratory outbreak the student will remain in an isolation area until the student is able to leave school. If guardians/emergency contacts are not able to promptly pick up the student, the school resource officer may be utilized if available, in order to decrease time of exposure for others.
6. Increase surveillance activities of ill students/staff at all schools on a daily basis. Determine in collaboration with the Washburn County Public Health Department, how to provide appropriate information to the health department.
7. Keep a line list of ill students and clearly communicate with families when students may return to school.
8. All staff are required to receive and implement any pertinent information or directives from administration regarding infection control for staff and students. Information should come from the District Nurse or administration, with coordination between administration and the District Nurse as needed.
9. 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.
10. Administration will need to address with staff any academic programming impact from increased student or staff absenteeism. Plans should be made for remote/distance learning for individual students under quarantine or considered to be high risk and/or by school or district wide, based on the school closure and quarantine recommendations.
11. 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 a person goes home ill from class. Surfaces requiring disinfection include desktops, telephone hand-piece, computer keyboards, and doorknobs. Increased cleaning measures will be implemented by custodial staff as needed.
12. 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.
13. Establish contact with the district medical advisor.
14. 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 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 had on families and actions that need to be added/changed to improve future responses.
4. Monitor CDC and Wisconsin Department of Health Services for guidance. Communicate with Washburn County Health Department regarding county guidance and possible updates. The District Nurse and Administrative Teams will collaborate to create written procedures as needed for the duration of the outbreak.
5. Plan for possible second wave of a communicable disease with ordering of materials.
6. Authority/Communication: Superintendent 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

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## COMMUNICATION FAILURE

### Phone Outage

### Loss of network Access (internet/wifi)

### No Skyward

#### Protocol:

- Zone leaders should remain in their prospective building in the event of a communication failure.
- Zone leaders will report to their building office for further instructions regarding the crisis plan.
- Teachers and staff will resume normal schedules until further notice.
- Administration will notify staff on a plan of action using any available communication channel. In the event of a power outage, zone leaders will visit classrooms/workspaces with directions.
- NOTE: Secondary zone leaders will assist in the event that primary zone leaders are absent or unavailable.

#### Before:

- Know how to use all alternate systems (The PA system, Email, Handheld radios, Face to face message system activated by school incident commander)
- Have classroom rosters copied and in a same safe place available for teacher or staff member
- Any medical or health information should be printed in a safe place only reviewable to employed staff
- Have parent contact information printed in the event that they would need to be contacted

#### During:

##### School Incident Commander:

1. Asses type of outage:
  - Inside or outside of the district?
  - How many buildings are 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 to staff and the public what happened and why
2. Assess, if applicable, how the event was handled.
  - Technical side
  - Communication side
  - What worked/what did not

## RADIO PROTOCOL:

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**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.”*

# CRISIS RESPONSE PLAN

## CRIMINAL THREAT

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### 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.

### School Incident Commander:

- Obtain assistance as necessary (phone numbers in Supplemental Appendices)
  - Washburn County Sheriff and/or Spooner Police Department

- Assist with removal of students if necessary.
- 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 a 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, students 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.
- Ensure parents of the student are contacted
- Parents of student(s) who were target of threat need to be informed

### Staff:

- Monitor student conversations and shut down any inappropriate student talk about the situation

# CRISIS RESPONSE PLAN

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## 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 lists 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

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## 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 the family to determine what information the 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 are 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 the family
- Assigned school personnel will meet with family to determine what information the 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**

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## **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 the 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 a copy of 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 SECURE to bring all persons inside the building
  - Close windows and blinds
- Review SHELTER procedures and locations.
- 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 School Incident Commander will determine the safest course of action. Activate SECURE or SHELTER to ensure the safety of students and personnel outside the building.
- The school Incident Commander 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 the safe area until warning expires or until School Incident Commander has 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 the School 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, call (8)911, and report the fire to the building principal.
- The school Incident Commander 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 leaders with red/green cards or thumbs up for all clear, or if any students are unaccounted for get assistance immediately to determine their location.
- All staff and students are to stay a safe distance from the building keeping clear of emergency vehicle routes in compliance with the 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:

- Call (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 ICS Go-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 the Superintendent, fire department and law enforcement officials, the school Incident Commander may direct an OFF-SITE EVACUATION if weather is inclement or the 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 zone leader if anyone is missing or indicate all clear with red/green card or a thumbs up.

- 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 using red/green cards, 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

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## 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 School Incident Commander will 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 School Incident Commander or staff will notify the Superintendent's office and request activation of media and parent notification protocol.
- The School Incident Commander will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The School Incident Commander 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 School Incident Commander 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 students to the designated evacuation site or secondary site if routes to the first evacuation site are down wind from the affected area.
- 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 alert and a SECURE into the building for all students and staff outside the building.
- The School Incident Commander 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 School Incident Commander will direct custodial staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.

- The School Incident Commander will notify the Superintendent's office and request activation of media and parent notification protocol.
- Refer media to: Public Information Officer
- The School Incident Commander will ensure all buses en route to the school are redirected to the evacuation/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 the designated evacuation/reunification site upwind or crosswind from the spill.
- The School Incident Commander will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER 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 School Incident Commander 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

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## 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:**

##### **Staff:**

- 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 the 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:**

##### **Staff:**

- Warn intruder that police will be called if they remain on school property
- Notify School Incident Commander if intruder still refuses to leave
- The School Incident Commander will call (8)911. Give police a full description of the 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 LOCKDOWN

#### **Hostage Situation:**

##### **Staff:**

- If hostage taker is unaware of your presence, do not intervene
- Notify school Incident Commander

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

- The School Incident Commander will announce LOCKDOWN and call (8)911 immediately. Give dispatcher details of the situation; description and number of intruders, exact location in the building and ask for assistance from the hostage negotiation team.
- School Incident Commander notifies superintendent
- The School Incident Commander will give control of the scene to police and hostage negotiation team



- Everyone should remain in 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 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

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## 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 to safe SHELTER
- 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 canceled or postponed
- Seek SHELTER

#### DURING

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

#### AFTER

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

# **CRISIS RESPONSE PLAN**

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## **MASS CONTAMINATION (FOOD)**

### **BEFORE**

#### **Food Service Director:**

- Reviewed two (2) times yearly by Department of Health Services, Division of Public Health
- Attend training on Food Safety as in ServSafe
- Follow the Food Safety Plan set forth by DPI
  - Based on the approach of Hazard Analysis Critical Control Point (HACCP)
- 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 performed correctly
- Maintain appropriate forms and logs

# CRISIS RESPONSE PLAN

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## 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 the 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
- Contact the school office to notify the 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. Incident Commander will request staff trained to use an AED to report to the scene if appropriate.
- 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 the parent/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

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## 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 feelings 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

## **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 the situation
- Complete necessary paperwork, which might include witness incident form for police and/or school district restraint/seclusion form.
- The building principal 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)         |
| Listen  | Set limits (clear, simple, enforceable) |
| 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.
- It may be necessary to evacuate the classroom if the student does not respond to de-escalation techniques. Remove classmates to another classroom.
- 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 the student(s) are getting hurt and previous attempts to stop the fight have failed. Physical restraints are a 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
- Building principal and staff need to get witness statements
- Staff involved and the building principal should notify the parent/guardian
- Report to Spooner PD and building principal
- 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.
  - Some signs of suicidal ideation.
    - Written or spoken suicidal ideation.
    - Pictures that depict suicidal ideation.
    - Self-injury such as cutting on arms or other parts of the body, burns, etc.
    - Please report these things to parents/guardians and School Counselors/Social Worker immediately
  - All teachers, counselors, aides, assistants, and volunteers are mandated reporters. As professionals that work in a school setting, we are also ethically bound to notify a parent/guardian if we are concerned that a student may harm himself/herself. Suicide is the second leading cause of death among people ages 15-24 (www.save.org). 1 in 100,000 children ages 10 to 14 die by suicide each year.
  - Building principals will work with staff to provide curriculum on suicide prevention and awareness.
  - Age appropriate curriculum related to mental health issues taught to students at each grade level.
  - Bullying and harassment policies and procedures need to be current and 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.

#### School Incident Commander:

- In the event of an attempt, school Incident Commander will make a decision on appropriateness of a LOCKDOWN. 
- The School Incident Commander will 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?
- School Social Worker/Counselor will call the parents to advise of the situation and plan to contact law enforcement and mobile crisis. Request that parents 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.

- Have the school counselor/school social worker interview the child. If the interviewer believes the child is **at risk of suicide** based on the questions above call:
  - Call Washburn County mental health crisis line at (888) 860-0373
  - Call Spooner Police at (715) 635- 3527
  - Call Northwest Connections at (888) 552-6642
  - Fill out SASD Mandated Reporting Abuse/Neglect Reporting Form
- 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 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

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## 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 Matrix as a tool (APP 23).

**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.

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

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## 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 or EVACUATE 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 EVACUATE and open windows. **DO NOT ACTIVATE THE FIRE ALARM.**
- Direct staff to shut off utilities as directed by the building principal of that school
- All staff should 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 HOLD 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

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## 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/jackets in lockers or at coat hooks at all times

### DURING

#### School Incident Commander:



- Will interview the staff/student reporting
- Will initiate a HOLD 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 a 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

- Counseling services will be made available for students/staff in need
- Legal implications will be determined by law enforcement

#### School Incident Commander:

- will issue an "All Clear" removing the HOLD
- 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.

# CRISIS RESPONSE PLAN

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## 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 SECURE or 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

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



## L. SAFETY DATA BRIEFS

Complete briefs posted in general vicinity of specific item(s) and in binder in the District Office

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### SAFETY DATA BRIEF

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### 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       |                     |

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### SAFETY DATA BRIEF

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### 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 it 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 a 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 the work site.
- Always keep plastic bags tightly closed when not in use and for storage.

## SAFETY DATA BRIEF

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### ROKU KILN SAFETY CHECKLIST

Two weeks prior to using the kiln, email a request to the building principal for use on the 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 the kiln to be moved to 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 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.