

# **SCHOOL EMERGENCY OPERATIONS AND CRISIS RESPONSE PLAN**

**River Valley School District**

## **Overview**

### **School Safety Working Plan**

In an effort to continue to provide a safe learning environment for students and staff in the River Valley School District, a joint committee of school personnel, law enforcement officials and fire department personnel have developed an emergency plan to assist in responding to a variety of unexpected and unpredictable situations.

While it is unrealistic to expect that a plan can anticipate every detail for every emergency situation, the document includes the essential components for dealing with a variety of situations in a user-friendly format.

Building administrators and Safety Team members must read, discuss and periodically review this entire document. Many of the sections are interrelated. For example, in several emergency situations, it may be necessary to communicate to parents or students who may be threatening violent behaviors.

This working plan is intended to be a document that will be reviewed and modified as necessary on a regular basis. The electronic format allows new information to be added as more is learned about school safety and specific building information such as evacuation routes and destinations. Building administrators should provide for current staff and substitutes in their buildings a copy of the building map, 911 instructions, and all-call instructions.

**All schools in the River Valley School District are expected to adopt and abide by this core plan. Additional components unique to a particular building may be added.**

### **Suggestions for Improvement of Safety Plan**

To keep this Safety Plan current and relevant for all buildings in the District, suggestions for improvement should be sent to the Superintendent or designee.

# School Emergency Operations and Crisis Response Plan

## Basic Plan

### **I. Introduction**

#### **A. Authority**

1. This plan is developed, promulgated and maintained pursuant to state statutes as follows:
  - a. Section 118.07(1) of the Wisconsin Statutes, which specifies that schools must have a first aid kit.
  - b. Section 118.07(2)(a) of the Wisconsin Statutes, which specifies that schools must hold drills.
  - c. Section 118.07(2)(b) of the Wisconsin Statutes, which specifies that schools must report drills.
  - d. Section 118.07(4)(a)(1) of the Wisconsin Statutes, which specifies that schools must have a school safety plan.
  - e. Section 118.07(4)(b) of the Wisconsin Statutes, which specifies that schools must include specific plan guidelines.
  - f. Section 118.07(4)(c) of the Wisconsin Statutes, which specifies that schools must train on the school safety plan.
  - g. Section 118.07(4)(d) of the Wisconsin Statutes, which specifies that schools must review the school safety plan.

#### **B. Purpose**

The purpose of the River Valley School District School Emergency Operations and Crisis Response Plan is to identify and respond to incidents by outlining the responsibilities and duties of the River Valley School District and its employees. Developing, maintaining and exercising the plan empowers people to act quickly and knowledgeable at an incident. In addition, the plan educates staff, faculty, students and other key stakeholders to their roles and responsibilities before, during and after an incident. This plan provides parents and other community members with assurances that the River Valley School District has established guidelines and procedures to respond to incidents/hazards in an effective way. The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The Basic Plan and the functional protocols and incident specific annexes outline an organized, systematic method to prepare, prevent, mitigate, respond to and recover from incidents and respond according to these established procedures and guidelines. The River Valley School District regularly schedules in-service training for faculty and staff. Lastly, developing, maintaining and exercising the Emergency Operations and Crisis Response Plan increases the River Valley School District legal protection. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

#### **C. Mission and Goals of the Plan**

1. The mission of the River Valley School District in an emergency is to:
  - a. Protect lives and property.
  - b. Respond to emergencies promptly and properly.
  - c. Coordinate with local emergency operations plans and community resources.
  - d. Aid in recovery from disasters.
2. The goals of the River Valley School District are to:
  - a. Provide emergency response plans, services and supplies for all facilities and employees.
  - b. Ensure the safety and supervision of students, faculty, staff and visitors in the school.
  - c. Restore normal services as quickly as possible.
  - d. Coordinate the use of school personnel and facilities.
  - e. Provide detailed and accurate documentation of emergencies to aid in the recovery process.

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## II. Plan Development, Maintenance, Distribution and Exercising

### A. **Plan Development, Maintenance, and Distribution**

The School Safety committee (SCHOOL SAFETY COMMITTEE) is responsible for the overall maintenance and revision of the River Valley School District School Emergency Operations and Crisis Response Plan, including annexes and appendices. The SCHOOL SAFETY COMMITTEE is responsible for coordinating, training and exercising the School Emergency Operations and Crisis Response Plan. Community fire, EMS, law enforcement and the Uniform Crisis Response and Planning (UCRP) team's approval and suggestions should also be requested and incorporated. The school board and superintendent and/or designee are responsible for approving and promulgating this plan.

#### 1. **1. Approval and Dissemination**

The school board together with the superintendent and/or designees will approve and disseminate the plan and its annexes following these steps:

- a. Review and validate the plan
- b. Present the plan to all cooperating agencies (for comment or suggestion)
- c. Obtain plan approval (school board)
- d. Distribute the plan

#### 2. **Plan Review and Updates**

The Basic Plan and its annexes and appendices shall be reviewed annually in spring by the County-wide School Safety committee (SCHOOL SAFETY COMMITTEE). The superintendent and/or his/her designee will establish a schedule for annual review of independent school annexes and appendices.

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. Responsibility for revising or updating the Basic Plan is assigned to the County-wide School Safety committee (SCHOOL SAFETY COMMITTEE).

### 2. **Drills and Exercise**

**Drills:** Under Wisconsin Statutes 118.07 fire drills must be conducted at least once each month, tornado or other hazard drills twice per year and school safety incidents twice per year. Fire drills must be conducted at least once each month that the school is occupied with pupils. If all classes are virtual and there are no in-person classes, then drills do not have to be performed. This is similar to what occurs during the summer when classes are usually not being conducted. Students are expected to be present and participate in all fire and tornado drills. Additionally, students may receive training on bus evacuation procedures and participate in one bus evacuation drill.

**Purpose:** The purpose of drills is to demonstrate a school's readiness to prepare for crises, emergencies and disasters. Drills test universal procedures (e.g. lockdowns, evacuation, shelter-in-place), build staff and student awareness, and provide training to students and staff. Drills are a crucial component of emergency planning and preparedness, but they are not the only component of testing a school emergency plan.

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### **Drills provide schools with the opportunity to:**

- a. Test universal procedures
- b. Reveal weaknesses in procedures
- c. Improve response and coordination
- d. Clarify roles and responsibilities
- e. Improve individual performances

**Planning for Drills:** At the beginning of each school year, schools should create a drill schedule. When scheduling drills, consider changing elements of drill scenarios by;

- a. Varying the times of drills
- b. Blocking evacuation routes
- c. Including a hazardous material scenario in a fire drill
- d. Hosting a community emergency response drill using a school emergency scenario

### **Documenting Drills:**

Documentation is a necessary follow-up to every drill. It identifies steps for improving procedures and corrective actions to be implemented. Documentation includes, but is not limited to, the Drill Log, After Action Report, Incident Report and Security Drill Evaluation Report.

Drill logs provide necessary documentation for compliance with statutory obligation. They are a record of the planned drill schedule and implementation dates. Other relevant information can also be recorded within the drill logs. Security Drill Evaluation Report is a detailed analysis of the drills. The report documents the process; identify successes, challenges and failures; and make recommendations.

**Exercises:** Exercises test the school's emergency plan, in whole or in part. They typically involve elements of the plan that require internal and/or external coordination and joint problem resolution.

- a. Discussion-based exercise (tabletops) take participants through a scenario offering everyone a chance to identify and resolve issues in a low stress environment.
- b. Operations-based exercises (functional, full-scale) test specific plan functions or the entire plan in a "realtime" simulation. These exercises include all necessary participants to address the issues of a given scenario.

**Planning for Exercises:** When planning an exercise, first determine what the school wants to test. Using data from the building specific "School Safety Assessment" (see appendix #) and past experiences or exercises, schools might consider testing. High priority actions, hazards, or incidents that could be tested include;

- a. Communication breakdown or power outages that may result from an incident in the community.
- b. Coordination of functions between buildings, district offices and/or schools. land emergency responders (e.g. communications, incident command coordination).
- c. Groups that need to coordinate actions (e.g. building and district response teams)
- d. Plan improvements made after previous exercise or real events.

**Exercise Evaluation and Plan Improvement:** Exercises are conducted to test the emergency plan. Exercise evaluations are critical to documenting potential problems and

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making recommendations for changes to the plan. The number of evaluators needed during an exercise depends on the size and scope of the exercise and the number of objectives and functions being tested. The exercise planning team determines the makeup of the evaluation and creates forms for collecting data from evaluators and exercise participants.

A final evaluation of an exercise may take the form of an After-Action review or lessons learned. These include recommendations from evaluators for further action or emergency plan revisions. Changes to the overall plan or procedures, if they are district-wide, are made by the district response team with the approval of school administration. Revisions of building level procedures could be made by building response teams with approval of the principal. All staff must be notified of any changes made to the plan or procedures and given necessary training or retraining as soon as possible.

### **III. Situation Overview**

#### **A. School Population**

##### **1. General Population**

The school's current enrollment is approximately 1265 students.

These students are supported by a committed staff and faculty consisting of:

- \_\_\_\_\_ Teachers
- \_\_\_\_\_ Administrators
- \_\_\_\_\_ Office/support staff
- \_\_\_\_\_ Instructional assistants/aides
- \_\_\_\_\_ Cafeteria staff
- \_\_\_\_\_ Maintenance and custodial staff

A master schedule of where classes, grade levels and staff are located during the day is provided to each classroom and is available in the main office.

##### **2. Special Needs Population**

The River Valley School District is committed to the safe evacuation and transport of students and staff with special needs. The special needs population may include students/staff with:

- a.** Limited English proficiency.
- b.** Cognitive or emotional disabilities.
- c.** Blindness or visual disabilities.
- d.** Deafness or hearing loss.
- e.** Mobility/physical disabilities (temporary or permanent).
- f.** Medically fragile health (including asthma and severe allergies).

The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in the appendices.

#### **B. Building Information**

The River Valley School District is located in four main communities, and includes six school buildings (Elementary schools at Plain, and Spring Green. Middle and High Schools in Spring Green). A map(s) of the buildings annotated with evacuation routes, shelter locations, AED's, hazardous materials storage, Knox boxes and utility shut offs is included in the appendices.

### **IV. National Incident Management System/Incident Command System in Schools:**

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The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security for use by all local, state and federal agencies when responding to emergencies. The Incident Command System (ICS) is the organizational structure within NIMS that is used by community response agencies for managing response to all emergencies. The system provides an integrated and coordinated management structure, common terminology and flexibility to add or decrease functions depending on the scope of the emergency.

### **A. ICS and School Emergency Response Teams**

Incident command functions necessary for emergency response in the community are also necessary for emergencies within schools. School district and building response teams are structured according to incident command functions. The organization of the Incident Command System (ICS) is built around the following key management roles:

1. **Command:** Has overall responsibility for managing the incident or event and direct responsibility for public information, safety and liaison with community response agencies
2. **Operations:** Provides response to an incident by directing actions, developing objectives, organizing and directing resources
3. **Logistics:** Identifies and provides resources and services necessary to support incident response needs
4. **Planning:** Develops action plans, collects and evaluates information, identifies issues and makes recommendations for future actions
5. **Finance:** Manages financial aspects of an incident, monitors costs, provides for recordkeeping and coordinates with insurance

When building school emergency response teams, schools must identify people to perform each of the five major functions and have at least one backup for every position. Key personnel should be cross trained in the critical requirements of all functions.

The Incident Command System can be expanded or contracted according to the management needs of each incident. Only those functions necessary to manage the incident or event need to be filled. Team members may be assigned to more than one function in the Incident Command System, but roles and responsibilities in these functions are not combined.

### **B. Emergency Planning for Students and Staff with Disabilities and Other Special Needs**

Planning for Emergencies with Students with Disabilities and Other Special Needs In an emergency, students with disabilities and other special needs may require assistance in functional areas including; maintaining independence, communication, transportation, supervision, and medical care. The requirements for IEPs as outlined in IDEA do not include any specific items related to emergency procedures for students with disabilities. However, nothing in IDEA prevents schools from developing individual emergency plans similar to an IEP. While there is no designated section in the IEP for individual emergency plans, this information can be included in the student's IEP under Related Services.

Developing an individual emergency plan should involve parents, teachers, paraprofessionals, first responders and possibly the student. Students with other health disabilities should have an Emergency Health Information Document outlining their condition, emergency care, and current contact information. This document may be a tool schools can use it when creating individual emergency plans.

#### **1. Identifying Students and Staff with Special Needs:**

A key first step when developing individual emergency plans is identifying those students

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and staff members who may require special assistance in an emergency. For example, does the student or staff member have a physical disability that could hinder their ability to evacuate? How does a staff person who is deaf learn of a lockdown? When identifying students and staff who may require assistance, it is also important to consider students or staff with less obvious disabilities including; asthma, panic attacks, significant allergies, or heart conditions. Students with these needs may not have an IEP, but their condition may be known to the school nurse or classroom teacher. Including a question about special considerations on the student emergency card is one strategy schools can use to identify students who require additional assistance in an emergency.

### **2. Developing an Individual Emergency Plan:**

Once a student or staff members' needs have been identified, appropriate plans of action can be created and effective assistance identified. Confer with students and parents regarding their preferences for assistance in emergency situations whenever possible. Schools should also discuss evacuation preferences with local first responders and ensure they understand the needs of students with disabilities or other special needs. In some cases, it may be useful to provide training for first responders on various special needs and how those needs could impact a student's ability to follow emergency procedures. First responders may have equipment, expertise and strategies that could help schools as they make plans to assist those with special needs.

A similar planning process should be followed for developing plans for school staff with special needs. When developing plans for staff, it is important to discuss preferred or necessary support or assistance. If possible, try to address necessary accommodations before an emergency occurs. For example, assigning staff with mobility impairments to offices or classrooms on the first floor eliminates the need for evacuating down a stairwell.

Finally, it is critical to include students with special needs in emergency drills and exercises. Regular practice ensures necessary assistance is provided to students with special needs and identifies possible gaps that can be corrected. Each student and staff member's individual emergency plan should be integrated into the school's emergency plan.

### **3. Consideration Specific to Evacuation Planning:**

Procedures and protocols for evacuating individuals with special needs should be developed with key school stakeholders and local first responders yearly. When evaluating options, schools should make decisions based on research, needs and preferences, and school staff capacity.

## **V. Safety Teams and Incident Command System:**

### **A. Building Safety Teams**

#### **1. Building Safety Team:** Established by Building Principal



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- a. Building Principal
- b. ABC/Dean of Students
- c. School Resource Officer
- d. School Counselors
- e. Teachers
- f. Secretary
- g. Custodian
- h. School Nurse
- i. Other

### **2. District Safety Team:**

- a. Superintendent
- b. Director of School Safety
- c. School Resource Officer
- d. Director of Pupil Services
- e. Business Manager
- f. Building and Grounds Supervisor
- g. Food Service Director
- h. Administrative Assistants

## **B. Responsibilities of Safety Team Members and Others.**

### **1. District Safety Team Members:**

District Safety Team members have a variety of responsibilities which include the development of district-wide policies and procedures.

The Director of School Safety will facilitate the District Safety Team in order to assist in resolving building crisis situations. Other team members, may include but not limited to their areas of expertise, will assist with such needs as transportation; support for students, families, and staff; and media contact.

### **2. Building Safety Team Members:**

#### **Building Principal Responsibilities:**

- Ensure development and regular updating of communication with staff.
- Annually review and update emergency procedures for school in conjunction with the District Safety Team.
- Appoint school-based team members and facilitate team meetings.
- Plan in-service training for team members and entire staff on the safety plan and significant other topics.
- Coordinate Safety Team during an emergency situation.
- Communicate with District Safety Team members and outside agencies.
- Assess emergency and issue alerts and directives. Directives may include but are not limited to the use of the PA, walkie-talkie, email, and other electronic means. The method will be determined according to the crisis to ensure the safety of students and staff.
- Modify school schedule in consultation with the Superintendent.
- Maintain communication with staff, students, parents and the District Office Building, via whatever means is necessary.
- Act as liaison with the police and other outside agency authorities.

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- Oversee the implementation of all guidelines and delegate as needed.
- Obtain details and ensure timely documentation of the crisis.
- Evaluate Building Safety Team response and debrief as soon as possible after an incident. (See Evaluation/Debriefing form in Appendix)
- Monitor staff and students for post-conflict trauma and plan for long-term counseling if necessary.
- Resume normal schedule and routine as quickly as deemed appropriate.
- Implement appropriate modifications to the plan.

### **ABC/Dean of Students Responsibilities**

- Report directly to the principal
- Maintain communication with the principal at all times.
- Conduct any other tasks as directed by the principal.
- Assume the role of principal in the absence of the principal or if the principal has become incapacitated or held hostage.
- Arrange for crowd control warranted by the crisis.
- Supervise staff with assigned responsibilities (i.e. cafeteria and custodial, bus drivers, teacher assistants, and teachers).
- Turn bells off if necessary.

### **Other Building Safety Members' Responsibilities**

- Be familiar and ready to implement the Emergency Plan and participate in training provided.
- Actively monitor campus.
- Upon hearing the security or intruder alert, report directly to the principal's office or specified location provided in alert (if not responsible for students).
- Those members without student responsibility will be directed by the principal.
- Adhere to procedures and follow directives.
- Maintain communication with the principal and other team members.
- Assist any team member and administrator with anything that is needed.

### **School Secretary's Responsibilities**

- Report directly to the principal.
- Maintain communication with the principal at all times.
- Dial 911
- Answer and document all incoming calls.
- Greet parents, police, media, etc., and issue visitor passes.
- Screen all visitors and issue appropriate passes.
- Provide all emergency information about student and staff victims to the police and emergency medical teams.

### **Monitor (Hallway Responsibilities)**

- Be alert at all times and actively monitor campus.

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- Immediately inform the principal/designee of any unusual activity or person entering or seen on campus.
- Dial 911 in the event of an emergency.
- Monitor all individuals that enter the campus.
- Check for hall passes from every student.

### **Custodian Responsibilities**

- Secure the building immediately
- Report directly to the principal or designee.
- Dial 911
- Provide information to law enforcement officials as the situation warrants.

### **Food Service Director Responsibilities**

- Report directly to the principal or designee.
- Dial 911
- Provide food, snacks, drinks, and water where needed.
- Communicate with the principal as needed.

### **Teacher, Assistants, and Substitutes' Responsibilities**

- Be familiar with emergency procedures.
- Remain with assigned students at all times. Once a security alert or lockdown has been issued, do not allow students to enter or to leave your room unless directed to do so by a Building Safety Team member.
- Keep students calm and minimize stress.
- Keep students informed, as directed by the principal or designee, relaying only information released and approved by the principal or designee.
- Provide details of any events witnessed.
- Refer students, who may need support services as a direct result of an emergency, to student services staff.
- Remain calm and set a positive tone.