

1. ACTION GUIDES – PLANNED RESPONSES

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Predetermined Facilities

Evacuation Site(s)

1. Spring Green
 - a. High School: St. John's Catholic Church
 - b. River Valley Elementary: Cornerstone Church of Spring Green
 - c. Middle School: Christ Lutheran Church
2. Plain
 - a. River Valley Early Learning Center: Plain Fire Station

Family Reunification Site(s)

TBD

Media Staging Site(s)

TBD

Transportation Method(s)

1. Walk
2. Lamers Bus Company

Summary of Agreements/Contracts/MOU's

These agreements should be included in the Appendix.

Immediate Response Actions - Securing the Building

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

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The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. A single incident may call for more than one protocol. For example, a school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

“Evacuate”

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.

Critical Information

Evacuation procedures are used when conditions are safer outside the building than inside the building.

Evacuation routes should be specified according to the type of emergency:

- Bomb threats: Building administrators notify staff of evacuation route dictated by known or suspected location of a device
- Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route
- Hazardous Materials: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly

Implementing Evacuation Procedures:

Building Administration

- If not already in communication with your SRO/police, call 911 or the Sauk County Communications Center at 608-355-4495
- If not in communication already, notify your Superintendent or their designee
- Use the public address system or alternate method to announce evacuation
 - o Be sure all staff members inside and outside of the building are informed of evacuation.
- Evacuate all staff and students to designated rally points
- Search the building, if safe to do so, to make sure everyone is out of the building
 - o Advise emergency responders of the need to verify total evacuation if you cannot do so safely
- If students are to be released for the day from the reunification site(s), follow Reunification Procedures
 - o Establish a checkout area when possible and/or advisable
- Students will only be released to parents/guardians with assurance of proper identification
- Provide notice that it's “All Clear/return to class” when appropriate

- Debrief staff.

Staff

- Be aware of your school's designated rally points
- Close the classroom door and turn off the lights as students leave
- Leave the building in an orderly manner, without rushing or crowding.
- Walk to rally point/reunification site. Buses may assist your off-site evacuation if necessary
- School staff and students must stay out of the way of emergency vehicles
- Re-assemble your class at rally point/reunification site and check roll to be sure all students are accounted for
 - o Document any missing students
- If evacuated to the reunification site, follow Reunification Procedures as directed by administration
 - o Note on roster any students who are released to parent/guardian
- Return to your room/school only when you are instructed that it is safe to do so.

When planning primary and secondary relocation sites, consider distance, accessibility, hours of operation, transportation and amenities (e.g. bathrooms, drinking water).

“HOLD” – Inside Situation

HOLD In your room or area. Clear the halls.

Students - Clear the hallways and remain in the 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. Do not leave the room you are in until the hold is canceled.

These measures occur when a situation inside the building may affect the school. Common reasons to secure the building in this way include searching for a missing child or to provide a clear entry for emergency personnel(i.e. Medical emergency)

Staff

- Quickly check hallways for students. Bring any students found into your classroom immediately
- Lock doors
- Take attendance of everyone in the classroom including staff
- Continue teaching
 - Do not let students out of the room (even at passing time).

If outdoors at the time of the lockdown:

- Do not re-enter the school until notified by administration.
- Go to the furthest edge of the campus, away from the school.

If in the commons/lunch room at the time of the lockdown:

- Take students to the designated room.

Principal’s Office

- If not already in communication with your SRO/police, call 911 or Sauk County Communications Center 608-355-4495.
- If not in communication already, notify your Superintendent, Safety Coordinator, or Executive Director of Special Education and Student Services or their designee.
- Notify staff to secure their rooms and follow procedures.
 - Be sure all staff members inside and outside of the building are informed
 - Use plain talk, no code words

- o Provide more information, if possible, either on “all call” or through email
- Assess the situation and determine the safest course for outside and inside classes
- Notify staff when all is clear
- Debrief staff

“SECURE” – Outside Situation

Get inside. Lock outside doors

Students - return to inside of the building, do business as usual

Adults - Bring everyone indoors, Lock outside doors (should already be locked), Increase situational awareness, Account for students and adults, do business as usual.

In general, these measures will occur when a situation outside the building may impact the school. Common reasons to secure the building in this way include a fire in the neighborhood, a crime being committed near a school, or a tactical police call in the vicinity.

Staff

- Any students and staff outside the building (recess, classes, coming to school, etc.) should be directed to enter the building immediately.
- Outside doors remain locked.
- Nobody is to leave or enter the building without police or office approval – this includes traveling students and staff. Common entry and exit points must be monitored.
- Continue with a normal schedule within the building.
- All outdoor activities were canceled.
 - No open campus, recess, or outside classes.
- Designated personnel should contact teachers and outside staff via radio, cell phone, district phone or PA.

Principal's Office

- If not already in communication with your SRO/police, call 911 or the Sauk County Communications Center at 608-355-4495.
- If not in communication already, contact the Superintendent or their designee
- Notify staff of the procedures and situation
 - Use plain talk – do not use code words
 - Provide more information, if possible, on public address system and/or through email
- Example –“Please secure the outside doors of the building. All staff and students are to enter the building immediately. All outside doors will be locked. No one may leave the building without approval. The normal schedule will continue within the building.”
- Notify staff when all clear
- Debrief staff

“Lockdown”

LOCKDOWN! Locks, lights, out of sight

Students - Move away from sight, maintain silence, do not open the door

Adults - Recover students from the hallway if possible, lock the classroom door, turn off the lights, move away from sight, maintain silence, do not open the door, prepare to evade or defend.

A Lockdown—Intruder Alert occurs when a situation threatens the safety of students and staff within the school. This is the highest level of building security and will only be used when a perceived or real emergency threatens safety.

Staff:

Determine your best course of action based on the information known at the time. Is evacuation an option?

- Check the hallway
- Direct students to go quickly to the rally point
- If you have time, take your roster
- Stay with your students until they are reunited with their families or you are directed by police or administration to return to the building

If outdoors at the time of the lockdown

- Do not re-enter the school until notified by administration.
- Get your class to your rally point.

Principal's Office

- If not already in communication with your SRO/police, call 911 or the Sauk County Communications Center at 608-355-4495.
- If not in communication already, notify the Superintendent or designee
- Notify staff of a Lockdown – Intruder Alert and the procedures.
- Be sure all staff members inside and outside of the building are informed of the Lockdown –

Intruder Alert

- o Use plain talk, no code words.
- o Provide as much real-time information about the situation as possible so that teachers and staff can exercise the best/safest option available to them.
- Notify staff when all is clear.

- Debrief staff.

Standard Reunification Method

Planning for Student Reunification

When students are evacuated and cannot return to school, reunification with parents or guardians is top priority. Reunifying students and parents at an off-site location is a complex process. Successful reunification requires significant pre-planning, coordination and organization.

Planning for reunification

Planning for reunification begins with identifying available staff to lead the reunification process. Staff without classroom duties including: office staff, student support services, administration and transportation are ideal choices to support the process. Members of the Building Safety Team, technology personnel and facility management staff may also play important roles in planning and leading the reunification. Ideally all staff that should be trained on reunification procedures. Tabletop exercises may be used to test procedures with staff and identify potential gaps or complications.

Pre-selecting a reunification site

Several factors should be considered when selecting a reunification site. First evaluate the selected building's potential capacity to accommodate the student body, staff and parents. Parking must be adequate for parents picking up their children as well as restroom facilities, accessibility and building access control.

If the reunification site is not another district-owned building, a written agreement must be developed outlining school and facility responsibilities during a reunification. Schools should plan to have keys available for building access and a method for notifying the facility of an emergency requiring the building's use. It is ideal to designate one reunification site for the entire district with at least one additional site for backup.

Two reunification sites may be necessary if a single site will not accommodate the entire student body. When planning for two reunification sites, building administrators should pre-designate division of the student body and communicate plans to staff, students and parents to minimize confusion.

Planning transportation and site set up

Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator.

Transportation for students with special needs must also be pre-arranged.

Transportation and arrival at a reunification site must be well-organized. Administrators should pre-determine classroom and staff organization to avoid confusion. Keeping staff with their classrooms increases accountability and may calm and reassure students.

Additional considerations for reunification site set up:

- Designate parking areas for parents
- Determine separate entrances for students and parents if possible
- Designate holding area for students and staff—near restrooms if possible
- Put the check-in or registration close to parent entrance

- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow
- Pre-assign staff for reunification duties and locations

Reunification process

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook.

Inform parents where to pick up their child and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure. Plans must also be made for children who are not picked up in a timely manner.

Reunification materials and supplies

The most crucial aspect of reunification is getting the right children matched with the right parents or guardians. To ensure a smooth reunification process, schools must have the most current emergency contact information. Schools may want to ask parents to update emergency information more than once a year. Plans should also be made for instances when non-authorized individuals attempt to pick up students.

Administrative Go-Kits

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit. Consider including these items:

- Vests or hats for reunification staff
- Communication devices—for the registration area, student and parent holding sites, counselors, nurses and student services staff
- Signs—pre-made and laminated
- Masking tape, duct tape, markers, pencils, pens
- Registration forms
- Maps of facility with significant areas designated

Recovery and Aftermath

Please direct all questions regarding the following information to an Administrator or as directed by the Superintendent.

Recovery

After a disaster, local governments assess community needs and determine the actions required to return the community to a state of normalcy. The local emergency manager, working with the assessor's office and public works department, is usually charged with assessing damages, tabulating losses to businesses and homeowners and estimating needed repairs. Similarly, the school district is responsible for assessing needs of its affected buildings after a disaster or traumatic event.

There are three critical key components of recovery in a school setting:

- Physical/structural recovery
- Academic recovery
- Social/emotional recovery

Often disasters and traumatic events affecting schools involve several of these components.

Recovery is an important part of a district emergency plan. Staff involved with recovery planning may differ from those participating in preparedness or response planning. A recovery team should include people who have responsibilities and expertise in the four key recovery components. Core team members should include those at the district level who are in charge of facilities, curriculum and instruction, pupil services, business and finance, and administration. Other key members could include a teacher representative, Manager of Community Relations and other community organizations or resources.

Key Recovery Components

Physical/Structural Recovery

Ensuring the safety and usability of a building is the primary goal of physical and structural recovery. Physical damages must be assessed to determine the cost and feasibility of repairing or replacing structures or contents. For a school, building and grounds personnel working with the district business/risk manager and insurance carrier would most likely perform this function.

Physical recovery planning considerations:

Assess the building structure. Depending on the scope of the damages, inspections by a third party may be necessary

Provide for temporary relocation of classes or activities if damages require extensive repair or rebuilding

Resume transportation and food service. Reroute buses if necessary and possibly reconfigure drop off zones. If the cafeteria is affected, look at alternative areas for food service and inspection by health authorities.

Assess damages or replacement of furniture, equipment and supplies (desks, books, computers, gym equipment, labs, teacher supplies, etc.)

Clean up damaged facilities. Determine who will do it, how soon and who pays.

Physical damages may also be linked to social/emotional needs. For example, in a school shooting, if deaths or injuries occurred in a certain room, the school may decide to not use the room again due to the extreme trauma associated with that room even if it was cleaned and repaired.

Academic Recovery

Restoring the structure and routine of learning is the goal of academic recovery. Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a “new normal.” Planning for academic recovery involves personnel in curriculum, public information (communications), technology (IT), transportation, food service, health & safety, building and grounds, administration, and teaching. Plans for academic recovery involve short and long term considerations.

Short-term planning considerations

- Resume classes as soon as possible. Determine who makes the decision, what factors might affect the date/time and method for returning and how the information is communicated to staff, students, and families
- Modify the academic routine as needed. Modifications may be necessary if buildings have been significantly damaged and cannot be used safely. Also consider the social/emotional needs of students and staff as they learn how to cope with results of the disaster
- Replace academic materials, supplies and equipment if necessary for class resumption. Involve teaching staff, business manager and building and grounds personnel in developing lists of “needed” and “wanted” items
- Communicate regularly with staff. Hold briefings for all staff supplemented by emails and printed materials. Staff will need to be aware of modifications made to the regular routine, provisions of counseling services and communications sent to students’ homes
- Communicate with parents or guardians. Determine what information is needed and how the information will be communicated (i.e. meetings, phone, web site, letter, email)

Long-term planning considerations:

- Arrange for homebound instruction or tutoring services for students unable to attend school
- Rearrange or reschedule tests or assignments if necessary due to physical limitations of the building, loss of instruction time or lack of necessary materials
- Allow for periodic visits to counseling services

Social/Emotional Recovery

The goal of emotional recovery is to promote coping and resilience for students, staff and their families following a disaster or traumatic event. According to the National Institute of Mental Health, both children and adults demonstrate a wide range of reactions after a catastrophic event including physical, cognitive, and emotional symptoms. For some, adverse effects lessen with emotional support and the passage of time. Others are more deeply affected and experience longer-term consequences. It is important to know that these emotional reactions are normal responses to an abnormal event.

Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified before an emergency or disaster so they are available for families needing assistance.

Social/emotional recovery planning considerations

- Assess emotional needs of students and staff. Determine who will do this and how teachers, school resource officers and others can help identify students in need of assistance
- Organize emotional support systems with student support services personnel district- wide
- Establish partnerships with community mental health agencies and faith groups
- Promote messages of resiliency and hope. Work with communications and district leadership to prepare messages, arrange parent meetings, provide fact sheets and web based materials
- Train staff to recognize symptoms of extreme stress in children. Schools may want to provide a class on Psychological First Aid or similar curriculum and involve community agencies determine intervention methods for students, staff and families in need of emotional support
- Plan for student support services staff availability, method of referral to community agencies, allotment of time with counselors and ongoing assessment for longer term support
- Plan for memorials. Make pre-disaster recommendations for spontaneous memorials (flowers, posters, stuffed animals, etc.) and prepare district response to requests for permanent memorials
- Plan for first anniversary events and consider holding events during the school year that allow students to express themselves

Recovery Communications

Many school stakeholders including staff, parents, students, and vendors need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences. When the school is actively responding to an emergency, the District's Public Information Officer (PIO) works closely with the media to coordinate statements and press releases with emergency responders. During recovery, the District's PIO works with school administrators and recovery team members to plan for the school's continuing communication with internal and external audiences.

Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors. The district may also want to designate one phone number for all “recovery” calls and/or provide an email contact on their web site for recovery inquiries. Communications staff can monitor information trends coming from these inquiries to help identify rumors and possible misinformation so corrective messages can be sent out immediately.

Recovery communication considerations

- Identify and prioritize stakeholders and their need for information from the school.
- Consider internal and external audiences, the kind of information each will need and the form and method of delivery used. Set up news briefings and parent meetings when necessary
- Determine authorship of communications from school administrators or subject matter experts (i.e. school psychologist, transportation coordinator)
- Identify information audiences may need. Consult with recovery team members to select formats and methods for dissemination
- Update the school or district website, voice mails, messages to parents and frequently asked questions in a timely manner
- Provide resources. Determine who will answer recovery calls and respond to email inquiries, add links to outside resources on the school’s web site and communicate information about school-based resources
- Control rumors. Track down rumors and misinformation. Respond with corrections
- Convey messages of resilience and a return to normalcy

Communications may be very active in the first few days after a major emergency. The need for communications changes over time as the recovery process is put into place. There may be a need for periodic messages dealing with school changes and methods to help children cope. Communications and other recovery team members should plan together for anniversaries of major, traumatic events.

Behavioral Health Crisis Intervention

Behavioral Health Crisis Intervention is the first step in assisting students, staff and parents with their social/emotional recovery. School behavioral health teams perform these actions during the first 48-72 hours after a traumatic event in the school.

When an emergency occurs

Building administration and student support services

- Evaluate the situation and determine the need for behavioral health crisis interventions for staff, students and families
- Provide grief counseling as necessary
- Arrange for information and referrals to community mental health resources

- Ensure ongoing support for staff, students and families
- Identify and monitor at-risk students
- Follow-up with assessment or treatment referrals, if necessary
- Implement longer-term social/emotional recovery plan

Staff

- Be aware of staff and student need for behavioral health crisis interventions
- Make referrals to designated staff professionals as necessary
- Identify, monitor and refer students (or other staff) at risk
- Re-establish school and classroom routines as quickly as possible
- Facilitate opportunities for students to talk about their fears or concerns. Communicate a positive, “I’m not helpless” attitude

Each school district should identify a 24-hour contact person or agency responsible for behavioral health crisis assessment and intervention in the community or region.

In the event of a tragic, highly publicized event, unsolicited mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid.

Indicators or Symptoms of Distress in Children

As a result of traumatic experiences, children may exhibit a variety of symptoms of distress. Knowing a child’s baseline or typical behavior is critical to identifying unusual or problematic behaviors in the child.

The following symptoms, if uncharacteristic, may indicate a child is experiencing distress

Symptoms

- Unusual complaints of illness
- Isolation from the rest of the group
- Acting out
- Changes in behavior and/or appearance
- Refusing to open up; no eye contact
- Difficulty concentrating and focusing in class
- Emotional displays
- Lack of emotional expression
- Poorer performance
- Lethargic or apathetic
- Easily startled, jumpy

How Teachers Can Assist Students

Children may have difficulty understanding that certain events cannot be controlled or predicted and the adults in their lives cannot always “fix” problems or keep them from happening again. Listed below are some ways teachers and other school staff can help students deal with trauma and the distress or difficult emotions that may result.

- Cope with your own feelings of helplessness, fear, and anger
- Learn to recognize signs and symptoms of distress in children
- Give children opportunities to talk—then listen to them
- Help children put the emergency or disaster in context. Provide a perspective
- Communicate a positive “I’m not helpless” attitude
- Help children to feel safe and secure
- Identify children who seem particularly distressed—those who don’t seem to be progressing emotionally after a few weeks. Refer them to school support staff for follow up

Dealing with the Aftermath

Emergencies can have a long lasting impression on staff, students, and parents, presenting the need for long-term counseling and other actions. It is the responsibility of the administration and staff to be on the alert for those individuals that have been affected and need counseling so that appropriate referrals can be made to the school’s student services staff and/or community agencies. Immediately after an emergency, follow these procedures

- The principal in consultation with their Executive Director of Education or their designee will determine dismissal and/or remainder of the day schedule. Those individuals that have been directly involved with the crisis situation will meet with the principal in a debriefing meeting followed by a general announcement to the student body and faculty
- Security measures, if needed, will be investigated by the principal and implemented. This sometimes eases the fear and concerns that others have
- A specific location in the school will be assigned as a place for counseling along with the time and date that counseling will be available. For those directly affected by the emergency, counseling will be provided prior to leaving the campus
- Following the emergency, debriefing sessions will be provided as well as long-term counseling as determined by the needs of individuals
- If applicable, the room where the event took place will be repainted and rearranged before any class meets there. This often reduces fears and phobias of being in the same place
- Schedule changes for those affected will be investigated. If determined appropriate, the principal/designee will complete schedule changes
- A letter from the principal will be sent home with the students clarifying the situation and focusing on the positive. If appropriate, a follow-up letter will be mailed in one week. This will be done in conjunction with the PIO.

An emergency faculty meeting will be held for debriefing prior to dismissal the day of the crisis

- The Building Safety Team will meet to evaluate the entire emergency.

Debriefing

Debriefing sessions are recommended for individuals who were more directly involved in the emergency event by either witnessing it or who assisted in resolving the emergency (i.e., rescue, first aid, disarming an intruder). Adherence to the following guidelines is suggested

- Use professional service providers that were not associated with the emergency. The principal in conjunction should coordinate arrangements for these services with the Executive Director of Student Services
- Use a room that is large enough to hold a maximum of thirty individuals. Arrange the furniture in a circle so everyone can see each other
- Schedule at least three debriefing sessions. The first session is to be scheduled within twenty-four hours of the emergency.
- Use the first session to allow each person to express his/her feelings about the emergency
- Allow only one person to talk at a time, but encourage total participation
- Establish three rules
 - o No one is to criticize what another says, but to listen and find common reactions, feelings, and fears
 - o Anything said is confidential
 - o All questions will be answered
- Subsequent sessions should be based on
 - o Common reactions
 - o Stress indicators
 - o Reactions to emergency
 - o Coping mechanisms
 - o Stress reduction techniques
 - o Referral information

MEDIA

Purpose: *This protocol is used when circumstances require notification of the incident to the public. The primary goal is to provide a coordinated and consistent message to the public.*

All staff:

- Refer media to school site or district spokesperson.
- The School District, in conjunction with law and emergency services, shall assume responsibility for issuing public statements during an emergency.
- The District Administrator serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

District Spokesperson	Telephone Numbers (home, work, mobile)
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Alternate District spokesperson:

Name	Telephone Numbers (home, work, mobile)
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- The Public Information Officer acts as contact for emergency responders and assists district spokesperson with coordinating media communications. If Public Information Officer is unavailable, an alternate assumes responsibilities.

Public Information Officer:

Name	Phone
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Alternate Public Information Officer:

Name	Phone
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During an emergency, adhere to the following procedures:

Principal:

- Advise all staff to refer all media to the District Spokesperson/PIO.
- Notify other schools in district and may ask District Administrator to prepare a written statement to media.
- Establish a media information center away from school, but close enough for footage.
- Update media regularly.
- Do not say “No comment”.
- Never go “off the record”.
- Do not speculate.
- When asked questions you do not know, say so and then offer to get an answer by the next press update.
- Do not argue with media.
- Maintain a log of all telephone and electronic inquiries. Use scripted response to respond to inquiries.
- Monitor rumors and address factually in next press release.

Media statement

- Create a general statement before an incident occurs (sample in Appendix). Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Express condolences and sympathy, but respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.
- Express appreciation to all who assisted with the crisis.

PUBLIC INFORMATION RELEASE

Check () as appropriate: District/District-wide School

Date: Time:

NOTE: Use this script as a guide to write your public information release.

(Check off, fill in, and cross off as appropriate.)

has just experienced a(n)

The (students/employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is/are) being set up at
to answer questions about individual students.

Communication center(s) for families (is/are) being set up at
to answer questions about individual employees.

Injuries have been reported at and are being treated at the site by
(staff/professional medical responders). (#) reported injured.

Students have been taken to a safe area, , and are with [(classroom
teachers/staff) or ()].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at

(#) Confirmed deaths have been reported at
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: .

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release #
(Date/Time:)

Threat and Risk Assessment

All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime.

In the event of IMMEDIATE danger:

Staff

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify building administration

Building Administration

- Initiate Lockdown with Intruder procedures
- Call 911, contact SRO
- Notify your Executive Director of Education or their designee
- Document the incident

If threat is identified but there is no immediate risk:

Staff

- Complete a Threat Incident Report Form (Appendix, Form 3.2)
- Notify building administration and student services staff
- Maintain confidentiality

Building Administration

- Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment Guidelines to determine threat credibility
- Notify law enforcement, if appropriate
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Notify your Executive Director of Education or their designee
- Contact parents or legal guardians
- Inform them of the situation, any concerns and course of action
- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

Hazard and Threat Specific Procedures

Hazard and Threat Specific procedures are implemented when a specific hazard or threat arises, and a specific procedure needs to be followed, such as the following:

● Abduction/Missing Student	page 24
● Armed Intruder/Active Shooter	page 25
● Assault	Page 26-27
● Fight//Disorderly Conduct	page 28
● Bomb Threat/Suspicious Packages	page 29-31
● Bus Accident	page 32
● Civil Disturbance, Demonstrations, and School Disturbances	page 33-34
● Fire	page 35
● Severe Weather - Tornado/Severe Thunderstorm/Flooding	page 36-38
● Hazardous Materials Release (indoors and outdoors)	page 39
● Unarmed Intruder	page 40
● Medical Emergency	page 41
● Public Health Emergency	page 42
● Power Failure Procedures	page 43-44
● Missing Student	page 45
● Threat	page 46-47
● Suspicious Activity or Person	page 48-49
● Weapon	page 50-51

Abduction/Unauthorized Removal of Student

Follow the actions below.

Teacher and Secretary

- Notify principal immediately

Principal's Office

- Speak calmly to abductor and attempt to detain
- Get license plate number/Call 911
- Call school resource officer
- Call parent
- Consult with your Superintendent, Executive Director of Special Education and Student Services or their designee
- Assist police
- Provide media information in consultation with the Public Information Officer

Police Role

- Receive call from school
- Dispatch officers
- Police meet with school officials at predetermined location
- Locate and confront intruder
- Perform follow-up investigation if needed

ACTIVE SHOOTER/ARMED INTRUDER

Follow the actions below.

Teachers and Staff

- Safety/survival of student is first priority
- If possible, initiate evacuation
- If lockdown is best option, barricade entry

Principal or Designee

- Initiate LOCKDOWN! Locks, Lights, out of Sight
- Call 911
- Call school resource officer
- Keep staff informed in real time
- Stay in central command area
- Direct police to problem area
- Notify and consult with your Superintendent, Safety Coordinator, or Executive Director of

Special Education and Student Services or their designee

- Consult with the Public Information Officer
- Announce counseling services available for staff and students
- Inform parents and visit parents as needed

Police

- Police will follow their established protocol

Assault

Critical Information

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

When an Assault Occurs

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout “Stop!” and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses

Building Administration

- Call 911 and notify school resource officer
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider lockdown procedures

- Notify your Executive Director of Education or their designee.
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

FIGHT/DISORDERLY CONDUCT

Critical Information

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

When a fight or disturbance occurs:

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
 - One staff member seeks administration assistance
 - One staff member addresses the disturbance
- Use a calm voice and low tones in addressing students
- If behavior escalates, shout “Stop!” and continue to use a calm voice to de-escalate situation
- Disperse onlookers and keep others from congregating in the area
- Don’t let a crowd incite participants
- Separate participants
- Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)

Building Administration

- Address the event according to school district discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify your Executive Director of Education or their designee
- Make appropriate referrals to student services or student assistance team

- Document all actions taken by staff and complete incident reports

BOMB THREAT/SUSPICIOUS PACKAGES

Person Receiving the Bomb Threat/Finding a Suspicious Package: Person receiving the threat should

- If a phone call:
 - Follow the Bomb Threat Checklist.
 - Notify the Principal and/or Designee.
 - No information regarding the threat should be given to any others without authorization.
 - Anticipate being directly involved with the police investigation.
- If a written note:
 - Do not erase or remove the note.
 - Secure the area immediately. No one should have access to the area the note is in.
 - Notify the Principal and/or Designee.
 - No information regarding the threat should be given to any others without authorization.
 - Anticipate being directly involved with the police investigation.
- If a suspicious package is found:
 - DO NOT TOUCH IT.
 - Secure the area where the item is located, but do not guard it.
 - Notify the Principal and/or Designee.
 - No information regarding the threat should be given to any others without authorization.
 - Anticipate being directly involved with the police investigation.

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

Principal and/or Designee:

- Contact the District Administrator.
- Law enforcement should be brought in to assess the credibility of the threat. Law enforcement will make the determination as to whether there is any danger and advise the school regarding the need to evacuate.
- Direct all staff to evaluate their areas and notify the administration if anything is out of the ordinary.
- Verify all staff and student attendance.
- If an EVACUATION or OFF CAMPUS EVACUATION is implemented:
 - The building administration and Fire/Police Departments will search the general areas of the building for the possible location of any foreign object(s). Note: Bomb squads will only respond if a package has been located.
 - Students will move or be transported according to the chosen protocol.
 - Investigation of the threat will continue with assistance from other agencies, if needed.
 - In an EVACUATION due to a potential bomb, DO NOT ACTIVATE THE FIRE ALARM and use the following announcement:

“YOUR ATTENTION, PLEASE. A BUILDING EMERGENCY IS IN EFFECT. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF. STUDENTS MUST LEAVE ALL BAGS AND BACKPACKS IN THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED AREAS. TEACHERS, TAKE YOUR GO KIT AND TAKE ATTENDANCE AT THE DESIGNATED AREAS. PLEASE EVACUATE THE BUILDING AT THIS TIME.”

Please repeat the message three (3) times.

BOMB THREAT CHECKLIST

Description Detail Report

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 address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

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

If the voice is familiar, whom did it sound like? _____

Background Sounds:

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

Threat Language:

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

Remarks: _____

BUS ACCIDENTS

Bus Company Duties:

- Protect student passengers from injuries and the bus from further damage.
- Quickly and accurately contact the school district and provide the following information:
 1. Bus name
 2. Who (last names, first names)
 3. When
 4. Where (location, nearest address, last drop off)

District Administrator or Designee:

- Dispatch the district business manager, school administrator, or designee to the accident location.
- Collect student names from the bus company.
- School official(s) at the scene will assess the level of support needed and convey this to the District Administrator's office.
- The District Administrator or designee at the scene will confirm 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.
- District staff will notify and record contact with families.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The District Administrator or designee will ensure any special health information or medication for any injured student who is sent to the hospital.
- If multiple hospitals are used, the District Administrator's office will send a school representative to each hospital.
- The District Administrator or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) 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.

CIVIL AND SCHOOL DEMONSTRATIONS AND DISTURBANCES

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action. Note: Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.

General Procedures:

- Contact office and administrators when a civil disturbance is observed.
- Call 9-1-1 if warranted.
- Assess the danger of the disturbance and issue a LOCKDOWN or ADMINISTRATIVE HOLD if necessary.
- Implement MEDIA protocol if necessary.
- If appropriate, make an announcement for the crowd to disperse, return to class, take other action, or that law enforcement has or will be notified.

SAMPLE ANNOUNCEMENT:

“YOUR ATTENTION, PLEASE. YOU ARE ON SCHOOL GROUNDS WITHOUT PERMISSION. YOU ARE DIRECTED TO LEAVE THE PREMISES NOW. AS TRESPASSERS, YOU ARE SUBJECT TO POSSIBLE ARREST IF YOU DO NOT LEAVE.

OPTIONAL LANGUAGE:

IF YOU DO NOT LEAVE, WE WILL ASK LAW ENFORCEMENT AUTHORITIES TO TAKE APPROPRIATE ACTION.

OR

LAW ENFORCEMENT HAS ALREADY BEEN NOTIFIED.

District Administrator:

Active Measures:

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

- Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
- If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.
- In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
- It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
- Matters pertaining to individual students should be discussed with the student and his/her parent or guardian - not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
- Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

Preventative Measures:

- Be aware of the morale of the student body.
- Principal and/or Designees should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
- Have a close working relationship with the student council.
- Maintain an awareness of any tense community situations that could ‘spill over’ into the school and set the stage for a school disturbance.
- Have a sign posted on all exterior doors directing visitors to the office.

Pickets and boycotts:

- Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
- Pickets should be kept under discreet surveillance.
- If non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

Demonstrations and disturbances may range from minor incidents that can be easily handled by building staff to potentially dangerous or volatile situations, such as large-scale fights, pickets, sit-ins, racial conflicts, and riots. With these incidents of potential violence, school administrators should calmly use their judgment and discretion in determining the appropriate course of action.

Demonstrations:

- Require students who engage in disruptive demonstrations to desist and disperse immediately
- Failure to comply with the directive to disperse will result in immediate suspension from school.
- If those who interfere with the school process are suspended and still persist, they will be subject to immediate arrest for trespass.
- Under no circumstances are school administrators authorized to “negotiate” on any demands in order to end a demonstration.

School Disturbances:

- Attempt to stop any disturbances within your power or authority Do not use force unless necessary to protect yourself or others from harm or serious injury.
- Call 9-1-1 if necessary
- Notify the District Administrator’s office.
- Return students to the building under staff supervision as soon as possible.
- Impose appropriate student discipline procedures.

Fire

Follow the actions below:

Principal's Office and/or Staff

- Call 911 immediately
- Follow school building procedure for evacuation
- Notify and consult with your Executive Director of Education or their designee.

Fire/Police

- Police and Fire will follow protocol

Severe Weather - Tornado/Severe Thunderstorm/Flooding

Critical Information

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows and large rooms with long-span ceilings in permanent structures. Building diagrams should be posted in each classroom highlighting routes to safe areas.

Watches

Indicate conditions are right for development of a weather hazard. Watches provide advance notice.

Warning

Indicate a hazard is imminent or the probability of occurrence is extremely high. If a tornado or severe thunderstorm WATCH includes all or part of the district area:

District Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard, or emergency alert radio
- Notify impacted schools, buildings, and programs in the district

Building Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard, or emergency alert radio
- Activate appropriate members of the Building Safety Team to be aware of potential weather changes
- Notify head custodial staff of potential utility failure
- Consider moving all persons inside building(s)
- Consider closing windows
- Review severe weather sheltering procedures and location of shelter areas

Staff

- Review “Drop and Tuck procedures with students

If a tornado or severe thunderstorm WARNING has been issued or a tornado has been spotted near the school:

District Administration

- Notify impacted buildings and programs in the school district
- Continue to monitor National Weather Service (NOAA) weather radio, all-hazard or emergency alert radio or television stations
- Provide any updated information to impacted schools, buildings and programs

Building Administration

- Activate appropriate members of the Building Safety Team of a change in weather status
- Initiate Severe Weather Shelter Area procedures
- Move students and staff out of portable classrooms and into a permanent building
- Notify parents and legal guardians according to district policy

Staff

- Initiate Severe Weather Shelter Area procedures
- Close classroom doors
- Take emergency go-kit and class roster
- Ensure students are in “tuck” positions
- Take attendance and report any missing, extra or injured students to building administration
- Remain in shelter area until an “all clear” signal is issued
- In the event of building damage, evacuate students to safer areas
- If evacuation does occur, do not re-enter the building until an “all clear” signal is issued

Other Severe Weather Emergencies**District Administration**

- Monitor NOAA weather radio, all-hazard or emergency alert radio stations
- Develop an action plan with local emergency management officials and transportation coordinator
- Notify any impacted buildings or programs in the district

Building Administration

- Review evacuation procedures with staff
- Notify relocation centers
- Determine an alternate relocation center if primary and secondary centers are affected
- Notify transportation resources
- If district officials and emergency responders advise evacuation, do so immediately
- Notify parents or guardians of evacuation and relocation

Staff

- Initiate Evacuation procedures as directed
- Take emergency go-kit and class roster
- Take attendance and report any missing, extra or injured students to building administration

Hazardous Material Release

Inside of Building

If a chemical release takes place, or the credible threat of a chemical release occurs inside the building:

- Evacuate to the pre-chosen safe site
- Evacuate personnel upwind from the building
- Keep everyone at the safe location until emergency personnel determine appropriate action.

Outside of Building

If the release is outside the building:

- Isolate students and staff inside
- Close windows and doors
- Turn off any ventilations systems which might bring chemical vapors into the building
- Remain indoors until emergency personnel give other instructions.

Unarmed Intruder

Follow the actions below.

All Staff Members

- Report any suspicious person to principal's office immediately
- Approach intruder to determine reason
- Direct or accompany to proper office
- If no reason to be in building, ask person to leave

Principal's Office/Designee

- Approach intruder to determine reason for presence
- Direct or accompany to proper office
- If no reason to be in building, ask person to leave
- Call police with information
- If the situation escalates, initiate LOCKDOWN! Locks, Lights, out of sight
- Notify and consult with your Executive Director of Education or their designee

Police Role

- Police will follow their established protocol

MEDICAL EMERGENCY

Medical Emergency: During emergency situations, River Valley School District will announce “Hold” over the PA system. “Hold” is used when hallways or common areas need to be free of students for medical or administrative reasons.

Staff:

- Quickly assess the situation. Make sure the scene is safe for you to approach.
- Immediately call the office to activate an “Hold.” Indicate if the situation is for medical or administrative reasons. If medical related, include the following information:
 - Location
 - Name of victim(s)
 - Describe the illness or injury
- Protect yourself against contact with body fluids using universal precautions (i.e. gloves).
- Stay with victim(s) until the Medical Emergency Team arrives. Never leave the victim(s) alone. Never try to move the victim(s) if ill or injured unless the scene is unsafe.
- Once the Medical Emergency Team arrives give a brief report of the situation then clear students out of the area.
- All other staff help supervise classrooms of staff members who are on the Medical Emergency Team. Keep students calm and in the classrooms until an “All Clear” is announced.

Office Staff:

- Announce calmly over the PA, “Hold– Medical Emergency_____.”
Repeat the announcement twice
- The announcement activates the Medical Emergency team that is assigned and trained in every school building.
- Call the School Nurse if they are not in the building.
- Repeat the announcement twice.
- Call 911 (EMS) if instructed by the designated Medical Emergency Team.
- Call Central Office if 911 is called.
- Call parent/guardian or spouse.
- Call Principal if he/she is not in the building.
- Copy the student emergency and other health information for EMS.
- Announce “All Clear” when appropriate.

Medical Emergency Team:

- Administer First Aid.
- Check if the victim is responsive and breathing.
 - If a victim is unresponsive, call 911 and get AED.
 - Initiate CPR, if required, while the AED is brought to the victim’s side.
 - Continue with CPR until EMS arrives.
- Administer emergency medication if indicated.
- The recorder will write all information that is reported from the School Nurse and 1st and 2nd responder(s) until EMS arrives.
- School Nurse will follow the AED Program policy 722.67
- School Nurse will follow-up with parents/guardians or spouse.

PUBLIC HEALTH EMERGENCY

(See Appendix 20 – Pandemic Plan)

Power Failure Procedures

Indoor Events

- Emergency lighting activates
- Staff alerts administration if none is present
- Administrator or staff makes an announcement informing all people present of the situation and to await instructions. A sample announcement is below:

“Please remain calm. There is a power outage and school staff are investigating the problem. Please await further instruction. Thank you for your patience.”

- Administrator or staff determine if evacuation or other course of action should be taken (e.g. wait for power to be restored and continue the event)
- Administrator informs event staff of determination and directs staff to initiate a course of action
- Administrator or staff makes an announcement (P.A. if possible) of course of action to be taken. A sample announcement is below:

Power can be restored

“The power will be restored momentarily and the program will be resumed. Thank you for your patience.”

Power cannot be restored

“The power cannot be restored at this time. Follow the instructions of school personnel to evacuate the facility. Please walk slowly and be aware of others around you. Thank you for your patience.”

- Administrator or other staff to direct all people to exits and assist those needed assistance if the power cannot be restored
- Event staff assists disabled individuals with evacuation
- The Administrator notifies the Superintendent

Outdoor Events

- There will be no emergency lighting activation
- The Administrator or Staff makes an announcement informing all people present of the situation and to await instructions.

Sample announcement is below:

“Please remain calm. There is a power outage and school staff are investigating the problem. Please await further instruction. Thank you for your patience.”

- Staff alerts administration if none is present
- Administration or staff determine if evacuation or other course of action should be taken (e.g. wait for power to be restored and continue the event)
- Administrator or staff informs event staff of determination and direct staff to initiate a course of action
- Administrator makes an announcement (P.A. if possible) of course of action to be taken.

Sample announcement is below:

“The power will be restored momentarily and play will be resumed. Thank you for your patience”

“The power cannot be restored at this time. Follow the instructions of school personnel to evacuate the facility. Please walk slowly and be aware of others around you. Thank you for your patience.”

- Administrator or other staff to direct all people to exits and assist those needed assistance
- Event staff assists disabled individuals with evacuation
- The Administrator notifies their Executive Director as time permits.

Missing Child

Follow the actions below.

Teacher/Staff/Other

- Report missing child to the office/administration. If administration is not available, call 911 or 608-355-4495 (Sauk County Communications Center non-emergency).
- If appropriate, assist with search.

Principal/Designee

If a child has been reported missing during the school day:

- Do a preliminary search in school and on school grounds
- Call student to the office using the PA system
- Place the building on “HOLD” while searching the building. Hold means clearing the hallways and remaining in the room or area until “all clear” is announced. Business as usual
- If after approximately five minutes the child has not been found, collect the following information:

Name

Grade/Age

Last seen when/where

Situation

Detailed description of child—sex, race, height, weight, hair color, eye color, and clothing, including photos.

- Notify police
Call 911 or 608-355-4495 (Sauk County Communications Center non-emergency)
- Notify Superintendent or Designee
- Notify Parent/Guardian if not already notified
- Secondary Search - Initiate a comprehensive building and grounds search.

Search all areas, even areas assumed to have been locked.

Search concluded – file incident report.

Law Enforcement Response

- Will follow their policy and procedure.

Threat

All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime.

In the event of IMMEDIATE danger:

Staff

- Take immediate action to secure or isolate the individual making the threat
- Prevent access to potential weapons
- Prevent access to the individual's backpack, purse, locker, cell phone or other personal property that may contain a weapon
- Take immediate action to move others from harm's way (in the immediate vicinity of the incident)
- Notify building administration

Building Administration

- Initiate Lockdown with Intruder procedures
- Call 911, contact SRO
- Notify your Executive Director of Education or their designee
- Document the incident

If threat is identified but there is no immediate risk:

Staff

- Notify building administration and student services staff
- Maintain confidentiality

Building Administration

- Convene the appropriate staff to evaluate the threat (e.g. Threat Assessment Teams or Student Assistance Teams). Use Threat Assessment Guidelines to determine threat credibility

- Notify law enforcement, if appropriate
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Notify your Executive Director of Education or their designee
- Contact parents or legal guardians
- Inform them of the situation, any concerns and course of action
- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

Suspicious Activity or Person

When a suspicious activity or person has been identified, these procedures should be implemented immediately.

It is important to ensure that all school employees are on the lookout for things that are out of the ordinary and arouse suspicions. You never know, your suspicion may just prevent a violent act from occurring at your school.

Critical Information

Examples of suspicious activities or persons:

- A person you do not recognize wandering around inside the building without a visitor badge or other visible identification
- Someone wandering around outside the building attempting to open multiple doors
- Someone entering the school or following immediately behind others into card-access areas while the door is open
- Someone claiming to represent a utility or business, but not wearing a uniform or not able to produce proper identification upon request
- Someone using binoculars or other devices to peer into rooms or windows
- Someone taking pictures of children or the area around a school building
- Someone driving slowly and aimlessly around the building
- Someone sitting in a vehicle for an extended period of time or conducting transactions from a vehicle
- Someone dressing inappropriately for weather or occasion (having a coat on when the temperature is warm, etc.)
- Someone leaving packages, bags or other items behind
- Someone exhibiting unusual mental or physical symptoms
- Chemical smells or fumes that are unusual

If you notice a suspicious person or activity:

If you observe someone in the building without identification, such as a visitor badge, and you decide that it is safe to do so, make eye contact and politely ask if you can help that person. (Do not accuse them or speculate as to what they might be doing) This will help you to determine your next steps. You might explain the school visitor procedures and walk the person to the office to get a visitor badge.

If you determine that it would not be safe for you to confront the person or if you notice any suspicious behavior or activity do the following:

- Note the number of people involved, their gender, their ages, and physical descriptions. Compare your height and weight to theirs. Look for some unique characteristic that will help to identify the person(s) later
- Be able to describe exactly what they are doing
- Be able to provide the exact location of the suspicious activity
- Be able to describe what they are wearing, including their footwear. An obvious indicator such as a piece of clothing allows for quick identification by police
- Be able to provide the date, time, and duration of the suspicious activity
- Be able to describe the vehicle (make, color, license plate number), the use of cameras, guns, or any other equipment
- Be prepared to present an accurate description of the number of persons or vehicles involved. Acts of school violence are very difficult to predict but oftentimes there are warning signs that something is to occur
- Notify building administration or call 911

Building Administration

- If necessary, CALL 911 and notify law enforcement giving as much information as you have
- Notify your Superintendent or designee
- Document all actions taken by staff

Weapon

Critical Information

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

If you are aware of a weapon on school property:

Staff

- Notify building administration immediately and provide the following information:
 - o Location, identity and description of the individual
 - o Description and location of weapon(s)
 - o Whether the individual has threatened him or herself or anyone else
- Limit information to staff and students on a need to know basis
- Stay calm and do not call attention to the weapon

Building Administration

- Call 911 to report that a weapon is in school
 - o Provide location, identity and description of the individual
 - o Provide description and location of weapons
- Develop an action plan for response
 - o If the weapon is located on an individual, isolate the individual
 - o If the weapon is in a locker or in a backpack, prevent access to that area
- Determine whether to initiate Lockdown, Evacuation or other procedures
- Notify your Executive Director of Education or their designee
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
 - o Need for assistance from law enforcement
 - o Best time and location to approach individual
 - o Description, location and accessibility of weapon(s)
 - o Safety of persons in the area
 - o State of mind of the individual
- If the individual displays or threatens with the weapon(s):

- o DO NOT try to disarm him or her
 - o Avoid sudden moves or gestures
 - o Use a calm, clear voice
 - o Instruct the individual to place the weapon down
 - o Use the individual's name while talking to them
 - o Allow for escape routes. Back away with your hands up
-
- If the individual is a student, notify parent or guardian
 - Document all actions taken by staff