



**SCHOOL EMERGENCY
OPERATIONS
AND
CRISIS RESPONSE PLAN**

River Valley School District

July 2022



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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.

2. The National Incident Management System (NIMS) provides a consistent nationwide system for all jurisdictions to work together effectively and efficiently to prepare for, respond to and recover from domestic disaster or incidents. The concepts and processes developed in the NIMS have been incorporated into this plan as mandated by Homeland Security Presidential Directive 5 (HSPD5) and state statutes as follows:
 - a. Section 323.13(1)(b) of the Wisconsin Statutes, which specifies that emergency response agencies must use the Incident Command System.
 - b. Section 323.13(1)(c) of the Wisconsin Statutes, which specifies that the statewide training programs and exercises include training the Incident Command System.
 - c. Section 323.13(1)(d) of the Wisconsin Statutes, which specifies that local units of governments utilize the Incident Command System during a state of emergency or in any multi-agency emergency response.

B. References

The following references were reviewed, replicated and emulated in the preparation and consummation of the Sauk County School Emergency Operations and Crisis Response Plan:

1. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools.
2. FEMA Developing and Maintaining Emergency Operations Plans – Comprehensive Planning Guide (CPG) 101, Version 2.0.
3. Illinois State Board of Education School Emergency and Crisis Response Template.
4. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program.
5. U.S. Department of Education Practical Information on Crisis Planning – A Guide for Schools and Communities.

C. 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 knowledgeably 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

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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.

D. 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.

E. Explanation of Terms

1. Acronyms

AAR	After Action Report
AED	Automated External Defibrillator
COOP	Continuity of Operations Plan
CPR	Cardio-Pulmonary Resuscitation
CSCHOOL SAFETY COMMITTEE	County School Safety committee
ERT	Emergency Response Team
EOC	Emergency Operations Center
FEMA	Federal Emergency Management Agency
HAZMAT	Hazardous Material
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
NIMS	National Incident Management System
PIO	Public Information Officer
SCHOOL SAFETY COMMITTEE	School Emergency Operations Planning Team
SOPs	Standard Operating Procedures
TTT	Tactical Training Team
UCRP	Uniform Crisis Response and Planning Team

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2. Evacuation or shelter-in-place is typically limited to the immediate area of the emergency.
3. Warning and public instructions are provided in the immediate area, not community-wide.
4. One or more local response agencies or departments acting under an Incident Commander (IC) normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
5. May require external assistance from other local response agencies or contractors.
6. May require community-wide warning and public instructions.
7. The EOC may be activated to provide general guidance and direction, coordinate external support and provide resource support for the incident.

g. Emergency Situation

As used in this plan, this term is intended to describe a range of situations from a specific isolated emergency to a major disaster.

h. Evacuation

An evacuation occurs when it is determined that it is safer outside than inside the building and requires all staff and students to leave the building immediately, following pre-determined routes, when possible.

i. Hazards

Hazards shall include situations involving threats of harm to students, personnel, facilities and/or the community. Hazards include but are not limited to natural, technological and human-caused incidents.

j. Hazardous Material (HAZMAT)

A substance in a quantity or form posing an unreasonable risk to health, safety and/or property when manufactured, stored or transported. The substance, by its nature, containment and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant or a strong sensitizer and poses a threat to health and the environment when improperly managed. Hazardous materials include toxic substances, certain infectious agents, radiological materials and other related materials such as oil, used oil, petroleum products and industrial solid waste substances.

k. Homeland Security Exercise and Evaluation Program (HSEEP)

The Homeland Security Exercise and Evaluation Program (HSEEP) is a capabilities and performance-based exercise program that provides a standardized methodology and terminology for exercise design, development, conduct, evaluation and improvement planning.

l. Incident Action Plan (IAP)

An Incident Action Plan (IAP) formally documents incident goals (known as control objectives in NIMS), operational period objectives and the response strategy defined by Incident Command. It contains general tactics to achieve goals and objectives, while providing important information on event and response parameters. Because incidents evolve, incident action plans must be revised on a regular basis to maintain consistent, up to date information and guidance.

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2. Definitions

a. After Action Report (AAR)

An After Action Report (AAR) will be created after a significant school incident. It will recap the entire event and will include comments and concerns from all the incident participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

b. Continuity of Operations Plan (COOP)

A plan that ensures the school has procedures in place to maintain or rapidly resume essential operations after an incident that results in the disruption of normal activities or services to the school. The COOP plan is located in the Functional Protocol Annex. Failure to maintain critical services would adversely affect the education and/or service mission of the school.

c. County-Wide All Hazards Mitigation Plan

A document published separately from this plan that identifies the local hazards in Sauk County that have caused or possess the potential to adversely affect public health and safety, public or private property or the environment.

d. County-wide School Safety committee (CSCHOOL SAFETY COMMITTEE)

A county-wide team comprised of members from each school district and the Uniform Crisis Response Team. The County-wide School Safety committee (CSCHOOL SAFETY COMMITTEE) is responsible for developing and implementing the County-wide School Emergency Operations and Crisis Response Plan for the schools.

e. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its resources. Characteristics may include but are not limited to:

1. Involves a large area, a sizable population and/or important facilities.
2. Requires a community to implement an evacuation or shelter-in-place and implement temporary shelters and mass care operations.
3. Requires community-wide warning and public instructions.
4. Requires a response by all local response agencies operating under one or more Incident Commanders.
5. Requires significant external assistance from other local response agencies, contractors and extensive state or federal assistance.
6. The county EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support and coordinate resource support for emergency operations.

f. Emergency or Incident

These terms are used throughout this text and synonymous where this plan is concerned. Defined as any incident human-caused, natural or technological that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects. Characteristics of an emergency include:

1. Involves a limited or large area, limited or large population or important facilities.

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m. Joint Information Center (JIC)

The Joint Information Center (JIC) is a location where personnel with public information responsibilities perform critical emergency information functions, crisis communications and public affairs functions. JICs may be established at various levels of government or at incident sites. A single JIC location is preferable but the system is flexible and adaptable enough to accommodate virtual or multiple JIC locations as required.

n. Mutual Aid Agreement

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation.

o. School Safety committee (SCHOOL SAFETY COMMITTEE)

Each school district will have a School Safety committee (SCHOOL SAFETY COMMITTEE) that will be responsible to implementing and updating the School Emergency Operations and Crisis Response Plan for their respective district.

p. Shelter-In-Place

Sheltering-in-Place is used when evacuation would put people at risk (i.e. tornado, environmental hazards). Sheltering-in-place provides refuge inside a building during an emergency. It also often includes sealing doors and windows and turning off heating, ventilation and air conditioning systems.

q. Standard Operating Procedures (SOP)

The SOP is an approved method for accomplishing a task or set of tasks. The SOP is typically prepared at the department or agency level.

r. Tactical Training Team (TTT)

A county team of law enforcement officers that will assist all local law enforcement agencies in training and mutual aid in the event of an active shooter or other school crisis situation.

s. Uniform Crisis Response and Planning Team (UCRP)

A county team comprised of law enforcement and emergency management representatives that work with the school districts on their School Emergency Operations and Crisis Response Plans and also works with the Tactical Training Team (TTT).

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. Approval and Dissemination

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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. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include the change number, the date of the change and the name of the person who made the change. The record of changes will be in table format and maintained by the SCHOOL SAFETY COMMITTEE.

3. Record of Distribution

Copies of the plans and annexes will be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities. The Basic Plan should include a distribution list that indicates who receives copies of the Basic Plan and the various annexes to it. In general, individuals who receive annexes to the Basic Plan should also receive a copy of this plan because the Basic Plan describes the emergency management organization and basic operational concepts. The record of distribution which is located in the appendices will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The SCHOOL SAFETY COMMITTEE will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. Copies of the plan may be made available to the public and media without the restricted information at the discretion of the superintendent and/or his/her designee.

4. 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. Training and Exercise

The River Valley School District understands the importance of training, drills and exercises in planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures the following training, drill and exercise actions will occur:

1. The SCHOOL SAFETY COMMITTEE will coordinate any county-wide training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program (HSEEP). Records of training, including the date(s), type of training and participant roster will be maintained.

2. Basic training and refresher training sessions shall be conducted for all school personnel.

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It is recommended that staff training coincide with the start of the school year. Training should also be coordinated with local fire, EMS, law enforcement and emergency managers.

3. School Emergency Operations and Crisis Response Plan training may include:
 - a. Two online FEMA courses: IS-100 and IS-700. Both courses are available free of charge at FEMA's Emergency Management Institute website.
 - b. Orientation to the School Emergency Operations and Crisis Response Plan and any updated information on the plan and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices.
 - c. Administrative staff who may assume a command position may be required to complete ICS-300 and ICS-400 classroom based courses.
4. The River Valley School District will follow the state mandated guidelines for emergency drills.

The details of training are outlined in the Multi-Year Training and Exercise Plan included in the appendices. The River Valley School District will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the district will participate as it relates to improving the school's ability to respond to and deal with emergencies.
5. All River Valley School District staff members are encouraged to develop personal and family emergency plans. Staff member's families should anticipate that the staff member may be required to remain at the school following a catastrophic event. Knowing that their family is prepared and can handle the emergency situation will enable school staff to remain on scene and to perform their jobs more effectively.

Sauk County law enforcement has also formed a Tactical Training Team (TTT) that will assist all local law enforcement agencies in training and mutual aid in the event of an active shooter or other school crisis situation.

III. Situation Overview and Hazard Analysis

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

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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 Arena, Lone Rock, 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 shutoffs is included in the appendices.

3. Hazard Analysis

The River Valley School District is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties and damaging or destroying public or private property. The Incident Specific Procedures Annex of this plan contains incident response procedures to reduce loss of life and minimize damage and trauma that cannot be prevented.

Each school has special and unique characteristics that influence the development of their School Emergency Operations and Crisis Response Plan. The School Safety committee should conduct hazard vulnerability and risk assessments to determine the strengths and weaknesses of their individual building and grounds; the school's social, emotional and cultural climate; community and staff resources and the unique concerns of individuals with disabilities and special needs.

All hazards can be classified into three categories: natural, technological and human-caused.

1. Natural Hazards

Natural hazards tend to occur repeatedly in the same geographical locations because they are related to weather patterns and/or physical characteristics of the area. Sauk County identified the following primary natural hazards as having the greatest impact on the county:

- a. Severe thunderstorms
- b. Tornadoes
- c. Floods
- d. Winter storms
- e. Drought
- f. Wildfires
- g. Earthquakes

2. Technological Hazards

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Technological hazards are a direct result of the failure of a man-made system or the exposure of the population to a hazardous material. Usually little or no warning precedes incidents involving technological hazards. The School Safety Committee should prepare for hazards that might arise from technological hazards in and around their school. The following are prevalent technological hazards which could pose the greatest impact to the school:

- a. Fire
- b. Hazardous material release
- c. Utilities loss or failure
- d. Structural failure
- f. Cyber Security

3. Human-caused Hazards

Human-caused hazards arise from deliberate, intentional human actions to threaten or harm the well-being of others and could occur within the school building and on school grounds or property (including buses). The following are prevalent human-caused hazards which could pose the greatest impact to the school:

- a. Abduction/missing student
- b. Armed intruder/active shooter
- c. Assault/disorderly conduct
- d. Bomb threat /suspicious packages
- e. Bus accidents
- f. Civil disturbance, demonstrations and school disturbances
- g. Intruder/hostage situation

4. Preparedness, Prevention and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. The River Valley School District fosters preparedness at all levels including students, parents, teachers and staff. Among the preparedness activities included in the school emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan, its annexes and appendices.
3. Involving emergency responders, emergency management personnel, other local officials and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an after action review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

5. Mitigation/Prevention

The River Valley School District will conduct mitigation/prevention activities as an integral part of the school's emergency operations and crisis response planning program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations plan are:

1. Identifying hazards.

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V. **Concept of Operations**

The objectives of school emergency operations programs are to protect the lives and wellbeing of students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise and plan review and maintenance.

A. **Resources**

This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day to day functions. To the extent possible, the same personnel and material resources used for day to day activities will be employed during emergency situations. Because personnel and equipment resources are limited some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks. The River Valley School District will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required because the school's own resources are insufficient or inappropriate to deal with the emergency situation, assistance from local emergency services, organized volunteer groups or the State of Wisconsin should be requested. Resources from industry or individuals, who have the resources needed to assist with the emergency situation, may also be requested.

B. **National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, non-governmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location or complexity in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 (HSPD5) and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive federal grant funds. As part of its NIMS implementation, the River Valley School District participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

The River Valley School District recognizes that staff and students will be first responders during an emergency situation. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination and communication among school officials, first responders and emergency managers.

When possible, the River Valley School District works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

1. Adopt and institutionalize the use of the Incident Command System.
2. All staff assuming roles described in the Basic Plan or annexes may receive ICS-100 training. ICS-100 is a web-based course available free from the Federal Emergency Management Institute.

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2. Recording hazards.
3. Analyzing hazards.
4. Mitigating/preventing hazards.
5. Monitoring hazards.
6. Security audit.

The River Valley School District is also committed to prevent and mitigate incidents from happening within the school, in order to protect the safety and security of students and staff. Our policies address bullying, drug use, weapons and other actions that undermine the safe haven of our school. In order to mitigate the loss of life and property during a disaster our school requires compliance with applicable building codes and regulations.

IV. Planning Assumptions

A. **Planning Assumptions**

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

1. The River Valley School District will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary as well as lesser hazards and others that may develop in the future.
2. It is possible for a major disaster to occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.
3. A single site emergency, (i.e. fire, gas main breakage, etc.), could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
4. Following a major or catastrophic event the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
5. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injury.
6. Outside assistance from local fire, EMS, law enforcement and emergency managers will be available in most serious incidents. Since it takes time to request and dispatch external assistance it is essential for the school to be prepared to carry out the initial emergency response until responders arrive at the incident scene.
7. Proper prevention and mitigation actions such as creating a positive school environment and conducting fire inspections can prevent or reduce disaster related losses.
8. Maintaining the School Emergency Operations and Crisis Response Plan and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents and emergency situations.

B. **Limitations**

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

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3. All staff assuming roles described in the Basic Plan or annexes may receive ICS-700 training. ICS-700 is a web-based course available free from the Federal Emergency Management Institute
4. Administrative staff assuming command roles described in the Basic Plan or annexes may receive ICS-300 and ICS-400 training. ICS-300 and ICS-400 are classroom based courses and can be arranged through Sauk County Emergency Management.
5. Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's functional protocols and incident specific procedures. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

C. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, the River Valley School District may be damaged or need to be evacuated, people may be injured and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. The ICS approach can be used in all phases of incident management, including pre-incident activities, response and recovery.**

School personnel are usually first on the scene of an incident in a school setting. If the designated school commander is not present at the onset of the incident, his/her successor or the most qualified individual will assume command. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility. **However, at no time will school officials transfer responsibility for student care.** In order to clarify the roles, the school official in charge will be known as the School Commander. The School Commander at the River Valley School District will be delegated the authority to direct all incident activities within the school's jurisdiction. The School Commander will establish an Incident Command Post (ICP). The School Commander is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery. The School Commander will provide an assessment of the situation to the school principal/administrator and other local officials, identify incident management resources required, and direct the on-scene incident management activities. The School Commander, assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post (ICP) until local emergency response services arrive.

Staff will seek guidance, direction and technical assistance from local officials, state agencies, federal agencies and industry, where appropriate. In emergency situations where other jurisdictions are providing significant response resources or technical assistance there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work **jointly** to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

D. Incident Command System (ICS) – Emergency Operations Center (EOC) Interface

For community-wide disasters, the county Emergency Operations Center (EOC) will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the Incident Command Post (ICP) and the EOC. A general division of responsibilities is outlined below. It is essential that a precise division of responsibilities be determined for specific emergency operations.

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1. The Incident Command (IC) is generally responsible for field operations, including:
 - a. Isolating the scene.
 - b. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources.
 - c. Warning the district/school staff and the students in the area of the incident and providing emergency instructions to them.
 - d. Determining and implementing protective measures (evacuation or sheltering-in-place) for the district/school staff and students in the immediate area of the incident and for emergency responders at the scene.
 - e. Implementing traffic control arrangement in and around the incident scene.
 - f. Requesting any additional resources from Emergency Management (or the EOC, if activated).

2. The Emergency Operations Center (EOC) generally is responsible for:
 - a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warnings.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
 - e. Organizing and implementing shelter arrangements for evacuated citizens.
 - f. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

E. Notification Procedures

In case of an emergency at any district facility, the flow of information after calling 9-1-1 shall be from the school principal or line of succession to the district office. Information should include the nature of the incident and impact on the facility, students and staff.

In the event of a fire anyone discovering the fire shall activate the building fire alarm system. Unless there is a LOCKDOWN or a SHELTER/TORNADO incident in progress, the building shall be evacuated. In the event that a LOCKDOWN or SHELTER/TORNADO incident is in progress, the situation should be assessed and if deemed necessary, EVACUATION shall be limited to the area immediately in danger from the fire.

In the event the district is in receipt of information such as a weather warning that may affect a school within the district, the information shall be provided to the district superintendent and/or designee. Specific guidelines are found in the individual annexes and appendices.

VI. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes a list of the kinds of tasks to be performed by position and organization and an overview of who does what.

The principal and administrative building coordinators are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on

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training and qualifications. Each staff member and volunteer must be familiar with his/her role and responsibility before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School Emergency Operations and Crisis Response Plan is activated, staff will be assigned to serve within the Incident Command System (ICS) based on their expertise and training and the needs of the incident.

A. Organization

1. General

Most schools have emergency functions in addition to their normal day to day duties. During emergency situations the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an Executive Group, School Safety committee (SCHOOL SAFETY COMMITTEE), Emergency Response Teams Building Response Team and volunteer and other services. The lines of succession for each position within the school's emergency organization shall be in accordance with the Standard Operating Procedures (SOP) established by the school. In small agencies and school districts it is entirely possible that some of the organizational responsibilities may overlap.

2. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the district superintendent and building administrators.

3. District Superintendent and/or designee

The district superintendent may serve as the School Commander or delegate that authority to a qualified individual. **At all times the district superintendent and/or designee still retains the overall responsibility for the overall safety of students and staff.** However, delegating the authority to manage the incident to another School Commander allows the superintendent and/or designee to focus on policy level activities and interfacing with other agencies and parents. The district superintendent and/or designee shall coordinate or liaison between the Executive Group and the School Commander.

In order to maintain continuity within the school administration, if something happens to the district superintendent, the line of succession/designee is:

- a. Business Manager
- b. Middle School Principal
- c. High School Principal

4. SCHOOL SAFETY COMMITTEE

The School Safety Committee develops emergency operations plans for all schools within the district, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates River Valley School District planning activities and recruits members of the school's Building Response Teams. There will be a SCHOOL SAFETY COMMITTEE at the district level and planning team at each school. The School Safety committee at the school level may include principal, school resource officer, counselor(s) and nurse(s). The School Safety committee members are listed in the appendices.

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5. Building Response Team

Building Response Team assist the School Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in an event that local emergency services are unavailable. The Building Response Team members are listed in the appendices.

6. Volunteer and Other Services

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

B. Assignment of Responsibilities

1. General

For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort district and school staff and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in the appendices.

The individual having primary responsibility for an emergency function is normally responsible for coordinating, preparation of, and maintaining that portion of the emergency plan that addresses that function/procedure. Listed below are general responsibilities assigned to the school staff. Additional specific responsibilities can be found in the functional and incident specific annexes to this Basic Plan.

2. Responsibilities

a. The School Board

Pre-Emergency Actions

1. Provide general policy guidance on the conduct of the school emergency management program.
2. Review school construction and renovation projects for safety.

Emergency Actions

1. Keep apprised of the status of the emergency.
2. Meet, if necessary, to make top level decisions.

b. The District Superintendent and/or Designee

Pre-Emergency Actions

1. Obtain a resolution from the local school board giving needed authority and support to develop school emergency management programs and plans.
2. Establish objectives and priorities for the school emergency management program.
3. Initiate, administer and evaluate school emergency management programs to ensure the coordinated response of all schools within the system.
4. Authorize implementation of school emergency preparedness curriculum.
5. Implement the policies and decisions of the governing body relating to school emergency management.
6. Appoint a district-wide School Safety committee (SCHOOL SAFETY COMMITTEE) to assist in planning and review.

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7. May enter into mutual aid agreements with administrators from other school districts.
8. May enter into mutual aid agreements with other entities for utilizing their physical facilities for use during off-campus evacuations.

Emergency Actions

1. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the community.
2. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
3. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel to other school or community sites such as community emergency shelters.
4. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
5. Coordinate emergency assistance and recovery.
6. Keep school board informed of emergency status.

c. The School Safety committee Pre-Emergency Actions

1. Establish a School Emergency Operations and Crisis Response Plan review committee to approve and coordinate all emergency response plans.
2. Consult with the Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure coordination of the school plan with community emergency plans.
3. Conduct a hazard analysis in conjunction with the district and emergency management officials.
4. Organize the school's emergency management program and identify personnel, equipment and facility needs.
5. Keep the superintendent and/or designee and principal and/or designee apprised of the preparedness status and emergency management needs.
6. Coordinate local planning, preparedness activities and the maintenance of this plan.
7. Provide copies of the school plan to the district superintendent and/or designee and Emergency Management Office.
8. Organize a Building Response Team.
9. Recommend training for the Building Response Team.
10. Establish a partner system to pair teachers and classes so that teachers assigned to a Building Response Team can fulfill their duties. The Teacher Buddy List is located in the appendices.
11. Provide information to staff, students and community on emergency procedures.
12. Develop and coordinate in-service emergency response education for all school personnel.
13. Arrange appropriate training for School Safety committee (SCHOOL SAFETY COMMITTEE) and Emergency Response Team Building Response Team.
14. Coordinate periodic emergency exercises to test emergency plans and training.
15. Encourage incorporation of emergency preparedness material into regular curriculum.
16. Create "Go Kits" for each school office and classroom. "Go Kit" items and recommendations are listed in the appendices.
17. Prepare and maintain an inventory of school resources.
18. Perform day to day liaison with emergency management personnel.

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Emergency Actions

1. Assist School Commander to establish an Incident Command Post (ICP).
2. Provide assistance during an emergency in accordance with designated roles.
3. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
4. Monitor the school emergency response during emergency situations and provide direction where appropriate.
5. Liaison with the leaders of the emergency service agencies working with the emergency.
6. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
7. Conduct After Action Reports/debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.

d. The School Principal

Pre-Emergency Actions:

1. Assign staff members to the School Safety committee who will develop the School Emergency Operations and Crisis Response Plan annexes.
2. Ensure that the School Emergency Operations and Crisis Response Plan is coordinated with the school district's plans and policies.
3. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 - Provide instruction on any special communications equipment or night call systems used to notify first responders.
 - Appoint monitors to assist in proper evacuation.
 - Ensure that all exits are operable at all times while the building is occupied.
 - Ensure a pre-planned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
 - Ensure that school personnel and students participate in emergency planning, training and exercise activities.
 - Conduct drills and initiate needed plan revisions based on After Action Reports.

Emergency Actions

1. Act as School Commander until relieved by a more qualified person or the appropriate emergency response agency and assist in a Unified Command.
2. With the assistance of the Public Information Officer (PIO), keep the public informed during emergency situations.

e. The School Commander will perform the following Emergency Actions:

1. Assume command and manage emergency response resources and operations at the Incident Command Post (ICP) to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.

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2. Assume overall direction of all incident management procedures based on actions and procedures outlined in this School Emergency Operations and Crisis Response Plan.
3. Take steps necessary to ensure the safety of students, staff and individuals.
4. Take responsibility and activate the school emergency operations and crisis response plan and the initial response which may include:
 - Evacuation
 - Lock down
 - Administrative hold
 - Shelter/tornado
 - Crisis intervention
 - Media
5. Keep the principal and/or designee and other officials informed of the situation.
6. Assess the situation, establish objectives and develop an Emergency Action Plan (EAP).
7. Establish an Incident Command Post (ICP).
8. Arrange for transfer of students, staff and other individuals when safety is threatened by a disaster.
9. Request assistance from local emergency services when necessary.
10. Work with emergency services agencies in a Unified Command when appropriate.
11. Coordinate with organized volunteer groups and businesses regarding emergency operations.
12. Appoint additional staff to assist as necessary.

f. Emergency Response Teams will:

Pre-Emergency Actions:

1. Maintain current certifications.

Emergency Actions:

1. Assist the superintendent and/or designee and principal and/or designee during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
2. Provide the Emergency Response Team Building Response Team functions when necessary, within their scope of training, while staying out of harm's way. Emergency Response Team's responsibilities are detailed in the appendices.

g. Teachers will:

Pre-Emergency Actions:

1. Participate in trainings, drills and exercises.
2. Prepare classroom emergency Go Kits.
3. Establish a buddy system for students and teachers with disabilities.

Emergency Actions:

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1. Direct and supervise students en route to pre-designated areas within the school grounds or to an off-site evacuation site.
 2. Visually check rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
 3. Maintain order while en route and while in pre-designated area.
 4. Take attendance to verify the location and status of every student. Report any missing students to the School Commander or designee.
 5. Obtain first aid services for injured students from the school nurse or a trained first responder. Arrange first aid for anyone who is unable to be moved by giving their location to the School Commander or trained first responders.
 6. Remain with assigned students throughout the duration of the emergency unless otherwise assigned through a partner system or until every student has been released through the official family reunification process.
 7. Execute assignments as directed by the School Commander or ICS supervisor.
- h. Instructional assistants will perform the following Emergency Actions:**
1. Assist teachers and students as directed.
- i. For schools that have Counselors, Social Workers and Psychologists**
- Pre-Emergency Actions:**
1. Participate in trainings, drills and exercises.
- Emergency Actions:**
1. Direct and supervise students en route to pre-designated areas within the school grounds or to an off-site evacuation site.
 2. Visually check rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
 3. Maintain order while en route and in pre-designated areas.
 4. Take attendance to verify the location and status of every student. Report any missing students to the School Commander or designee.
 5. Obtain first aid services for injured students from the school nurse or a trained first responder. Arrange first aid for anyone who is unable to be moved by giving their location to the School Commander or trained first responders.
 6. Remain with assigned students throughout the duration on the emergency unless otherwise assigned through a partner system or until every student has been released through the official family reunification process.
 7. Execute assignments as directed by the School Commander or ICS supervisor.
 8. Make arrangements and participate in a stress debriefing for school staff, students and responding agencies.
 9. Monitor school staff and students and responding agencies throughout the incident and treat as deemed appropriate.
- j. School Nurses/Health Assistants**
- Pre-Emergency Actions:**
1. Participate in trainings, drills and exercises.
 2. Supply and maintain first aid equipment and health supplies needed for medically fragile students. (i.e.: diabetic, seizure)
 3. Update and maintain state required health records.

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Emergency Actions:

1. Administer first aid or emergency treatment as needed.
2. Supervise administration of first aid by school personnel trained to provide it.
3. Provide essential medical information to first responders/EMS as deemed necessary.

k. Custodians/Maintenance Personnel

Pre-Emergency Actions:

1. Participate in trainings, drills and exercises.
2. Report all structural changes in floor plans and facilities to SSC.

Emergency Actions:

1. Survey and report building damage to the School Commander or ICS Supervisor.
2. Control main shutoff valves for gas, water, electricity to ensure no hazard results.
3. Provide damage control as needed.
4. Assist in the conservation, use and disbursement of supplies and equipment.
5. Keep School Commander or ICS supervisor informed of condition of school.

l. School Secretary/Office Staff

Pre-Emergency Actions:

1. Participate in trainings, drills and exercises.
2. Maintain master schedules and master class lists.

Emergency Actions:

1. Answer phones and assists in receiving and providing consistent information to callers (assistance from the PIO or EOC can be requested).
2. Provide for safety of essential school records and documents.
3. Execute assignments as directed by the School Commander or ICS supervisor.
4. Provide assistance to the principal and/or designee as needed.
5. Act as messenger as needed.

m. Technology/Information Services

Pre-Emergency Actions:

1. Participate in trainings, drills and exercises.
2. Assist in establishment/maintenance of emergency communications network.
3. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations and other communications equipment.
4. Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.

Emergency Actions:

1. Coordinate use of technology.
2. Assist in obtaining needed student and staff information from the computer files.
3. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
4. As needed, report various sites involved in the communication system if there are problems in that system.

n. Food Service/Cafeteria Workers

Pre-Emergency Actions:

1. Participate in trainings, drills and exercises.

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2. Maintain integrity of food supply.

Emergency Actions:

1. Use, prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary.
2. Execute assignments as directed by the School Commander or ICS supervisor.

o. Transportation:

Pre-Emergency Actions:

1. Participate in trainings, drills and exercises.
2. Establish and maintain school division protocols for transportation related emergencies.
3. Establish and maintain plans for the emergency transport of district personnel and students.
4. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the School Emergency Operations and Crisis Response Plan.

Emergency Actions:

1. Supervise the care of students while on the bus if disaster occurs.
2. Transfer students and staff to a new location as directed.
3. Execute assignments as directed.
4. Transport individuals in need of medical attention as directed.

p. Other Staff (Substitute Teachers & Volunteers) will perform the following:

Emergency Actions:

1. Assist teachers and students as directed.

q. Students

Pre-Emergency Actions:

1. Cooperate and participate in trainings, drills and exercises.
2. Learn to be responsible for themselves and assist others in an incident.
3. Understand and learn the importance of not being a bystander by reporting situations of concern to the proper school authorities as soon as possible.
4. Develop an awareness of natural, technological and human-caused hazards and associated prevention, preparedness and mitigation measures.

Emergency Actions:

1. Cooperate during an incident.
2. Take an active part in the response.
3. Participate in mental health recovery as needed.

r. Recommendations for Parents/Guardians

Pre-Emergency Actions:

1. Provide the school with requested information concerning emergency and other release related information.
2. Encourage and support school safety, violence prevention and emergency preparedness programs.
3. Practice incident preparedness in the home to reinforce school training and ensure family safety.
4. Participate in volunteer service projects for promoting school emergency preparedness.

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Emergency Actions:

1. Cooperate during an incident.
2. Follow direction provided by administration for proper reunification.
3. Participate in mental health recovery as needed.

VII. Direction, Control and Coordination

A. General

During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment used to carry out mission assignments are directed by the Incident Commander (IC). Each emergency response agency is responsible for having its own operating procedures to be followed during response operations but inter-agency procedures such as common communications protocol and Unified Command may be adopted to facilitate a coordinated effort.

B. Emergency Facilities

1. Incident Command Post

The school Incident Command Post (ICP) should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. This information will be referenced in the appendices.

2. Evacuation Sites & Reunification Sites

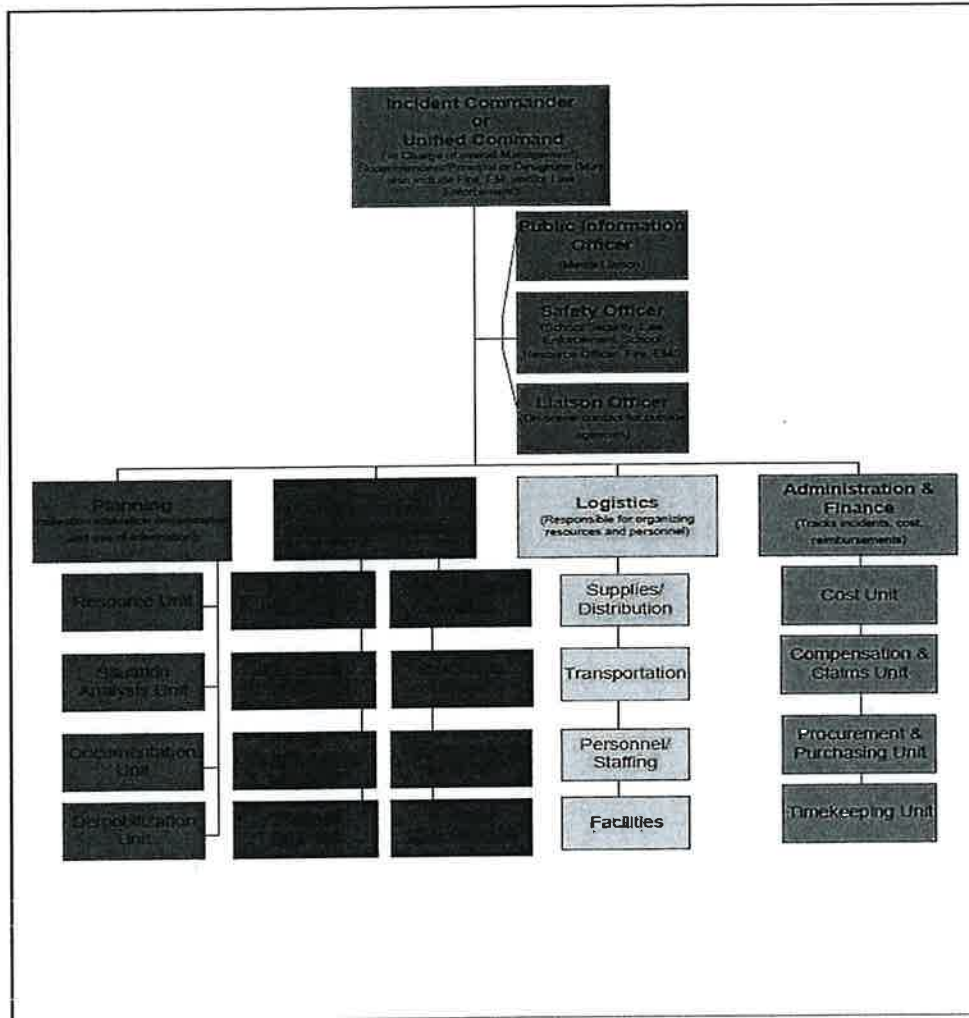
These sites will be pre-determined sites and are listed in the annexes.

C. Incident Command System (ICS)

To provide for the effective direction, control and coordination of an incident, either single site or multi-incidents, the School Emergency Operations & Crisis Response Plan will be activated including the implementation of the Incident Command System (ICS).

The School Commander has the authority to direct tactical on scene operation until transfer of command or Unified Command is established.

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The ICS is organized into the following functional areas:

1. Incident Command

Directs the incident management activities.

School related responsibilities and duties include:

- a. Establish and manage the Incident Command Post (ICP).
- b. Establish the incident organization.
- c. Determine the strategies and objectives to implement protocols and adapt as needed.
- d. Monitor safety conditions.
- e. Coordinate media relations and information dissemination.
- f. Document all activities.

2. Operations Section:

Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, provide accountability and care of students, first aid, site security, damage assessment, evacuations and family reunification.

School related responsibilities and duties include:

- a. Implement Family Reunification procedure.

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- b. Monitor site utilities (electric, gas, water, HVAC) and shut off, only if danger exists or directed to do so by the commander.
- c. Assist in securing the facility.
- d. Establish medical triage with staff trained in first aid and CPR.
- e. Provide and oversee care given to injured persons.
- f. Distribute supplies.
- g. Identify and provide psychological services for those in need.
- h. Identify and provide a list of additional counseling resources for ongoing crisis counseling for students, staff and parents.
- i. Coordinate the rationed distribution of food and water.
- j. Establish secondary toilet facilities as necessary.
- k. Request additional supplies from the Logistics Section.
- l. Document all activities.

3. Planning Section:

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

School related responsibilities and duties include:

- a. Assist Incident Commander (IC) in collection and evaluation of information about the incident as it develops, including a site map or area map of related events.
- b. Assist with ongoing planning efforts.
- c. Maintain emergency time/situation report log as listed in the appendices.
- d. Document all activities.

4. Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution, coordinating personnel, assembling and deploying volunteer teams and facilitating communications among incident responders. This function may be implemented if this is a major or extended incident.

School related responsibilities and duties include:

- a. Establish and oversee media staging sites as listed in the annexes.
- b. Develop a telephone tree for after hours communication.
- c. Coordinate access and distribution of supplies.
- d. Monitor inventory of supplies and equipment.
- e. Document all activities.

5. Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. This section may not be established on-site at the incident. Rather the school and school district management may assume responsibility for these functions.

School related responsibilities and duties include:

- a. Assume responsibility for overall documentation and recordkeeping.
- b. Photograph and/or videotape damage to property if possible
- c. Develop a system to monitor and track expenses and financial losses.
- d. Secure all school records.

D. Coordination with Emergency Operations Center

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In complex incidents, executives/leaders for all the agencies involved in the incident will convene at the Emergency Operations Center (EOC). The role of the Emergency Operations Center is to:

1. Support the on scene Incident Commander.
2. Provide policy and strategic guidance.
3. Help ensure that adequate resources are available.
4. Identify and resolve issues common to the organization.
5. Keep elected officials and other executives informed of the situation and decisions.
6. Provide factual information through the Joint Information Center (JIC)/public information system.

The unified commanders (School Commander and other agency commanders) will keep the Emergency Operations Center informed.

E. Coordination with First Responders

An important component of the River Valley School District School Emergency Operations and Crisis Response Plan is a set of inter-agency agreements with various agencies to aid timely communications. These agreements help coordinate services between the agencies and the school. Various agencies and services include county governmental agencies such as mental health, law enforcement and local fire departments. The agreements specify the type of communications and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident happens within the authorities of the first responder community, command will be transferred upon the arrival of a qualified first responder. A transfer of command briefing shall occur. The School Commander maybe integrated into the Incident Command structure or assumes a role within a Unified Command structure.

F. Source and Use of Resources

The River Valley School District will use its own resources and equipment to respond to incidents until local response agencies arrive. Parent volunteers and community members have been trained to assist if called upon and will be available after an incident occurs. There is a list of resources and additional resource providers in the appendices.

VIII Communications

Communications is a critical part of incident management. This section outlines the River Valley School District's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, guardians, responders and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **INTERNALLY** when appropriate:

- a. Crisis notification originates with the administrator or pupil services employee who contacts the members of the School Safety committee through the Crisis Phone Tree. Skylert will be used for notifying staff of an incident when they are not at school.
- b. **Faculty Meetings:** As appropriate, updated information about an incident will be presented at the faculty meeting. Any new procedures or information will also be

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reviewed at this time. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication with the School District Office

The School Commander may use, if available, the River Valley School District Emergency Radio Network to notify the principal and/or designee of the school's status/needs. The principal and/or designee will notify the district office. The School Commander will designate someone to monitor all communications.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, the River Valley School District personnel and first responders will require clear and concise messages about the incident, what is being done about it and the safety of the children and staff.

1. Communication with parents/guardians

Before an incident occurs, the River Valley School District will:

- a. Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- b. Inform parents/guardians about the School Emergency Operations & Crisis Response Plan, its purpose and its objectives. Information will be included in the school newsletter and if possible, a presentation delivered at orientation/back to school night.
- c. Identify parents/guardians who are willing to volunteer in case of an incident. Include them in preparation efforts and include them in training.
- d. Be prepared with translation services for non-English speaking families and students with limited English proficiency.

In the event of an incident, the River Valley School District will:

- a. Disseminate information via available methods, such as text messages, Facebook, radio announcements, web page postings, and e-mails to inform parents about exactly what is known to have happened.
- b. Implement the plan to manage phone calls and parents/guardians who arrive at school.
- c. Describe how the school and school district are handling the situation.
- d. Provide information regarding possible reactions of their children and ways to talk with them.
- e. Provide a phone number, website address or recorded hotline where parents/guardians can receive updated incident information.
- f. Inform parents/guardians and students when and where school will resume.

After an incident, the River Valley School District administrators will schedule and attend an open question and answer meeting for parents/guardians as soon as possible.

2. Communication with the Media

In the event of an incident the School Commander will:

- a. Designate a Public Information Officer (PIO)
- b. Establish a media staging site. Information listed in the annex.
- c. Determine the need to establish or participate in a Joint Information Center (JIC).
- d. Coordinate messages with the principal and/or designee and school board and Unified Command if applicable

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All River Valley School District employees are to refer all questions and requests for information to the designated Public Information Officer (PIO) or Joint Information Center (JIC), if established. Templates for statements/press releases to the media, including standard procedures and protocols have been developed and are included in the annex.

Media contacts at the major television and radio stations are maintained by the principal and/or designee. In the case of an incident, these media contacts will broadcast the River Valley School District external communications plans including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, the River Valley School District will:

- a. Provide appropriate information to the internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- b. Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- c. Designate and brief personnel answering calls to help control mis-information.
- d. Conduct briefings for community representatives directly associated with the school.
- e. Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the River Valley School District will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

The Incident Commander (IC) will maintain communication with first responders during an incident. Transfer of command or formation of Unified Command will occur when first responders arrive on the scene to assist with managing the incident or to assume management if it is within their legal jurisdiction. The River Valley School District frequently exercises the School Emergency Operations and Crisis Response Plan with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- a. Conduct a comprehensive assessment of the physical and operational recovery needs.
- b. Assess physical security, data access and all other critical services (plumbing, electrical, HVAC).

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- c. Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- d. Document damaged facilities, lost equipment, resources used and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- e. Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- f. Arrange for ongoing status reports during the recovery activities to estimate when the educational program can be fully operational and identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
- g. Educate school personnel, students and parents on available crisis counseling services.

The school district will:

- a. Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- b. Establish absentee policies for teachers/staff after an incident.
- c. Establish an agreement with mental health organizations to provide counseling to students and their families after the incident.
- d. Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- e. Create a plan for conducting classes when facilities are damaged (alternative sites, half day sessions and portable classrooms).
- f. Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that the River Valley School District may use include the following:

1. **Standard telephone:** The River Valley School District has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
2. **Cellular telephone:** These phones may be the only tool working when electric service is out. They are useful to the faculty/staff en route to or from a site.
3. **Intercom systems:** The intercom system includes teacher initiated communication with the office using a handset rather than a wall-mounted speaker.
4. **Bullhorns and megaphones:** A battery powered bullhorn is part of the school's emergency "Go Kit" to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
5. **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and building at a single site. All staff will be trained to understand how to operate a two-way radio.
6. **Computers:** A wireless laptop computer maybe used for communication both within the school and to other sites. E-mail maybe a useful tool for updating information for staff, other schools in an affected area and the superintendent and/or designee. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school and/or district website (social media sites may also be utilized).

School Emergency Operations and Crisis Response Plan Basic Plan

7. **Fax machines:** May be used when lists of students and staff members involved, their locations and needed telephone numbers can be quickly and accurately communicated.
8. **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown or special alert (with instructions to follow). All staff/faculty, support staff, students and volunteers will be trained on what the sounds mean and how to respond to them.
9. **Whistles:** Whistles should be included in the “Go Kits” in order to signal a need for immediate attention or assistance.

IX. Administration, Finance and Logistics

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, River Valley School District will request assistance from local emergency services, other agencies and industry in accordance with existing mutual aid agreements and contracts. Such assistance may include equipment, supplies and/or personnel. All agreements will be entered into by authorized officials and should be in writing, whenever possible. Agreements and contracts should identify the school district officials authorized to request assistance pursuant to those documents.

The agreements and contracts pertinent to emergency management that this school is party to are included in the Pre-Determined Sites and Agreements Annex.

B. Reports

1. Initial Emergency Report

This short report should be prepared and transmitted by the School Commander from the Incident Command Post (ICP) when an ongoing incident appears likely to worsen and assistance from local emergency services may be needed. This may be the verbal report given to a dispatcher when 911 is called.

2. Situation Report/Incident Action Plan

A daily situation report should be prepared and distributed by command during major emergencies or disasters and may be included as part of the day's Incident Action Plan (IAP).

3. After Action Report (AAR)

An After Action Report (AAR), recapping the entire event will be created after all significant emergencies.

C. Records

The School Commander will maintain accurate logs recording key incident management activities including:

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

School Emergency Operations and Crisis Response Plan Basic Plan

D. Incident Costs

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

The ICS Finance and Administration Section is responsible to maintain records summarizing the use of personnel, equipment and supplies during the response to incidents, to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

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

1. Personnel costs, especially overtime costs
2. Equipment operations costs
3. Costs for leased or rented equipment
4. Costs for contract services to support emergency operations
5. Costs of specialized supplies expended for emergency operations

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

E. Preservation of Records

In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files, as well as property and tax records. The principle causes of damage to records are fire and water; therefore, essential records should be protected accordingly. The River Valley School District is responsible for protecting and preserving its vital records and will include protection of vital records in its Standard Operating Procedures (SOP) and its Continuity of Operations Plan (COOP).

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

F. Post-Incident and After Action Review

The superintendent and/or his/her designee, School Safety committee (SCHOOL SAFETY COMMITTEE), School Commander and Building Response Team are responsible for organizing and conducting an after action review following the conclusion of a significant emergency event/incident. The review will entail both written and verbal input from all appropriate school participants and first response agencies. An After Action Report (AAR) will be created and where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

**CRISIS RESPONSE PLAN
ACTION GUIDES
PLANNED RESPONSES**

River Valley School District

1. ACTION GUIDES – PLANNED RESPONSES

- A. Pre-Determined Sites & Agreements
 - Evacuation Site(s)
 - Family Reunification Site(s)
 - Media Staging Site(s)
 - Transportation Method(s)
 - Emergency Calling Procedures/Accessing Outside Phone Line
 - Summary of Agreements/Contracts/MOU's

- B. Functional Protocols-Immediate Response Actions
 - Evacuation Procedures
 - Evacuation page 3
 - Evacuation - Off Campus page 4-5
 - Lockdown page 6-7
 - Administrative Hold page 8
 - Severe Weather/Tornado/Shelter page 9-10
 - Family Reunification page 11-14
 - Counseling Support (MHI) page 15-16
 - Media page 17-19
 - Continuity of Operations page 20

- C. Incident Specific Procedures
 - Abduction/Missing Student page 21
 - Active Shooter/Armed Intruder page 22-23
 - Fight/Disorderly Conduct page 24
 - Bomb Threat/Suspicious Packages page 25-26
 - Bus Accidents page 27
 - Civil Disturbance, Demonstrations, and School Disturbances page 28-29
 - Fire page 30
 - Flood page 31
 - Hazardous Materials Release (indoors and outdoors) page 32-33
 - Intruder/Hostage Situation page 34
 - Medical Emergency page 35
 - Public Health Emergency page 36
 - Structural Failure page 37
 - Utilities Loss or Failure page 38

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.

Functional Protocols (District-wide)

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:

- Evacuation Procedures
 - Evacuation page 3
 - Evacuation Off-Campus page 4-5
- Lockdown page 6-7
- Administrative Hold page 8
- Shelter/Tornado page 9
- Family Reunification page 10-13
- Crisis Intervention page 14-15
- Media page 16-18
- Continuity of Operations Plan (COOP) page 19

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).

EVACUATION

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

Principal and/or Designee:

- Designate someone to call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the evacuation site.
- The Principal and/or Designee will:

ACTIVATE YOUR FIRE ALARM SYSTEM (Note: Not during a gas leak or bomb threat)

AND/OR

Make the following announcement using the building Public Address system:

“YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED AREA. TEACHERS, TAKE YOUR GO KIT AND TAKE ATTENDANCE AT THE DESIGNATED AREA.”

Please repeat the message three (3) times.

Please be aware of staff and students that are outside the building and will not hear the message. (recess, lunch, field trips) They must be advised of the Evacuation by other means.

- Notify the district office of the school evacuation.

Office staff:

- Take visitor log, student sign out sheet, and school office Go Kit to the designated area.
- Gather attendance information from teachers and inform the Principal and/or Designee or Incident Commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their designated area. If necessary, designate a student leader to help move your class to the designated area.
- Take your Go Kit with you (class lists, phone lists, etc.).
- Close your door and turn off your lights.
- If the exit route is blocked, follow an alternate exit route.
- Assigned staff will check the bathrooms, hallways, and common areas for visitors, staff and students while exiting.
- Take attendance. Note any students who are not present and the reason.
- Report any missing students or staff to the Principal and/or Designee.
- At the designated area, teachers and students will stay in place until further instructions are given by the Principal and/or Designee.

Support Staff:

- Return all of your students to their classroom's designated area, notifying the student's teacher, and avoiding area(s) of hazard.
- At the designated area, stay in place until further instructions are given by the Principal and/or Designee.

EVACUATION OFF-CAMPUS

Purpose: *This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

Principal and/or Designee:

- Designate someone to call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post and location of the off campus evacuation site.
- The Principal and/or Designee will make the following announcement using the building Public Address system (if appropriate, indicate in the announcement which area(s) of the building to avoid):

“YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS AND PROCEED TO THE EVACUATION POINT. TEACHERS, TAKE YOUR GO KIT AND TAKE ATTENDANCE AT THE DESIGNATED AREA.” Please repeat the message three (3) times.

Please be aware of staff and students that are outside the building and will not hear the message. (recess, lunch , field trips) They must be advised of the Off Campus Evacuation by other means.

- Notify the district office of the school evacuation.
- Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Designate someone to contact the Transportation Director or bus service to take students to the off-campus evacuation site.
- Determine the appropriate pre-designated relocation site and make appropriate contact to gain access to that site.
- The Principal and/or Designee will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the off-campus evacuation site.
- If Family Reunification is required, refer to the FAMILY REUNIFICATION functional protocol.
- Request the district office to activate appropriate system-wide Crisis Response Teams from each school and send them to the off-campus evacuation site.
- Provide the Public Information Officer with detailed instructions or prepared information release to read to the public.

Office staff:

- Take visitor log, student sign out sheet, and school office Go Kit to the designated area.
- Gather attendance information from teachers and inform the Principal and/or Designee or Incident Commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their designated area; following all directions given in the public address announcement.
- If necessary, designate a student leader to help move your class to the designated area.
- Take your Go Kit with you (class lists, phone lists, etc.).
- Close your door and turn off your lights.
- If the exit route is blocked, follow an alternate exit route.
- Assigned staff will check the bathrooms, hallways, and common areas for visitors, staff and students while exiting.
- Take attendance at your designated area first (your fire evacuation area). Note any students whom are not present and the reason.
- Report any missing students or staff to the Principal and/or Designee.
- Proceed to your secondary evacuation area, if one was indicated in the public address announcement. Re-confirm student attendance.
- Accompany your students to the off-campus evacuation site and continue your supervision of them.
- At the off-campus evacuation site, teachers and students will stay in place until further instructions are given by the Principal and/or Designee.

Support Staff:

- Return all of your students to their classroom's designated area, notifying the student's teacher, and avoiding area(s) of hazard.
- Accompany your students to off-campus evacuation site and continue your supervision of them.
- At the off-campus evacuation site, stay in place until further instructions are given by the Principal and/or Designee.

LOCKDOWN

Purpose: Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)

Principal and/or Designee:

- The Principal or designee will make the following announcement using the building Public Address system:

“YOUR ATTENTION, PLEASE. WE ARE IN A LOCKDOWN. TEACHERS, LOCK YOUR DOORS AND KEEP STUDENTS IN YOUR ROOM UNTIL FURTHER NOTICE. STUDENTS OR STAFF SHOULD GO INTO TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

Please repeat the message three (3) times.

Please be aware of staff and students that are outside the building and will not hear the message. (recess, lunch, field trips) They must be advised of the Lockdown by other means.

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to River Valley School District - off-campus assembly area(s)), account for the students and be prepared to evacuate off-campus to a relocation site.
- Consider lockdown of adjacent building, if necessary.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify the district office and request activation of MEDIA functional protocol and available parent notification systems, when appropriate.

Office Staff:

- Stay by the phones to wait for additional procedures from the Principal and/or Designee or Incident Commander.
- Communicate with classrooms via telephone, computer or other methods if necessary.
- Assist the Principal and/or Designee or Incident Commander in establishing the school command post.

Custodians:

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.
- Prevent vehicles and pedestrians from entering school grounds, if possible, until police arrive.

Teachers:

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Lock your doors, turn off your lights, open your blinds to outside windows and close the blinds to any hallway windows or doors
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- If a life threatening situation exists (i.e. active shooter is in the room), exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed.
- Unless you have vital information regarding the threat, do not call the office.
- Take attendance and be prepared to notify the Incident Commander of missing students or additional students, staff or guests sheltered in your classroom. The Principal and/or Designee or Incident Commander may initiate a phone call for this information.
- *Allow no one outside of the classroom until a uniformed officer or school administrator releases you directly.*
- If outside, teachers will move students to the River Valley School District off-campus evacuation site and wait for further instructions.

ADMINISTRATIVE HOLD

Purpose: Used when hallways or common areas need to be free of students for medical or administrative reasons.

Example: Medical emergency so emergency personnel can move in the halls freely.

Principal and/or Designee:

- The Principal or designee will make the following announcement using the building Public Address system:

“YOUR ATTENTION, PLEASE. WE ARE IN AN ADMINISTRATIVE HOLD. TEACHERS, KEEP STUDENTS IN YOUR ROOM UNTIL FURTHER NOTICE. STUDENTS OR STAFF SHOULD GO TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL BELLS UNLESS ADVISED OTHERWISE.”

Please repeat the message three (3) times.

Please be aware of staff and students that are outside the building and will not hear the message. (recess, lunch field trips) They must be advised of the Administrative Hold by other means.

- Direct staff to switch bells to manual mode if possible.

Office Staff:

- Wait for additional procedures from the Principal and/or Designee/Administrator.

Custodians:

- Assist as directed by the Principal and/or Designee/Administrator.

Teachers:

- Clear the hallway and bathrooms by your room, moving everyone into the classroom.
- Continue normal classroom activities.
- Ignore all bells and alarms unless otherwise instructed.
- Allow no one outside of the classroom until the School Office or Administration gives the “All Clear” signal via the Public Address System.

SEVERE WEATHER/TORNADO/SHELTER

***Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter/Tornado is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

Severe Weather Watch has been issued:

- Monitor NOAA weather.
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review SHELTER/TORNADO procedures and verify location of safe areas.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review SHELTER/TORNADO procedures with students.
- Students are allowed to be released to parents/guardians.

Principal and/or Designee:

- The Principal and/or Designee will make the following announcement using the building Public Address system:

“YOUR ATTENTION, PLEASE. ALL STUDENTS AND STAFF ARE TO REPORT IMMEDIATELY TO THEIR DESIGNATED SHELTER.”

Please repeat the message three (3) times.

Please be aware of staff and students that are outside the building and will not hear the message. (recess, lunch, field trips) They must be advised of the Shelter/ Tornado warning by other means.

- For students and staff outside, use the outside Public Address system, 2-way radio, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify the district office that the school is in a Shelter/Tornado Warning.
- Monitor the NOAA weather radio.
- Be prepared to announce change in status (“All Clear”).

Custodians:

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

Teachers:

- Be aware of and follow the directions on the Shelter/Tornado Evacuation Route information in your classroom.
- Move students into designated areas such as inside rooms with no windows, bathrooms, utility closets, and hallways without large windows or doors.
- Close classroom doors and windows when leaving.
- Note any students whom are not present at the shelter and the reason.
- Have everyone kneel down and be ready to cover their heads to protect from debris.

- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - During a Tornado Warning, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine or open ditch or low spot away from trees and power poles.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the “All Clear”

FAMILY REUNIFICATION

Purpose: *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

Materials needed:

- Radios/pagers
- Cell phones
- Clipboards
- Paper
- Pens
- Markers
- Rosters of school students and staff
- Student Emergency Medical Cards
- Yellow Caution tape or portable plastic construction fencing
- Reunification Forms

Principal and/or Designee:

- Designate a Reunification Site Commander.
- Request the District Office to send personnel to staff the Family Reunification Center.
- Notify the contact person at the relocation site to prepare for arrival of students.
- Notify district office regarding establishing a media staging area and implementing MEDIA protocol.

Reunification Site Commander:

- Ensure that every student's parent/guardian is notified of reunification site. This may be done through a combination of media releases, phone calls, and mass electronic communication. Teachers may be directed to call the parents of their students. Foreign Language teachers/translators may be directed to assist with parent communications as needed.
- Provide the Verification Team a list of parents who need to report to the Notification Room.
- Organize Crisis Intervention Team which will report to the reunification site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a Notification Room and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Keep students on buses or in a holding area separate from parents until authorization to release is given.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site once they have signed out their student.
- Students and parents/guardians will be notified of the reunification procedures in advance.

Teachers

- Provide a list of students to the reunification site staff upon arrival.

- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Double Gate System. The reunification team will be using the double gate system. Staff will be located in two areas. The first area, the "holding area," will be where students can wait for their parents. The second area will include both the "report point" and the "student release point" where adult care givers will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another. Volunteer assistants, if available, will be utilized to increase staffing and to improve the communications capabilities.

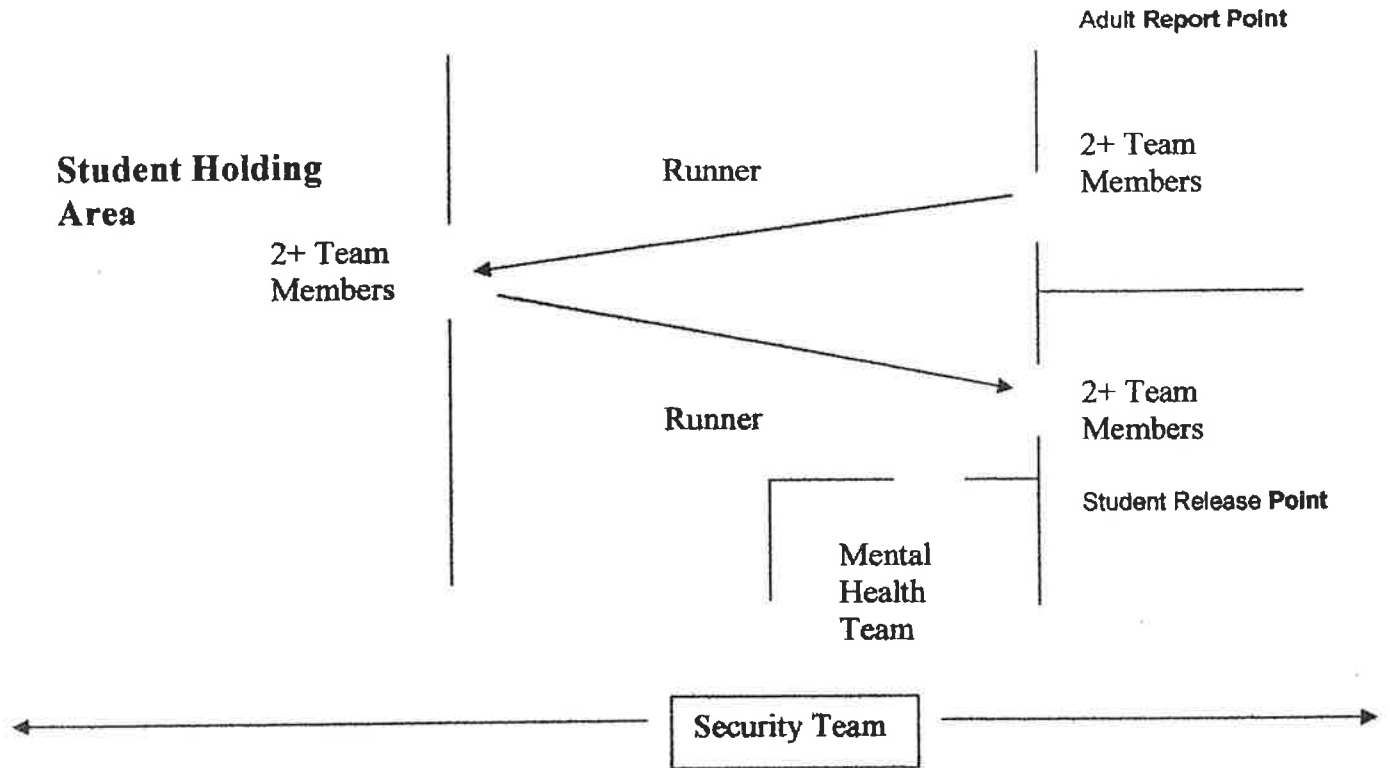
Holding Area Operation. Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians including home, cell and work numbers as provided to the school. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted. At the end of the incident, designated personnel will call all those parents/guardians who have not yet picked up their child(ren).

Release Point Operation. When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will be required to show photo identification. When the staff member confirms the parent's/guardian's identity and authority to pick up the student, the staff member will use a runner to notify the team member in the "Student Holding Area" that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on Student Release Form (see appendix) and the student(s) are released.

If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release, the staff member at the release point **will not** indicate the status of the child but will ask the parent to report to a nearby room for further processing. The "notification room(s)" will be manned by members of the Crisis Intervention Team (see appendix).

Notification Room Operation. Members of the Crisis Intervention Team will be responsible for notifying parents that their child is not available for pick-up and why. The Crisis Intervention Team member will:

- Provide available information regarding the child(ren) in a sensitive way.
- Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
- Will inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren).
- Will assist the parent/guardian with their trauma.
- Will make available to the parent/guardian means for communicating with other family members and supporters.
- Will shelter the parent/guardian from media representatives.



The double-gated system to be utilized when laying out the Parent Reunification Site as depicted above. The adult picking up a student will report to the "Adult Report Point" who will be greeted by members of the Verification Team at the main entrance.

The Verification Team will provide the adult a copy of the "Student Release Form" (see appendix), asking the adult to complete the first section. A Verification Team member will then confirm the identity of the adult utilizing picture identification and confirm that the adult is listed on the emergency data card. A Verification Team Member will then complete the second section of the "Student Release Form" and hand it to a Runner to be carried to the Student Holding Area.

The adult will be asked to go to the "Student Release Point". The Runner will deliver the "Student Release Form" and the student to a member of the Release Team. A Release Team Member will then record that the student has been released on the "Student Release Form".

A copy of full student rosters should be used by both the Verification Team and Release Team to maintain a list of those students who have been released. Classroom teachers should all record which students have been taken from their supervision by a Runner.

STUDENT REUNIFICATION FORM

Please Print

Name of Student _____

Teacher _____

Grade _____

Requested By _____

To be filled in by Verification Team Member

Proof of I.D. YES NO

Name on Emergency Card YES NO

(After identification verification, give this form to a Runner.)

Teachers must maintain their own documentation of which students they have released to Runners.

To be filled in by Release Team Member

Released by (signature) _____ Time _____

To be filled in by Requester at the Student Release Point

Requester Signature _____

**Once this form is completed, the student may leave with the requester.
A Release Team Member will keep all completed Student Reunification Forms.**

COUNSELING SUPPORT (MENTAL HEALTH INTERVENTION)

Purpose: *These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

District Administrator:

- Request mutual aid from other school districts if appropriate.
- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.

Principal and/or Designee:

- Notify the District Administrator of the incident or emergency.
- Implement MEDIA protocol.
- Activate the school Crisis Intervention Team and assign duties. Request additional district level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Assign staff to monitor the grounds for students leaving the building without permission and redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Notify the staff and students of the situation as appropriate. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feelings and reactions.

Crisis Intervention Team:

- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, on going assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.

- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student's class schedule for the remainder of the day if that will help teachers in those classes.
- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:

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

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)
-----------------------	--

Alternate District spokesperson:

Name	Telephone Numbers (home, work, mobile)
------	--

- 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
------	-------

Alternate Public Information Officer:

Name	Phone
------	-------

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: _____)

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 20
- Armed Intruder/Active Shooter page 21-22
- Assault/Disorderly Conduct page 23
- Bomb Threat/Suspicious Packages page 24-25
- Bus Accident page 26
- Civil Disturbance, Demonstrations, and School Disturbances page 27-28
- Fire page 29
- Flood page 30
- Hazardous Materials Release (indoors and outdoors) page 31-32
- Intruder/Hostage Situation page 33
- Medical Emergency page 34
- Public Health Emergency page 35
- Severe Weather page 36
- Structural Failure page 37
- Utilities Loss or Failure page 38

ABDUCTION OR MISSING STUDENT

First Person Aware of Abducted or Missing Student:

Abduction: **CALL 911 AND ADVISE OF THE ABDUCTION AS SOON AS POSSIBLE!**

- If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
- If unsuccessful in persuading the abductor not to carry out the abduction, do not place yourself or other children in harm's way.
- Immediately notify the office.
- Provide a detailed description of abductor including:
 - Physical appearance
 - Type and color of clothing
 - Make, model, color, and license number of any vehicle used in the abduction, if possible.
 - Clothing worn, time, and location when the child was last seen.
- Maintain control of remaining students.
- Treat custody dispute cases as possible abduction situations.

Missing Student

- Immediately notify the office when advised that a student is missing.
- Assist with questioning of friends and fellow classmates as to why the student is missing.
- Maintain control of remaining students.

Principal and/or Designee:

Abduction

- Call 9-1-1 and advise of the abduction.
- Provide the operator with all known information.
- Notify parent/guardian.
- Provide support services as needed to students and families.
- Implement MEDIA protocol with the cooperation of law enforcement.
- Obtain registration form and photo for use by law enforcement.
- Work closely with authorities.

Abduction Mitigation

- Treat custody dispute cases as possible abduction situations.
- Be aware of any child custody disputes and restraining orders.

Missing Student

- Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
- Call 9-1-1 and advise of missing students.
- Notify parent/guardian.
- Check the student's locker and desk for any indication of why they are missing.
- Interview other students for information.
- Provide support services as needed to students and families.
- Implement MEDIA protocol with the cooperation of law enforcement.
- Obtain registration form and photo for use by law enforcement.
- Work closely with authorities.

ACTIVE SHOOTER/ARMED INTRUDER

ACTIVE SHOOTER SITUATION: CALL 911 IMMEDIATELY

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

- Be aware of your environment and any possible dangers.
- Take note of the two nearest exits in any facility you visit.
- If you are in an office, stay there and barricade the door. Exit through a window, if possible.
- Attempt to take the active shooter down only as a last resort.

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.

Characteristics of an active shooter situation

- Victims are selected at random
- The event is unpredictable and evolves quickly
- The event is usually over by the time law enforcement arrives

How to respond when an active shooter is in your vicinity

CALL 911 IMMEDIATELY

Note: This is NOT a linear, progressive, response to an active shooter situation.

1. Evacuate

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

2. Hide out

- Hide in an area out of the shooter's view
- Barricade entry to your hiding place and lock the doors
- Do not move from your hiding place unless it is compromised or until Law Enforcement contacts you and escorts you out
- Silence your cell phone and/or pager

3. Take action

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with physical aggression and throw items at the active shooter

Principal and/or Designee:

- The Principal and/or Designee will direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- The Principal and/or Designee will announce a LOCKDOWN and be prepared for an OFF CAMPUS EVACUATION if necessary.
- Notify the district office.
- Implement MEDIA protocol.
- Work closely with authorities.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the Principal and/or Designee and go to LOCKDOWN.
- If an intruder enters your room and begins shooting, take any steps necessary to protect yourself and students.

Recovery:

- After the intruder(s) have been subdued and clearance has been given by law enforcement, release students from LOCKDOWN then, if warranted, initiate an ADMINISTRATIVE HOLD.
- The Principal and/or Designee may announce an OFF CAMPUS EVACUATION and subsequently, a FAMILY REUNIFICATION.
- The Principal and/or Designee will notify officials of the EVACUATION and activate FAMILY REUNIFICATION protocols.
- The Principal and/or Designee will activate the CRISIS INTERVENTION protocol.
- The Principal and/or Designee will debrief the School Emergency Management Team.
- The Superintendent in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public.

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

FIGHT/DISORDERLY CONDUCT

Assault of Student by Student

Teacher:

- Ensure the safety of students and staff first.
- Notify the school office.
- Call 9-1-1, if necessary. Notify police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition or assault involved sexual contact.
- Implement MEDICAL EMERGENCY procedure, if necessary.
- Seal off area where assault took place.
- Defuse situation, if possible.

Principal and/or Designee:

- Initiate an ADMINISTRATIVE HOLD or LOCKDOWN if necessary.
- Notify parents of students involved in assault.
- Document all activities. Ask victim(s)/witness(es) for their account of incident.
- Assess counseling needs of victim(s) and/or witness(es).
- Notify district office.
- Work closely with authorities, if necessary.
- Assess need for counseling support protocol.

Assault on Staff Member by Student

Teacher:

- Implement MEDICAL EMERGENCY procedure, if necessary.
- Notify the school office.
- Call 9-1-1 if necessary. Notify police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition or assault involved sexual contact.
- Implement MEDICAL EMERGENCY procedure, if necessary.

Principal and/or Designee:

- Initiate an ADMINISTRATIVE HOLD or LOCKDOWN if necessary.
- Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
- Complete documentation as appropriate.
- Take statements and interview witnesses to consider depositions if the situation warrants.
- Inform the student's parents or guardian.
- Assess the need for disciplinary action.
- Assess need for counseling support protocol.
- Notify district office.

District Administrator:

- Implement MEDIA protocol.

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 DISTURBANCE, DEMONSTRATIONS, AND SCHOOL 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

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

- Any staff discovering fire or smoke will signal the fire alarm, initiating an EVACUATION, and report the fire to the School Administrator.
- The Principal or designee will make an announcement if appropriate.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Principal and/or Designee:

- Principal or designee calls 9-1-1 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- After consulting with the District Administrator, fire department and law enforcement officials, the Principal and/or Designee may direct an OFF CAMPUS EVACUATION if weather is inclement or the building is damaged.
- Principal and/or Designee gives the “All Clear” signal to return to the building and resumes normal operations.

Teachers:

- Follow EVACUATION protocol.
- Be prepared for an OFF CAMPUS EVACUATION.

FLOOD

Flood Incident:

- The District Administrator or designee will confer with emergency management and public safety officials regarding the potential occupancy of the building(s) or flooded area(s).
- Professionals will be contacted to assess structural and/or potential health related concerns.
- The District Administrator will determine whether an EVACUATION or early release is necessary.
- The District Administrator will determine whether local conditions warrant school being canceled or if a safe evacuation can be executed.

HAZARDOUS MATERIAL RELEASE

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

Substance Released Inside a Room or Building:

- The Principal and/or Designee will initiate an EVACUATION. Direct staff to use designated routes or other alternate safe routes to designated area upwind or cross wind from the affected room or building.
- The Principal and/or Designee directs staff to call 9-1-1 and provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The Principal and/or Designee will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The Principal and/or Designee will establish a school command post outside the school and brief fire officials when they arrive.
- The Principal and/or Designee will notify the District Administrator.
- Implement MEDIA protocol.
- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with HAZMAT substances should be taken to a decontamination area.
- The Principal and/or Designee will determine if an OFF CAMPUS EVACUATION to a relocation site is necessary. If so, request transportation resources from the district. Alert staff to move students to designated transportation site.
- Request law enforcement officials provide security at the evacuation staging area, along the evacuation route, and for traffic control/security at the off campus evacuation site.

Substance Release Outdoors:

- The Principal and/or Designee may immediately announce a SHELTER/TORNADO alert if deemed appropriate.
- The Principal and/or Designee or designee will call 9-1-1 and identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The District Administrator or designee will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- Implement MEDIA protocol.
- The District Administrator or designee will ensure all buses en route to the school are redirected to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff who are outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind from the spill.
- The District Administrator or designee will monitor information concerning the incident.
- If a SHELTER/TORNADO protocol has been used, the school will remain in the designated areas until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the Superintendent.

- When emergency responders determine it is safe to do so, the Principal or designee will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early, complete an OFF CAMPUS EVACUATION, or potentially implement a FAMILY REUNIFICATION.

INTRUDER/HOSTAGE SITUATION

INTRUDER

All Staff:

When an unauthorized person enters school property:

- Notify Principal and/or Designee.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- **Call 911 and provide school name, address, exact location, and that you have an intruder that refuses to leave the building.**
- Warn intruder of consequences for staying on school property.
- Notify security or police and Principal and/or Designee if intruder still refuses to leave. Give police full description of intruder. Keep intruder unaware of call for help if possible.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Principal and/or Designee notifies District Administrator and initiates a LOCKDOWN.

HOSTAGE SITUATION

All Staff:

- If hostage taker is unaware of your presence, do not intervene.
- Seal off an area near the hostage situation.
- Notify the Principal and/or Designee or office.

Principal and/or Designee:

- Principal and/or Designee will initiate a LOCKDOWN.
- Law enforcement will take control of hostage scenes. Principal and/or Designee assists in ensuring the safety and welfare of students and staff.
- The Principal and/or Designee will document all event activities.
- Initiate MEDIA protocol.
- Work closely with authorities.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

MEDICAL EMERGENCY

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

School Staff:

- Quickly assess the situation. Make sure the scene is safe for you to approach.
- Immediately call the office to activate an “Administrative 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, “Administrative 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)

STRUCTURAL FAILURE

Structural failure of a building may result from a heavy snow and ice accumulation on roofs, broken water or sewer lines, or other factors. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the Principal and/or Designee may implement an EVACUATION and an OFF CAMPUS EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately evacuate.
- Teachers and staff will immediately assist the injured and evacuate the building moving to their designated area(s) and notify the Principal and/or Designee.
- The District Administrator or designee will initiate an EVACUATION of the building.
- The District Administrator or designee will call 9-1-1(if necessary), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The District Administrator or designee will direct staff to turn off utilities and seal off the high risk area, if necessary
- The Principal and/or Designee will notify CPR/first aid certified persons in school building of medical emergencies (see Appendix), if necessary.(Names of CPR/first aid certified persons are listed in Emergency Response Team Members section). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by public safety officials.

Structural failure without collapse:

- For structural failure without collapse, the Principal and/or Designee will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The District Administrator or designee will determine whether to dismiss school early, initiate an EVACUATION, and/or a FAMILY REUNIFICATION.
- The District Administrator or designee will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The district office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

UTILITY LOSS OR FAILURE

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

- Upon notice of loss of utilities, the Principal and/or Designee will initiate appropriate immediate response actions, which may include SHELTER/TORNADO or EVACUATION. The Superintendent or designee may direct staff to shut off utilities, as deemed necessary.
- The District Administrator or designee will contact the local utility company (see emergency contact section in appendix) and determine the anticipated duration of the outage.
- The District Administrator or designee will determine whether school should be closed and classes temporarily suspended. If so, activate MEDIA, EVACUATION, and/or FAMILY REUNIFICATION protocols as necessary.
- In the event of a gas leak, the Principal and/or Designee will direct staff to call 9-1-1 give name and exact location of the school, state the emergency, identify affected area(s) of the building.

Gas Leaks:

- For gas leaks, the Principal and/or Designee will order an EVACUATION and open windows.
- DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- Implement MEDIA protocol.
- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The Principal and/or Designee will complete a detailed incident report at the earliest opportunity and send it to the District Administrator's Office.

**CRISIS RESPONSE PLAN
APPENDIX**

River Valley School District

School Crisis Plan - Appendix List

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 - On Site Evacuation/Fire
- Off Campus Evacuation

APPENDIX 20 - Pandemic Plan

APPENDIX 1 - Phone/Pager/Fax Numbers

Emergency	911
Poison Control Center	1-800-222-1222
Red Cross	1-608-233-9300
Department of Natural Resources (Tower Hill)	588-2591
Weather Net	1-608-231-0911
Lamers Bus Service	588-2222
Security Link from Ameritech	1-877-874-3656

Water Companies

Spring Green (Village Office)	588-2335
Arena	753-2148
Lone Rock	583-2620
Plain	546-6551

Gas Companies

Spring Green	1-800-862-6222
Arena	1-800-245-1125
Lone Rock	1-800-862-6222
Plain	1-800-862-6222

Power and Light Companies

Spring Green	1-800-862-6222
Arena	1-800-862-6222
Lone Rock	1-800-862-6222
Plain	1-800-862-6222

Telephone Companies

Arena	1-800-483-2000
Lone Rock	1-800-483-2000
Plain	1-800-483-2000
Spring Green	1-800-483-2000

River Valley School District Personnel

District Administrator (Central Office)	588-2551
District Administrator (Work Cell Phone)	1-608-588-5100
Central Office	588-2551
Central Office (Fax Number)	588-2558
Network Administrator (Central Office)	588-2551
Network Administrator (Cell Phone)	574-8945
Middle School Principal (Work Cell Phone)	1-608-459-5835
High School Principal (Work Cell Phone)	1-608-459-5843
Business Manager (Work Cell Phone)	1-608-459-5847
Pupil Services Director (Work Cell Phone)	1-608-459-5825
Elementary Principal (Work Cell Phone)	1-608-459-5841
Director of Academic Services and Activities Director (Work Cell Phone)	1-608-459-5839

Schools

River Valley Elementary (Spring Green)	588-2559
River Valley Elementary (Spring Green) Fax Number	588-2550
River Valley Early Learning Center (Plain)	546-2228
River Valley Early Learning Center (Plain) Fax Number	546-4028
Middle School (Spring Green)	588-2556
Middle School (Spring Green) Fax Number	588-2026
High School (Spring Green)	588-2554
High School (Spring Green) Fax Number	588-2827
St. John's School (Spring Green)	588-2021
St. Luke's School (Plain)	546-2963

Clinics/Hospitals

Spring Green Medical Center	588-7413
Plain Medical Center	546-4211
River Valley Medical Center (Spring Green)	588-2502
Richland Medical Center (Richland Center)	647-6161
Sauk Prairie Family Practice Center	643-3399
St. Mary's Hospital Emergency Services (Madison)	258-6800
Meriter Hospital Emergency (Madison)	267-6206
Richland Hospital Emergency (Richland Center)	647-6321

Police Departments

Spring Green Police Department	588-2125
Plain Police Department	546-2034
Richland County Sheriff (for Lone Rock)	647-2106
Arena Police Department	753-2297

Fire Departments

Spring Green Fire Department	588-2609
Plain Fire Department	546-2121
Arena Fire Department (Village Office)	753-2133
Lone Rock Fire Department	583-3531

Sheriff Departments

Sauk County Sheriff	1 800-377-1195
Iowa County Sheriff	935-3314
Richland County Sheriff	647-2106
Dane County Sheriff	284-6800

Social Services

Sauk County Social Services	355-4200
Richland County Social Services	647-8821

Iowa County Social Services	930-9801
Dane County Social Services	242-6200

Human Services

Dane County Human Services	242-6200
Sauk County Human Services	355-4200
Iowa County Human Services	935-2776
Richland County Human Services	647-6384

Crisis Centers

Sauk County Crisis Center	524-4866
Iowa County Crisis Center	930-9801
Richland County Crisis Center	647-8821

Churches

St. John's Church (Spring Green)	588-2028
St. Luke's Church (Plain)	546-2482
Sacred Health Church (Lone Rock)	583-5611
Arena Congregational Church	753-2242
Lone Rock Congregational Church	583-7222
Spring Green Congregational Church	588-2442
Christ Lutheran Church (Spring Green)	588-2481
First Lutheran Church (Lone Rock)	583-2117
Cornerstone Church (Spring Green)	575-3198
Community Church (Spring Green)	

County Health Office

Sauk County Public Health	355-3290
Iowa County Public Health	935-2810
Richland County Public Health	647-8821

Radio Stations

WRCO (Richland Center)

1-800-531-4155

WDMP (Dodgeville)

935-2302

WRDB (Reedsburg)

1-800-236-4105

APPENDIX 2 – Incident Command System Summary

Background

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

Features of ICS

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

1. Standard Management Functions

- a. Command:** Sets objectives and priorities and has overall responsibility at the incident or event.
- b. Operations:** Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
- c. Planning:** Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
- d. Logistics:** Provides support to meet incident needs, provides resources and all other services needed to support.
- e. Finance/Administration:** Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

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

4. Unity and Chain of Command. Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. Organizational Flexibility. Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization School Emergency Operations and Crisis Response Plan should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. Common Terminology. In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. Limited Span of Control. Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. Personnel Accountability. Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. Incident Action Plan. The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. Integrated Communications. Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

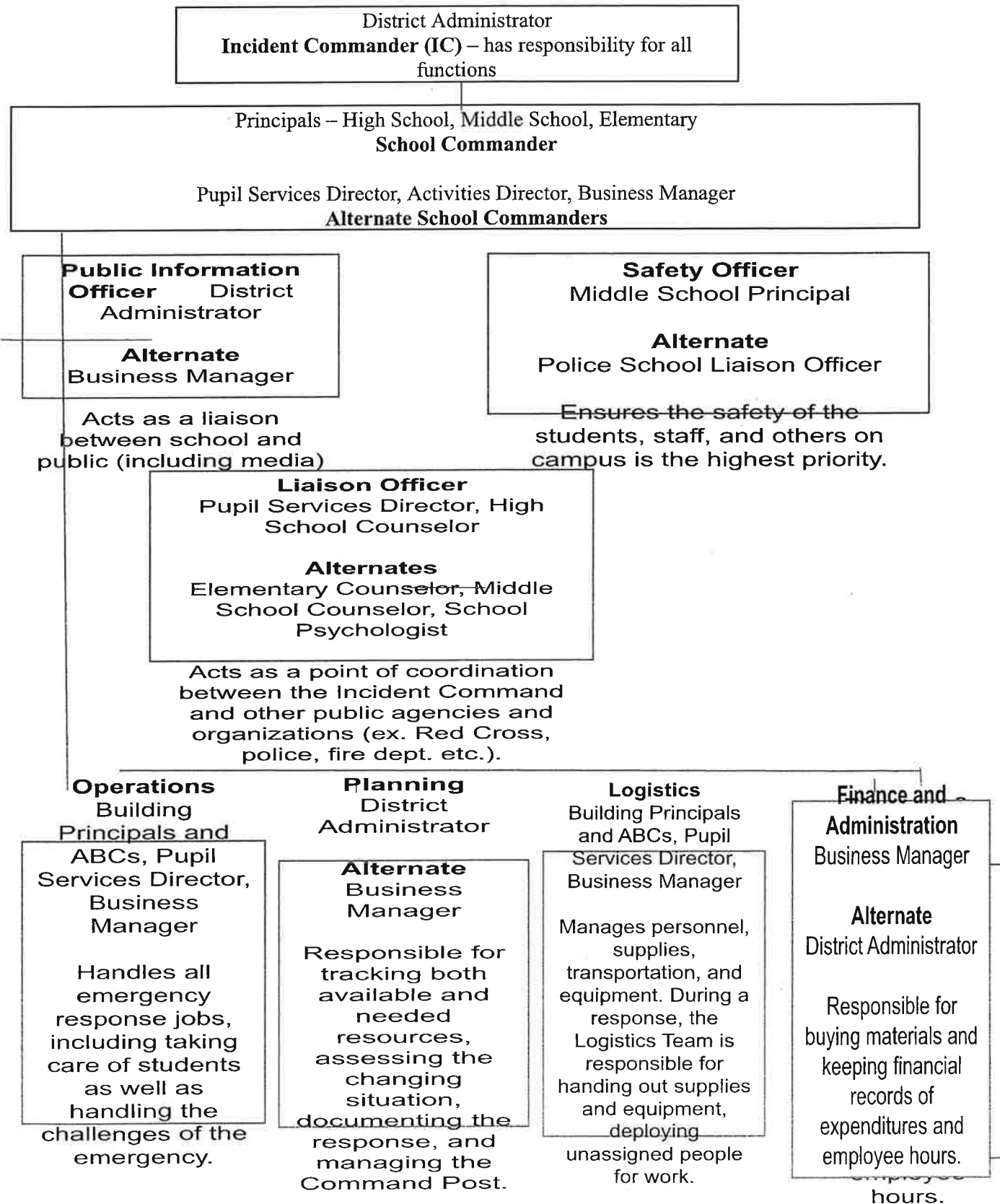
11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 3 – Chain of Command



APPENDIX 4 – Crisis Intervention Team

Administrative Team

School Social Work/Psychologist

School Counselors

School Nurses

Other staff members deemed appropriate by Administration

APPENDIX 5 – School Emergency Operations Planning Team

District Emergency
Management
Coordinator

District Administrator

Principals

High School
Middle School
Elementary

Pupil Services Director

Business Manager

Activities Director/Director of
Academic Services

Emergency
Response

Chief of Police
Police School Liaison Officer

Building & Grounds
Supervisor

Transportation
Provider

Lamers Bus Service

Counselors

High School
Middle School
Elementary

Social Worker/Psychologist

Nurse

Technology Director

Technology Assistant

APPENDIX 6 - Crisis Phone Chain

RIVER VALLEY SCHOOL DISTRICT - Crisis Phone Chain (10/5/21)

Listed below is a telephone chain for all members of the first level response team of the River Valley School District Crisis Team. This telephone chain will be used in times of district wide emergency. Please keep a copy of this information near a phone at home and your work site.

You are responsible for calling the next person in your column after your name. Should you be unable to make direct contact with that person, you are to contact the next person on the list. You would still have the responsibility to contact the individual you skipped.

Should anyone within the chain learn of a district wide emergency, contact the District Office. A decision will be made to activate this crisis phone chain. Thank you.

Loren Glasbrenner
Home 608-583-3376
Work 588-2551 ext 8001
Cell 608-513-7693
Work Cell 608-588-5100

Scott Moore
Work 588-2551 ext 8003
Cell 715-523-1290
Work Cell 608-459-5847

James Radtke
Work 588-2556 ext 1001
Cell (N/A)
Work Cell 608-459-5835

Jaime Hegland
Work 588-2554 x 2003
Cell 608-604-7718
Work Cell 608-459-5839

Carla Peterson
Work 588-2559 x 3001
Cell 608-434-1175
Work Cell 608-459-5841

Claire Knoll
Work 588-2556 ext 1012
Cell 608-469-1336
Work Cell 608-459-5825↓

Darby Blakley
Work 588-2554 ext 2001
Cell 608-588-4121
Work Cell 608-459-5843



Stacy Hauden
Work 588-2559 ext 3006
Cell 608-279-9908



Brittiney Belche
Work 588-2556 ext 1007
Cell 608-475-6011



Holly Lochner
Work 588-2556 ext 1004
Cell 608-341-8149

Melissa Hilla
Home 544-51 . .
Work 588-2554 ext 2006
Cell 608-576-8746



Jennifer Smith
Work 588-2554 ext 2009
Cell 608-212-2290

Mitch Heinemeyer
Work 588-2554 ext 2007
Cell 920-470-4813

APPENDIX 7 – Student Crisis Response Plan(s)

River Valley High School Student Crisis Response Plan

Crisis Response Team Members:

Darby Blakley, Mitch Heinemeyer, Missy Hilliard, Andy Kurek, Luke Thatcher, Elly Schram, Jaime Hegland

Crisis Response Team in Action:

1. A teacher determines a need for the crisis response team, when a person is a danger to others or to him/herself (i.e., fistfight, threatening behaviors)
2. The teacher calls the office and says:
“I need Mr. Blakley or Mr. Thatcher in ____ room.” The person who went to the room assesses the situation to determine if a crisis response team is needed. If the crisis team is needed, the teacher will be instructed to call the office and tell Lu or Timica that the crisis team is needed in Room ____ .
3. The office staff announces over the loudspeaker: CR team to Room # ____ .
4. All members of the Crisis Response Team will respond. A neighboring class will take the teacher’s class.
5. At minimum, three members of the team stay to help in the crisis.
6. The team leader will be the administrator who responded initially to the crisis. The team leader will assess the situation and determine next steps.

During the Crisis:

1. All teachers must shut their doors when the CR team announcement is made.
2. The team leader/administrator will decide when a call to police is needed.
3. The appointed observer will call the office to tell them the “All Clear” when the crisis has ended.

Crisis Response Team duties:

- Mitch and Missy - Keep bystanders and class safe
- Elly - Bring the CR team bucket and wait for administrative direction
- Mitch/Missy/Lisa/-take direction from team leader; appointed observer will talk to the referring teacher and document the events that led up to the CR team need
- Darby/Luke-as team leader, assess the situation and give directives

After the Crisis:

Parents of the student(s) involved will be contacted either by administration or the case manager, decided by the Crisis Team. If the student is secluded or restrained, the appropriate documentation is filled out by the team leader.

The Crisis Response Team will debrief at the end of the school day after the incident.

Crisis Response Team Practice:

1. Four practice sessions for the Crisis Team will be scheduled throughout the school year.
2. A yearly NVCI refresher course will be offered.
3. The crisis response plan will be reviewed with all staff at a staff meeting every school year.

**River Valley Middle School
Student Crisis Response Plan**

Crisis Response Team Members:

James Radtke, Dan Machovec, Holly Lochner, Claire Knoll, Courtney Norton

Crisis Response Team in Action:

1. A teacher determines a need for the crisis response team
 - a. Call the office for the Crisis Response Team when: A student is dangerous to self or others or is so noncompliant that the teacher can no longer teach.

-OR-
 - b. Call the office for James Radtke's or Dan Machovec's support when: The student is NOT dangerous, but is disruptive (i.e., refusal, verbal aggression).
2. The teacher calls the office and says either:
 - a. "I need support in room ____."
 - b. "Crisis Response Team needed in Teacher's Room"

-OR-
3. The office staff either:
 - a. If the teacher needs support: Will call Dan or James. The support person will go to the room, assess the situation and decide if the CR team is needed.

-OR-
 - b. Announces over the loudspeaker: "CR team to room ____."
4. All members of the Crisis Response Team will respond (Heather in the morning and _____ in the afternoon). Neighboring classes will know to take their classes if their classes are in session.
5. At minimum, three members of the team stay to help in the crisis.
6. The team leader is determined by the team. The team leader will assess the situation and determine next steps.

During the Crisis:

1. All teachers must shut their doors and keep students out of the hallways when the CR team announcement is made.
2. The team leader/administrator will decide when a call to police is needed.
3. The teacher who made the call will remove the kids from the classroom
4. The appointed observer will talk to the referring teacher and document the events that led to the crisis. The observer will also call the office to tell them the "All Clear" when the crisis has ended.

After the Crisis:

1. Parents of the student(s) involved will be contacted either by administration or the case manager, decided by the Crisis Team. If the student is secluded or restrained, the appropriate documentation is filled out by the team leader.
2. The Crisis Team will debrief at the end of the school day or before school the next day with the referring teacher after the incident.

Crisis Response Team Practice:

1. Four practice sessions for the Crisis Team will be scheduled throughout the school year.
2. A yearly NVCI refresher course will be offered.
3. The crisis response plan will be reviewed with all staff at a staff meeting every school year.

River Valley Elementary Student Crisis Response Plan

Crisis Response Team Members:

Jill Bierman, Stacy Hauden, Carla Peterson, Jerrica Heiser, Terry Smith, Meghan McCall, Tracy Frosch, Anna Pawlisch

Crisis Response Team in Action:

1. A teacher determines a need for the crisis response team or support
 - a. Call the office for the Crisis Response Team when: A student is dangerous to self or others or is so noncompliant that the teacher can no longer teach and it impacts the educational environment.
-OR-
 - b. Call the office for support when: The student is NOT dangerous, but is disruptive (i.e., refusal, verbal aggression).
2. The referring teacher calls the office and says either:
 - a. "I need support in (Teacher's) Room."
 - OR-
 - b. "Crisis Response Team needed in (Teacher's) Room"
3. The office staff either:
 - a. If the teacher needs support: Will buzz Jill's room. The support person will go to the room, assess the situation and decide if the CR team is needed.
-OR-
 - b. Announces over the loudspeaker: "CR team to (Teacher's) Room."
4. All members of the Crisis Response Team will respond. Neighboring classes will know to take their classes.
5. The team leader will be determined by the team. Most likely, it will be the person who knows the student the best. There will be the team leader, an observer, and another team member who stays during the crisis. If there is a 4th member, that person will talk to the referring teacher and document the events that led to the crisis.

During the Crisis:

1. All teachers must shut their doors and keep students in the room when the CR team announcement is made.
2. The teacher who made the call will remove the kids from the classroom to the buddy room.
3. The team leader/administrator will decide when a call to police is needed.
4. The appointed observer will call the office to tell them the "All Clear" when the crisis has ended.

After the Crisis:

1. Parents of the student(s) involved will be contacted either by administration or the case manager, decided by the Crisis Response Team. If the student is secluded or restrained, the appropriate documentation is filled out by the team leader.
2. The Crisis Response Team will debrief at the end of the school day or before the school the next day with the teacher after the incident.

Crisis Response Team Practice:

1. Four practice sessions for the Crisis Team will be scheduled throughout the school year.
2. A yearly NVCI refresher course will be offered.
3. The crisis response plan will be reviewed with all staff at a staff meeting every school year.

**- River Valley Early Learning Center
Student Crisis Response Plan**

Crisis Response Team Members:

Kelly Kalscheur, Shannon Gutknecht-Hagmann, Melinda Mohr, Stacy Hauden, Carla Peterson, Michelle Kraemer, Emily Butteris

Crisis Response Team in Action:

1. A teacher determines a need for the crisis response team or support
 - a. Call the office staff support when: A student is dangerous to self or others or is so noncompliant that the teacher can no longer teach and it impacts the educational environment.
-OR-
 - b. Call the office for support when: The student is NOT dangerous, but is disruptive (i.e., refusal, verbal aggression).
2. The referring teacher calls the office and says either:
 - a. "I need support in (Teacher's) Room."
-OR-
 - b. "Support needed in (Teacher's) Room"
3. The office staff either:
 - a. If the teacher needs support: Will contact the first available teacher. The support person will go to the room, assess the situation and decide if further support is needed.
-OR-
 - b. Announces over the loudspeaker: "Support is needed in (Teacher's) Room."
4. All available staff members will respond. Neighboring classes will know to take their classes.
5. One person should be designated as the leader. Most likely, it will be the person who knows the student the best. If possible, there will be a team leader, an observer, and another team member who stays during the crisis. If there is a 4th member, that person will talk to the referring teacher and document the events that led to the crisis.

During the Crisis:

All teachers must shut their doors and keep students in the room when the CR team announcement is made.

The teacher who made the call will remove the kids from the classroom to the buddy room.

The team leader/administrator will decide when a call to police is needed.

The appointed observer will call the office to tell them the "All Clear" when the crisis has ended.

After the Crisis:

Parents of the student(s) involved will be contacted either by administration or the case manager, decided by the Crisis Response Team. If the student is secluded or restrained, the appropriate documentation is filled out by the team leader.

The Crisis Response Team will debrief at the end of the school day or before the school the next day with the teacher after the incident.

Crisis Response Team Practice:

1. Four practice sessions for the Crisis Team will be scheduled throughout the school year.
2. A yearly NVCI refresher course will be offered.
3. The crisis response plan will be reviewed with all staff at a staff meeting every school year.

APPENDIX 8 – Go Kit Supply Checklist

Classroom Go Kit –

- o Go Kit Supply Checklist
- o Whistle
- o Two (2) copies of student rosters including parent contact numbers
- o Master building schedule
- o Quick reference emergency flip charts
- o Bomb threat checklist
- o Pen
- o **Take personal cell phone if available

Office Go Kit –

- o Full school student rosters by grade level
- o Student registration forms
- o Staff emergency contact forms
- o Master building schedule
- o Student Reunification Form
- o First Aid kit
- o Three (3) reflective vests
- o Whistle
- o Bullhorn and batteries
- o Three (3) Clipboards
- o Pens (full pack)
- o 1' X 2' dry erase board
- o Dry erase marker (2)
- o Duct tape
- o Yellow caution tape
- o Flashlight
- o Walkie-talkie (if available)
- o Copy of School Crisis Response Plan
- o Ream of white paper

APPENDIX 9 – Sample School Parent Letter

XX/XX/XXXX

Dear Parents/Guardians:

Should an emergency situation ever arise while school is in session, we want you to be aware that the School District has made preparations to respond effectively.

Our School District has a detailed emergency operations plan which has been formulated to respond to a major emergency situation. Your cooperation is necessary in any emergency.

During an emergency situation:

1. Do not telephone the school as the phone lines will be in use by the School District to coordinate emergency services.
2. Do not go to your child's school unless you have been directed to do so.
3. Students will be kept at school or at an off campus evacuation point and only released to a parent/guardian or an adult who has been authorized on the Student Information Sheet (the sheet required to be filled out by parents at the beginning of every school year.)
4. Information from the School District will be distributed through radio/television stations, the School District website, and/or the School District Facebook page. If necessary, parents/guardians will be contacted directly by telephone and/or the School District Skylert System.
5. Prior to an emergency, impress upon your children the need for them to follow the directions of any school or emergency personnel in times of an emergency.

Please discuss these matters with your family. Planning ahead will help alleviate concern during emergencies. Should an emergency situation occur, we thank you in advance for your patience and cooperation.

Sincerely,

(name)
District Administrator

APPENDIX 10 – Off Campus Evacuation Response List

During Off-Campus Evacuation/Family Reunification

Building Principals –

1. Oversee secondary evacuation site at your building.
2. Verify that all students are accounted for at secondary evacuation site.
3. Coordinate loading of students and staff on busses going to off-campus evacuation site.
4. At off-campus evacuation site, assist as directed by the Reunification Site Commander.

Building Secretaries –

1. Take Office Go Kits to off-campus evacuation site.
2. Secretaries will act as the Verification Team.
3. Secretaries will act as the Release Team.

Maintenance and Food Service Employees –

1. If not needed at the school, act as security or runners as directed by the Reunification Site Commander.

Crisis Intervention Team –

1. Stationed in Notification Room. Will be responsible for notifying parents that their child is not available for pick-up and why.

Administrative Team/ABC's –

1. These people will be assigned to be the Reunification Site Commander (will assist the Reunification Site Commander as necessary.)

During All Events

Incident Commander –

1. Assign recorder to document events using the Emergency Time/Situation Report Log.

APPENDIX 11 – Emergency Debriefing Report

Event: _____ Was this a drill? Yes No

Date of Event: _____ Event Location: JHE HS

Identify any concerns or items to address for the future:

Identify what went well:

Other Information:

Building Principal: File original report in Building Office. Submit a copy to the District Office.

APPENDIX 12 – Samples of Statements

1. Yesterday afternoon, at approximately _____ (time), a tragedy occurred involving _____ (name). We all know that no one single incident or situation causes a person to take his/her own life. We will never know all the reasons for _____ (name) actions. It is important to realize that we must reach out to each other at this time, be friends, listen, and care and help each other understand and realize that each one of us is important. In the days ahead, take time to tell one another that you care. Counselors will be available in a special support room that is for anyone who would like to talk about his or her feelings. Thank you.
2. We are very sad to announce that _____ (name) passed away last night. This is a very unhappy time for students and for us. They will be feeling bad for a long time. Sometimes at times like this it helps to talk to grownups.

_____ (name of counselor), _____ (name of social worker), and _____ (name of principal) will be available if you need to talk with someone. There will be a treasure box created for _____ (name). You can make a card for them and we will take it to the family today.

The best way we can help them is to work hard and go about your day. When they return, include them in your games, let them know you are sorry about their _____ (dad, etc.).

APPENDIX 13 – Process Checklist

Upon being informed of the suicide of a student, the Crisis Team should meet and use this checklist as a guide. Although this may not be a complete list for all particular situations, the format will help the process begin.

Date: _____ Crisis: _____

Person Responsible for Checklist: _____

- _____ 1. Notify police (if appropriate).
- _____ 2. Notify the District Administrator.
- _____ 3. Assemble the Crisis Team. Develop a specific plan and assign roles to members of the team.
- _____ 4. Notify the individual's parents or guardians of the school's plan.
- _____ 5. Use a phone tree to notify staff of the crisis and inform them that all media inquiries are to be directed to _____. Set a time for an emergency staff meeting.
- _____ 6. At the staff meeting, provide written communication to all staff as to when and how students will be informed of the tragedy, guidelines for class discussions, plans for the day, etc.
- _____ 7. Set a time to inform all students and give staff a prepared statement.
- _____ 8. Provide students and staff with opportunities to discuss their feelings and concerns.
- _____ 9. Set aside Crisis Rooms for students and staff.
Student Crisis Room staffed by: _____
Staff Crisis Room staffed by: _____
- _____ 10. Inform administrators at other schools that siblings, relatives and friends attend to watch for special needs of grieving students.
- _____ 11. Inform significant other adults on a need-to-know basis.
- _____ 12. Enlist the help of staff members to identify students who may be struggling with the grieving process.

APPENDIX 14 – Suicide/Sudden Death Response Plan

Definition of a Crisis Situation

For our intents and purposes, a crisis situation can be defined as a time of great difficulty caused by a tragic occurrence to a member of the school family, such as:

- Suicide of a student.
- Suicide of a staff member.
- Death of a student.
- Death of a staff member, administrator or significant leader
- Sudden death of a former student.
- Sudden death of a student's parent, sibling or other family member
- Sudden death of a child or spouse of a staff member.

Makeup of the Crisis Team

- District Administrator
- All Administrators
- All Counselors
- Nurses
- Social Worker/Psychologist
- Police School Liaison Officer
- Teacher(s) who have the affected student in class. In Middle and High Schools identify a teacher who has a relationship with the person.

Role of the Crisis Team

- Meet as soon as possible to learn the facts and assess the needs.
- Determine actions to be taken at each building, such as meetings to take place, where loss should be announced, etc.
- Write a draft statement to be used to inform students of the loss. (See APPENDIX __)
- Identify the Family Liaisons
- Contact the Mental Health Liaison, if needed.
- Identify high risk students, such as close friends of the deceased, and contact them and parents, if needed.
- Attend early morning faculty meeting.
- Staff a support center for students and staff.
- Serve as a resource to teachers who have questions or who may need help in knowing how to channel and/or direct student concerns in an appropriate manner.
- Assist with small group counseling.
- Work with students who require additional counseling.
- Work with the classmates of a deceased student.
- Work with classmates of surviving siblings.
- Offer parents an opportunity to discuss ramifications of the loss, characteristics they may wish to watch for in their children and how to further discuss matters with their children.
- Be available at an after school meeting to process the events of the day and plan for follow-up as needed.
- Document interactions with students/parents.
- Meet daily to review and assess needs and revise plans as needed.

Crisis Team Member Responsibilities

Team Leader: District Administrator (or his delegate)

- Confirms details of incident with Sheriff's Department.
- Notify and assemble the Crisis Team immediately. (See APPENDIX __)
- Oversee management of the crisis response.
- Function as Media Liaison. (See APPENDIX __)
- Contact the family to offer condolences and inform them of the steps the school is taking.
- Explain to the family that it will be helpful for the staff and students to receive information about the death and that the Crisis Team's Family Liaisons will be in contact with them regarding the development of a statement for this purpose.
- Write a condolence letter to the family.
- Grant staff release time for the funeral.
- Consider attending the funeral.
- Give written report to crisis team secretary when tasks are completed; include any changes needed in current procedure.
- Email RVSD Staff to inform them (e.g. "this is the statement...") and remind about media contacts.

Building Principal

- Initiate building phone chain.
- Act as crisis team coordinator for building.
- Facilitate early morning all staff meeting to provide facts, allow for discussion and questions, outline a plan for the day, provide the written statement for use with students, identify high risk students, and provide staff with information on process and procedures
- Determine need for substitute teachers and obtain as needed. Remember in the case of a teacher's death, find a substitute who is known to the students, if possible.
- Empty locker and give materials to Family Liaison.
- Set up support center. (See APPENDIX __ and APPENDIX __)
- Be the spokesperson to other parents, callers.
- Identify Roamers and inform them of their role.
- Write a condolence card/letter.
- Consider attending funeral.
- Give written report to crisis team secretary when tasks are completed; include any changes needed in current procedure.
- Closing Comments. Before staff leave the meeting, they need to be assured that:
 - Help is available to them as well as the students.
 - They are the key to maintaining a safe environment.

Teachers

Teachers are the primary school contact for the students. Not all teachers will be on the Crisis Team, but all share the responsibility of maintaining a safe and stable environment in a crisis. They are responsible to:

- Assist in identification of at-risk students.
- Refer media to the District Administrator.

- Refer parental concerns to the Principal.
- Read the prepared statement (during first hour?) and briefly talk with students about the loss. Crisis team members are available upon request to assist teachers.
- Provide grief information obtained from the crisis team.
- Know that it's okay for them to express their feeling of loss if they wish.
- Refer students to the Support Room if necessary—student should be escorted.
- Consider attending the funeral.

Family Liaison

There should be two family liaisons—one should be a person who has had positive contact with the family on previous occasions and the other is the school social worker. They are responsible to:

First Family Visit:

- Contact and offer help to the family.
- Obtain accurate information from the family.
- Inform the family of school procedures.
- Share the “draft” statement and edit with family members.
- Provide the edited version of statement to the Building Principal after obtaining family permission.
- Ask for list of others that may be affected by the death.

Second Family Visit:

- Deliver Treasure Box of cards/gifts from students and food item.
- Obtain information on funeral arrangements.

Third Family Visit:

- Deliver locker contents. (See APPENDIX __)
- Provide information on outside resources.

Also:

- Consider attending funeral.
- Provide written report to crisis team secretary when tasks are completed.

Counselors/Social Workers/Nurses/Psychologist

These persons are trained listeners and play a vital role in making the support room a safe atmosphere for students and staff. They are responsible to:

- Staff the support room. (See APPENDIX __)
- Provide assistance to teachers in classroom upon request.
- Talk and engage with students. (See APPENDIX __ * and APPENDIX __)
- Clarify misinformation.
- Encourage students and staff to express their feelings.
- Contact Mental Health Liaison and/or clergy, if needed.
- Develop discussion guides/activities.
- Provide grief information.
- Make no judgments about individual methods of grieving.
- Provide referrals to community resources.

- Contact parents when necessary.
- Consider attending funeral.
- Document interactions with students/parents.
- Provide a written report to crisis team secretary when tasks are completed.

** To be used at staff person's discretion*

Suggested Suicide Discussion Topics
for Individual Counselor and/or Social Worker

A suicide crisis in the school setting should be talked about, with every individual free to speak or just listen. Teachers may need to share their feelings first to get students involved. These questions are meant to help students develop a better awareness and understanding following a suicide.

- What thoughts and feelings might be involved in someone wanting to take his/her own life?
- What might cause a person to have such thoughts and feelings?
- What must it be like for someone to have these thoughts and feelings?
- What were some of your thoughts and feelings when you first heard the news?
- What possible purpose might a person have for taking his/her own life?
- What might a friend or classmate do for a friend who is suicidal?
- Do you find yourself thinking and feeling differently about suicide now than when we first started talking about this?

Summarize the key points made and leave the door open for discussion.

Roamers

Roamers are determined by the principal and consist of building staff, such as teachers during prep times, or familiar substitute teachers. They are responsible to:

- Maintain confidentiality.
- Be visible in the halls to help maintain order and cover every wing of the building. Sibling database information will be held in the district office.
- Be in the cafeteria at all student lunch hours.
- Make referrals to the crisis team.
- Escort students to the support room if needed.
- Relieve teachers who may need to go to the support room or need time alone.

Crisis Team Secretary (Secretary to be appointed by building principal at initial meeting)

- Provide Crisis Team with information regarding siblings and at risk students.
- Maintain records of crisis team activities.

- Develop and maintain calendar of crisis events.
- Send "Thinking of You" cards to those who've experienced a loss.
- Make funds available for gifts to family.
- Create a "master" copy of all crisis related records and forward to the district administrator for formal filing to be maintained in the district office.

The regular routine of school will be maintained to the extent possible; however, the following steps will be followed:

A support center will be set up in the school for students or staff and will be staffed by a therapist and members of the response team, as needed.

Students will be informed by the staff in their first hour class. The prepared statement will be read and a brief time will be available for the expression of feelings. Classes should then continue as usual, except that students who need support will be escorted from class to the support room.

The support center staff will record the names of all students seen and document interactions with them. If students need further help the crisis staff will contact parents and refer them to a mental health provider.

Students will not be permitted to leave school without a parent. Halls and exits and rest rooms will be monitored by roamers so that contact can be made with students who otherwise would not seek assistance.

Students must receive parent permission to be excused for the funeral. Blanket permission will not be given. Classes will not be canceled. Parents will be encouraged to attend the funeral with their son or daughter.

A letter could be sent by the District Administrator to all parents, giving them the responsibility to be extra vigilant, explaining to parents that "it's O.K. to talk about it," and that efforts are being made to help students deal with the suicide.

After the funeral service is over, at the conclusion of the crisis, the crisis team will hold a debriefing session to evaluate the process.

Memorial Guidelines for Death Due To Suicide

There are many differences associated with handling a death from suicide versus death from other causes. These differences should be carefully considered and understood by the Crisis Team. The following is a list of actions that your Crisis Team should consider. Please note these suggestions differ greatly compared to the memorial procedures used if a student death is due to an accident or illness. They should be explained in this way: memorialization is prohibited in order to avoid glamorizing, romanticizing or in any way encouraging suicidal behavior.

- Do not announce the death over the P. A. System or conduct a moment of silence.
- Do not lower flags to half mast.

- School sanctioned tributes, memorials or events are prohibited.

Close friends who wish to remember the deceased in a special way should be encouraged to do so in a quiet way that celebrates life (e.g. Purchase of a video on suicide prevention, a researched publication of a list of teen resources, etc.).

APPENDIX 15 – Who’s In Charge

In the most optimal emergency or crisis situation the District Administrator would oversee the implementation of this plan and address special situation as they arise within the district. In the event that the District Administrator is not in the district or is unavailable by phone, the following list identifies the Chain of Command to be used when the District Administrator is unavailable.

1. Business Manager
2. Middle School Principal
3. High School Principal
4. Pupil Services Director
5. Elementary Principal
6. Director of Academic Services and Activities Director

It is understood that the principal of a school is charged with the responsibility of students and staff. Therefore, it is the responsibility of the principal to designate a staff member to be responsible and to make decisions during a crisis in the principal's absence.

Precautionary Actions

The principal shall develop a list of persons in charge of the building in case of absence. Designees are:

River Valley Early Learning Center (Plain)	Administrative Building Coordinator
River Valley Elementary (Spring Green)	Administrative Building Coordinator
Middle School (Spring Green)	Administrative Building Coordinator
High School (Spring Green)	Administrator Building Coordinator

1. It is advisable that this list be distributed to all staff.
2. Persons in charge when the principal is away shall have copies of the School Crisis Plan or shall be made aware of the location of manual(s) assigned to the school.
3. Teachers and other building staff members need to be informed as to who's in charge when the principal is away.

4. Persons in charge when the principal is away need to be thoroughly familiar with crisis situations and how to use this manual.

**RIVER VALLEY EARLY LEARNING CENTER – (located in Plain)
GAS SHUT OFF**

All valves have yellow handles.

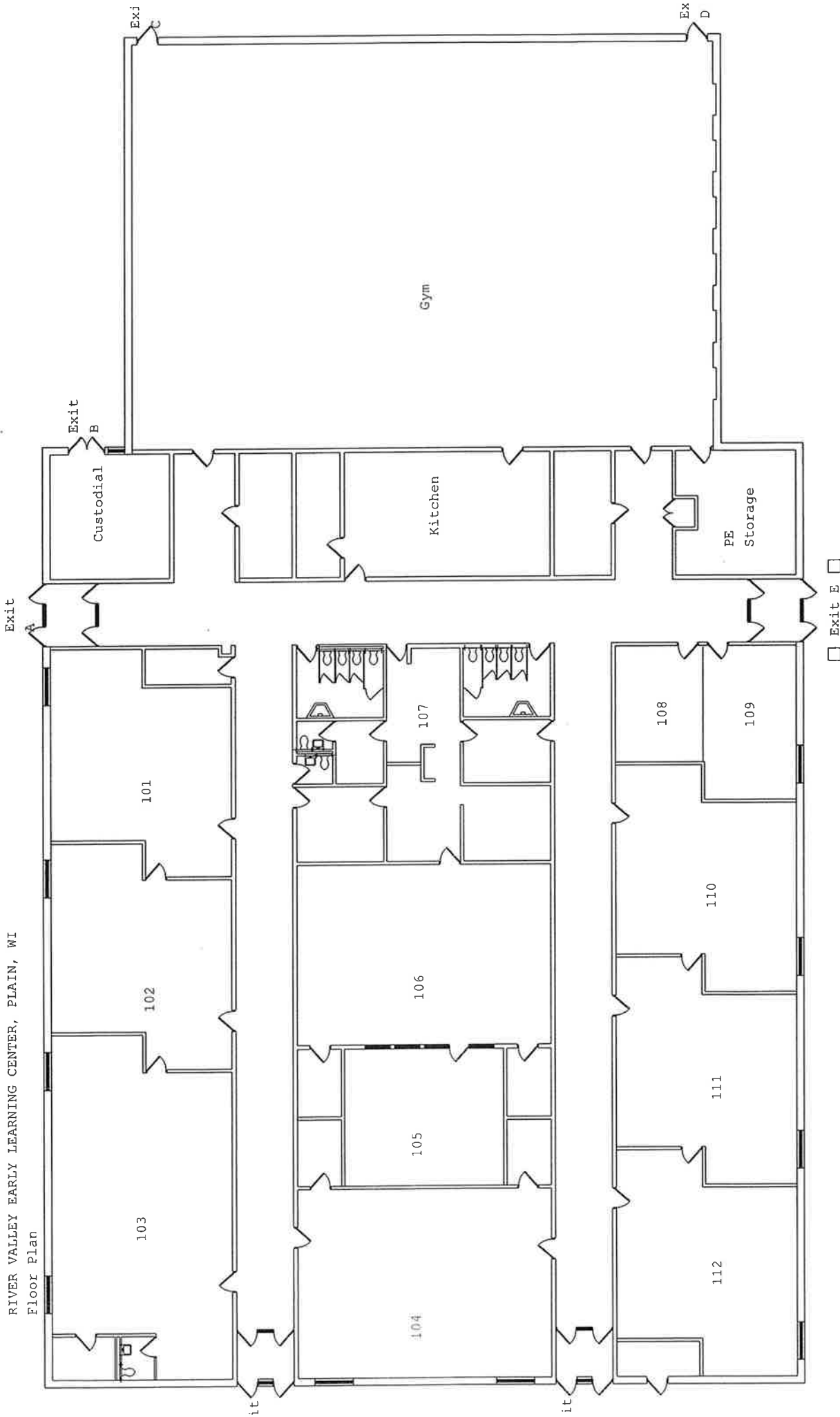
Outside Main Gas Valve: The outside gas unit is located about $\frac{3}{4}$ down the length of the north side of the building. When you're inside the building, the outside gas unit is located outside of the custodial room.

Internal Main Gas Valve: The main internal shut off gas valve is located in the custodial room on the north wall below and to the left of the telephone network system.

Kitchen Shut Off Valve: This shut off valve is located in the ceiling. The location is the third ceiling tile out from the gym door. This valve shuts off gas to the lines behind the oven and stove.

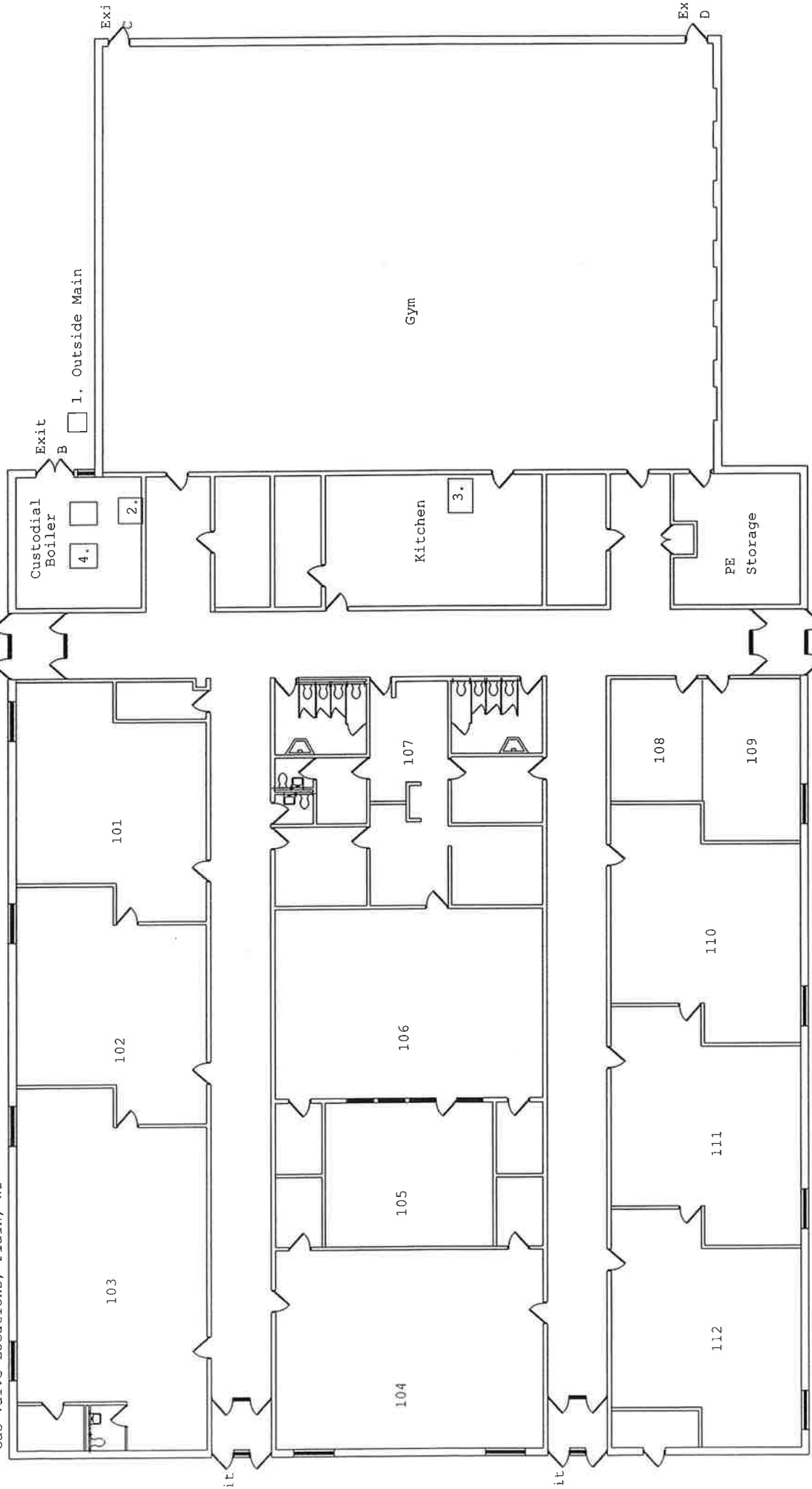
Boiler Gas Valve: The boilers are located in the custodial room. As you face the fire pit of the boilers, the shut off for each boiler is located three feet from the floor on the right hand side. There is also a shut off valve four feet from the floor on the left side of the hot water heater.

RIVER VALLEY EARLY LEARNING CENTER, PLAIN, WI
Floor Plan



River Valley Early Learning Center
Gas Valve Locations, Plain, WI

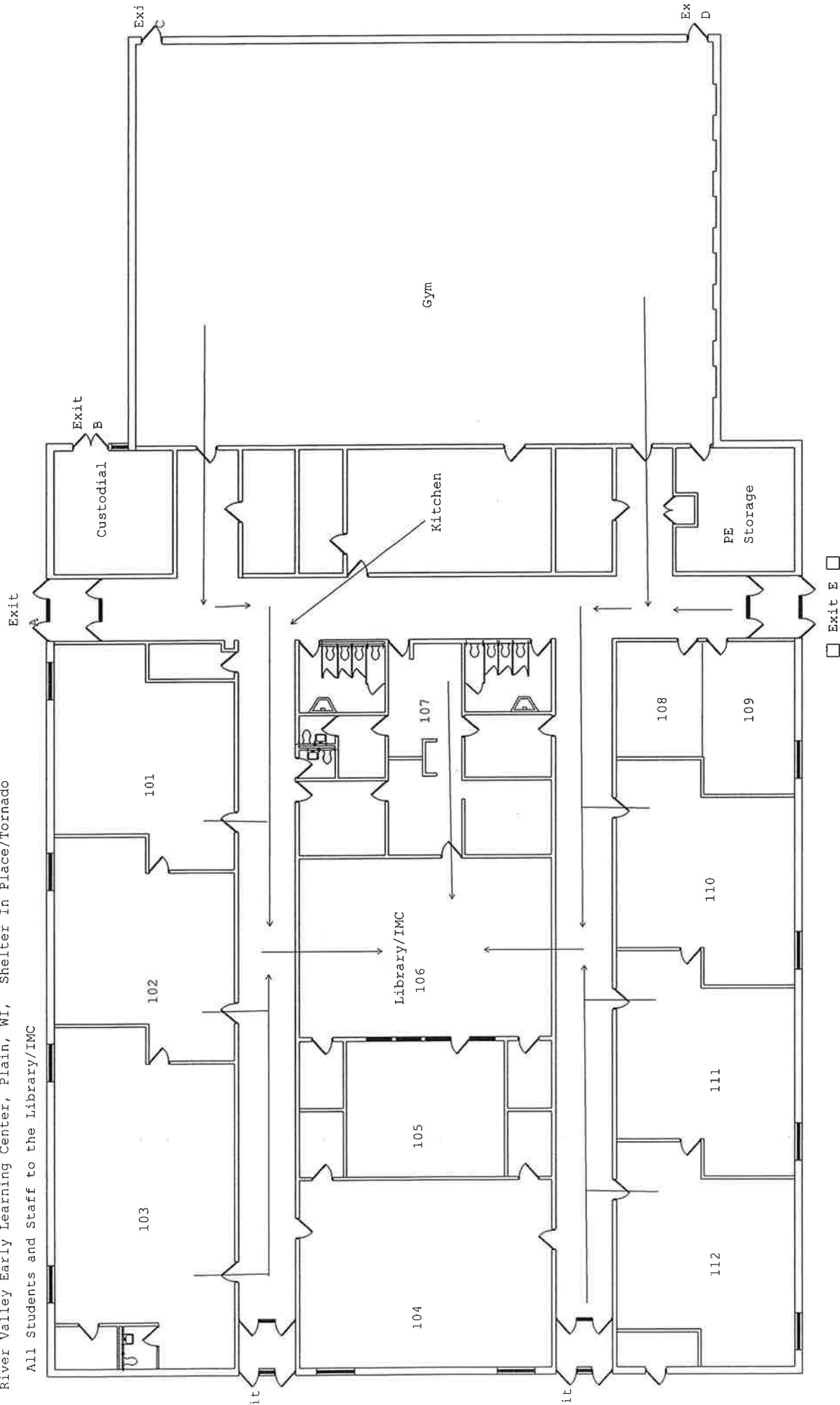
- 1. Outside Main
- 2. Inside Main
- 3. Kitchen
- 4. Boiler Room



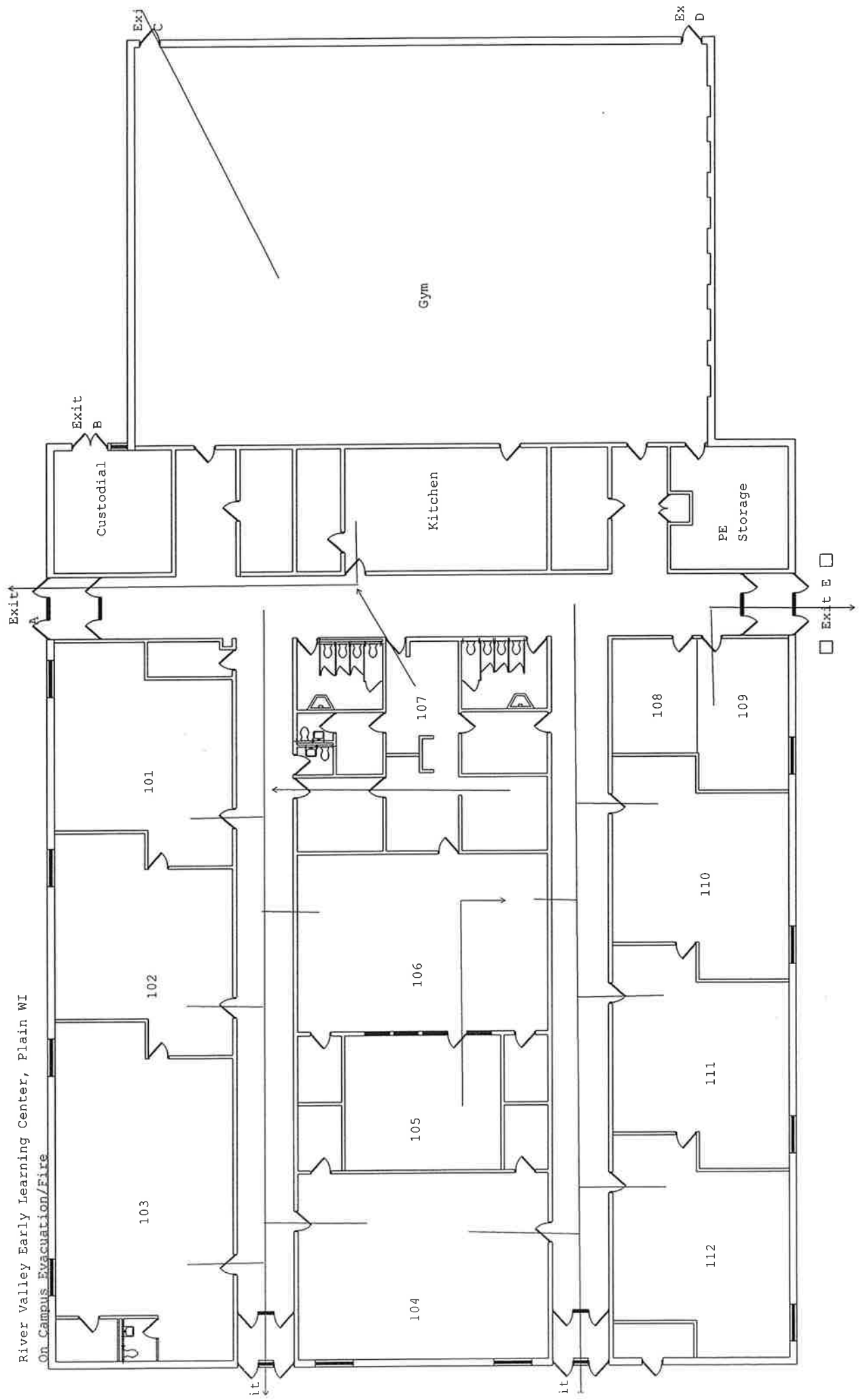
Exit E

River Valley Early Learning Center, Plain, WI, Shelter In Place/Tornado

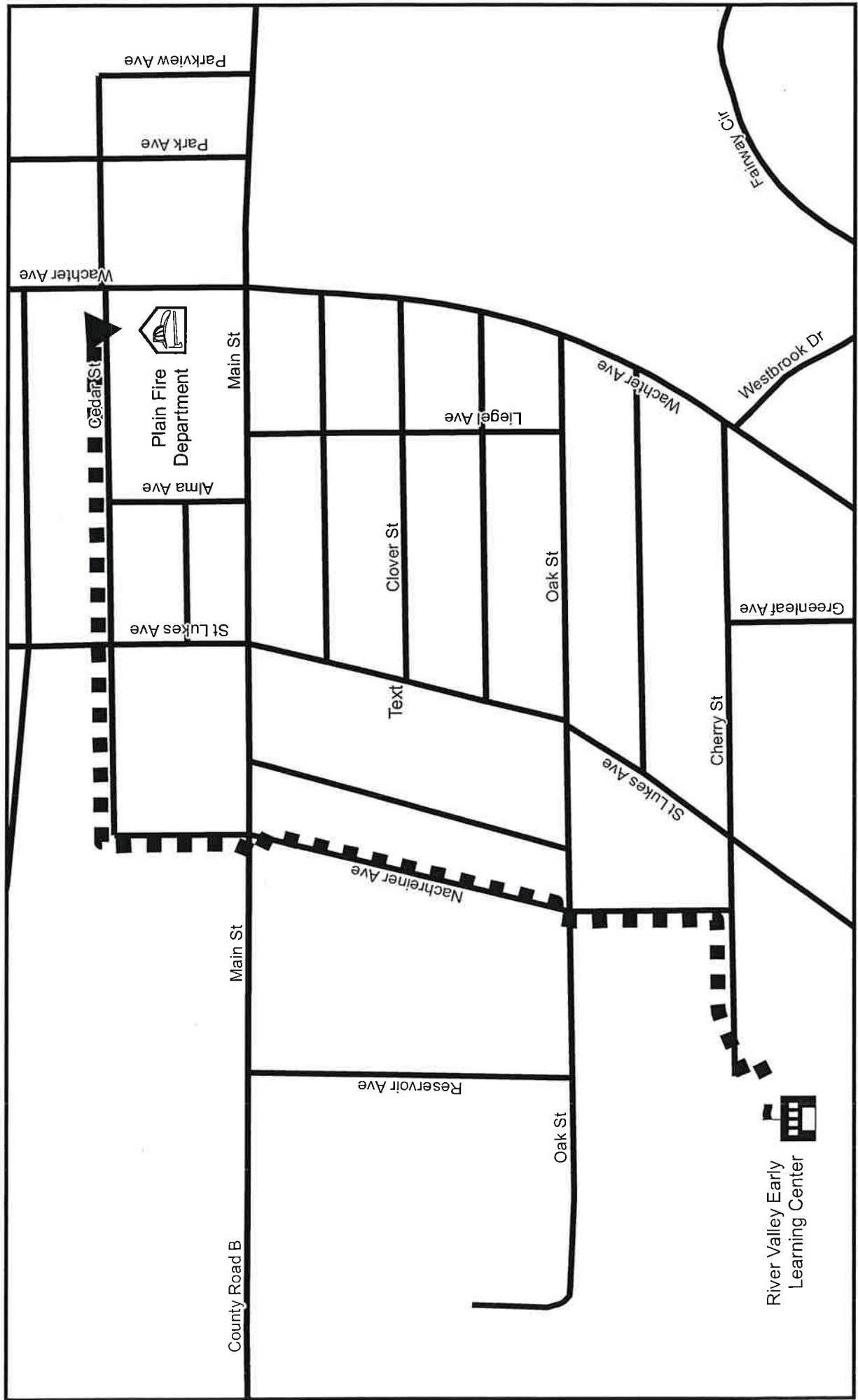
All Students and Staff to the Library/IMC



River Valley Early Learning Center, Plain WI
On-Campus Evacuation/Fire



River Valley Early Learning Center Evacuation Route



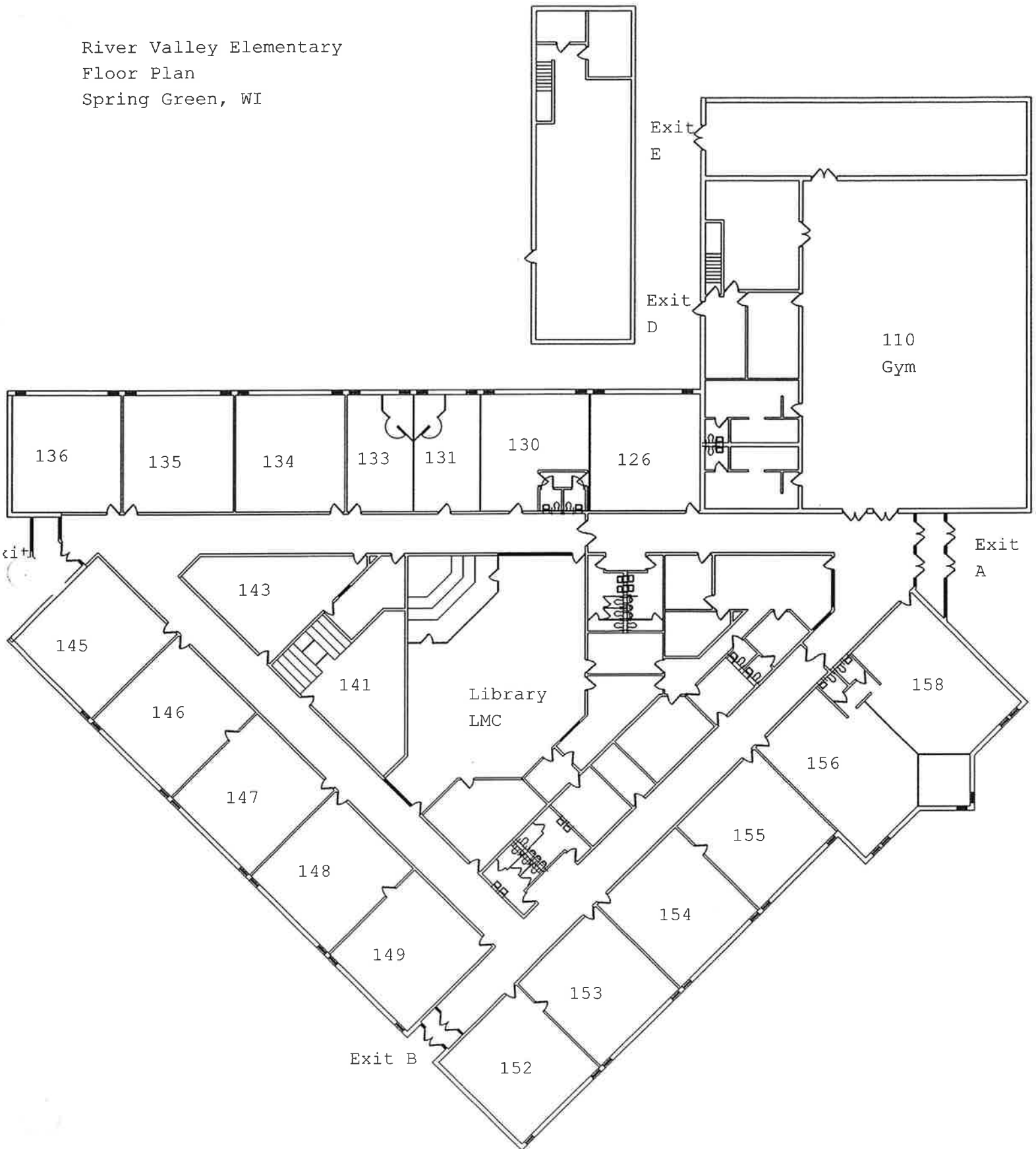
**RIVER VALLEY ELEMENTARY - (located in Spring Green)
GAS SHUT OFF**

Main Shut Off - Outside the gym door - painted fluorescent green

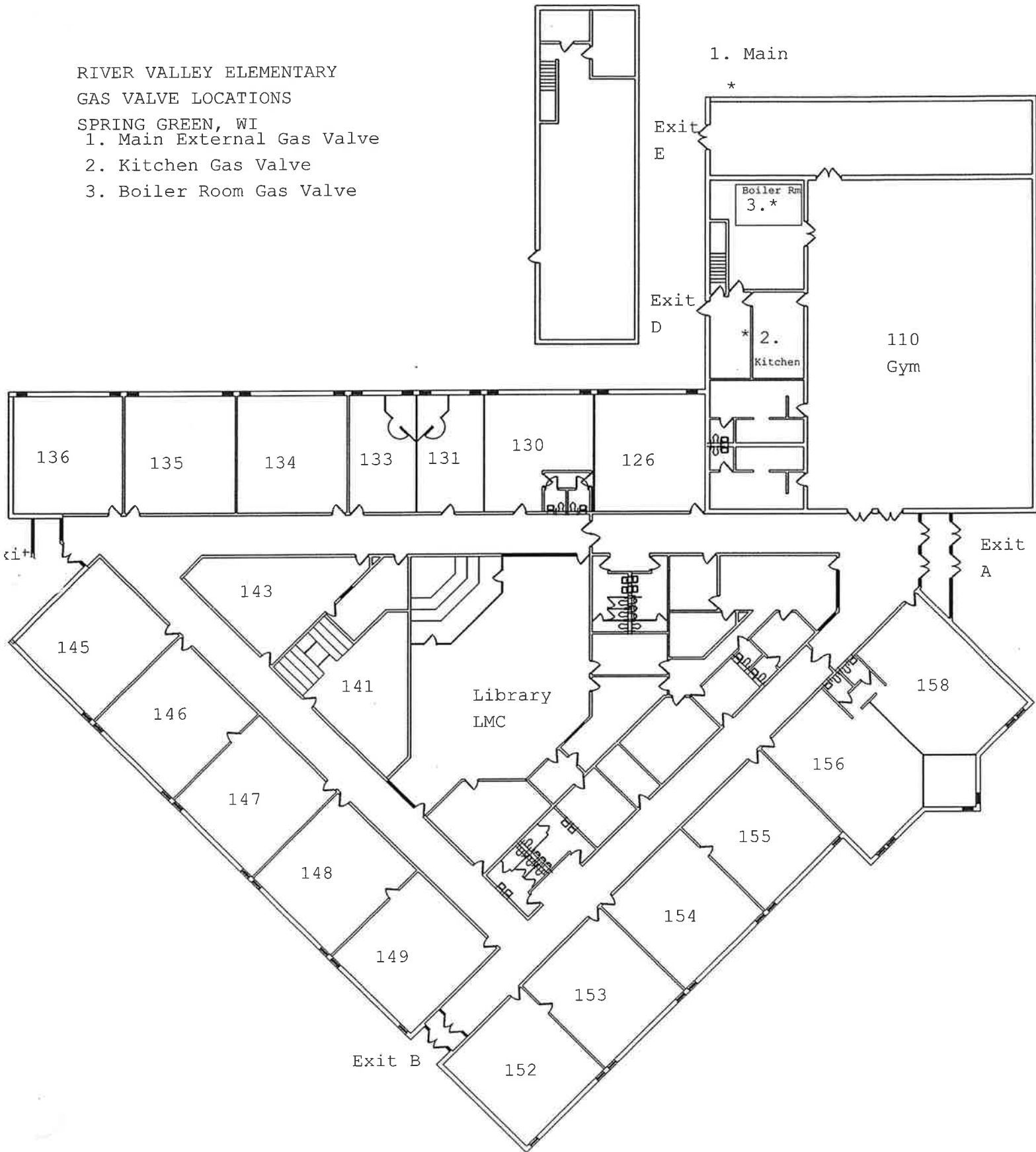
Internal Gas Valves - enter back door / turn left / go upstairs to boiler room / one for each boiler marked with a yellow dot.

Kitchen Shut Off - inside the door next to the oven

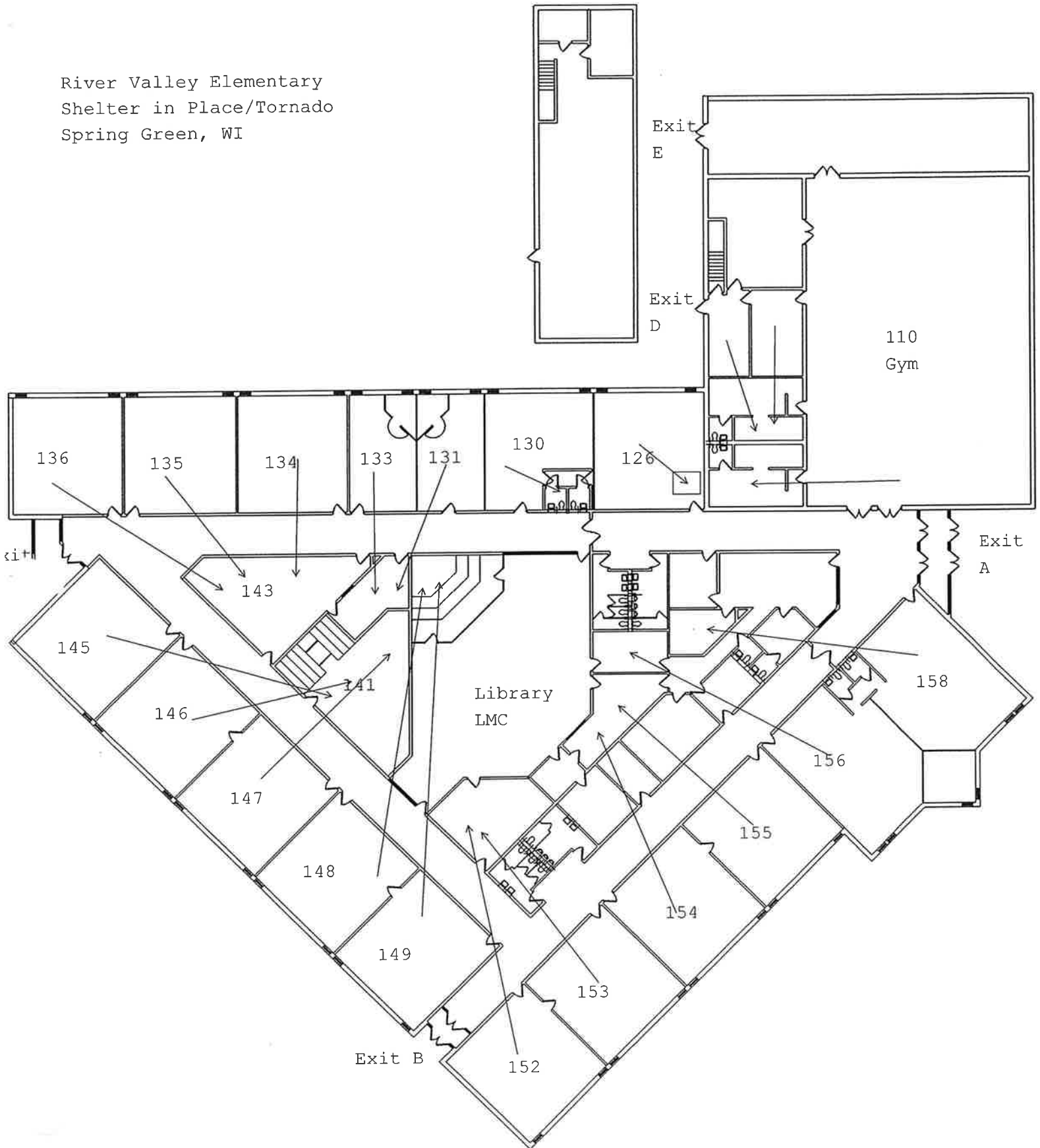
River Valley Elementary
Floor Plan
Spring Green, WI



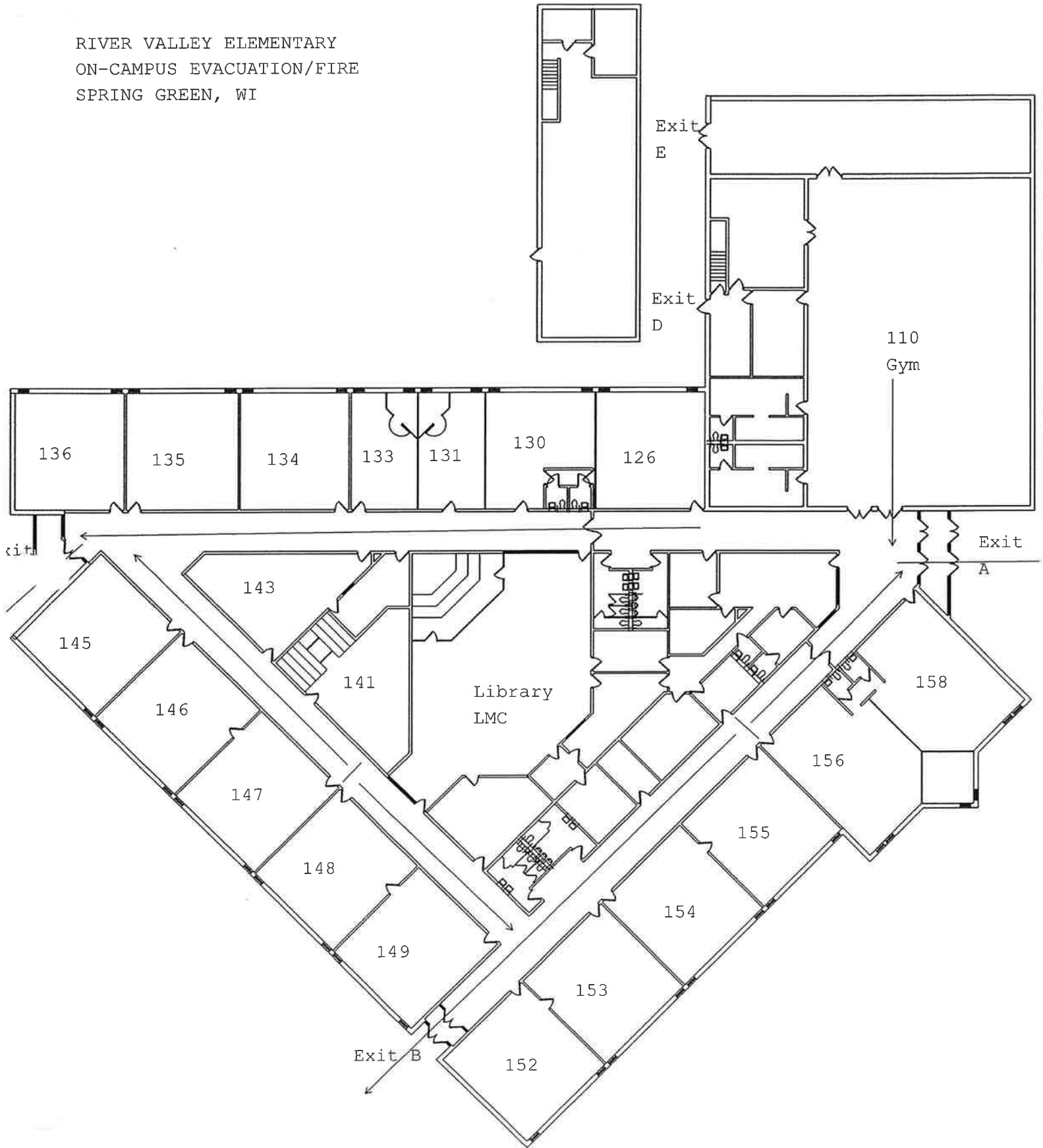
RIVER VALLEY ELEMENTARY
GAS VALVE LOCATIONS
SPRING GREEN, WI
1. Main External Gas Valve
2. Kitchen Gas Valve
3. Boiler Room Gas Valve



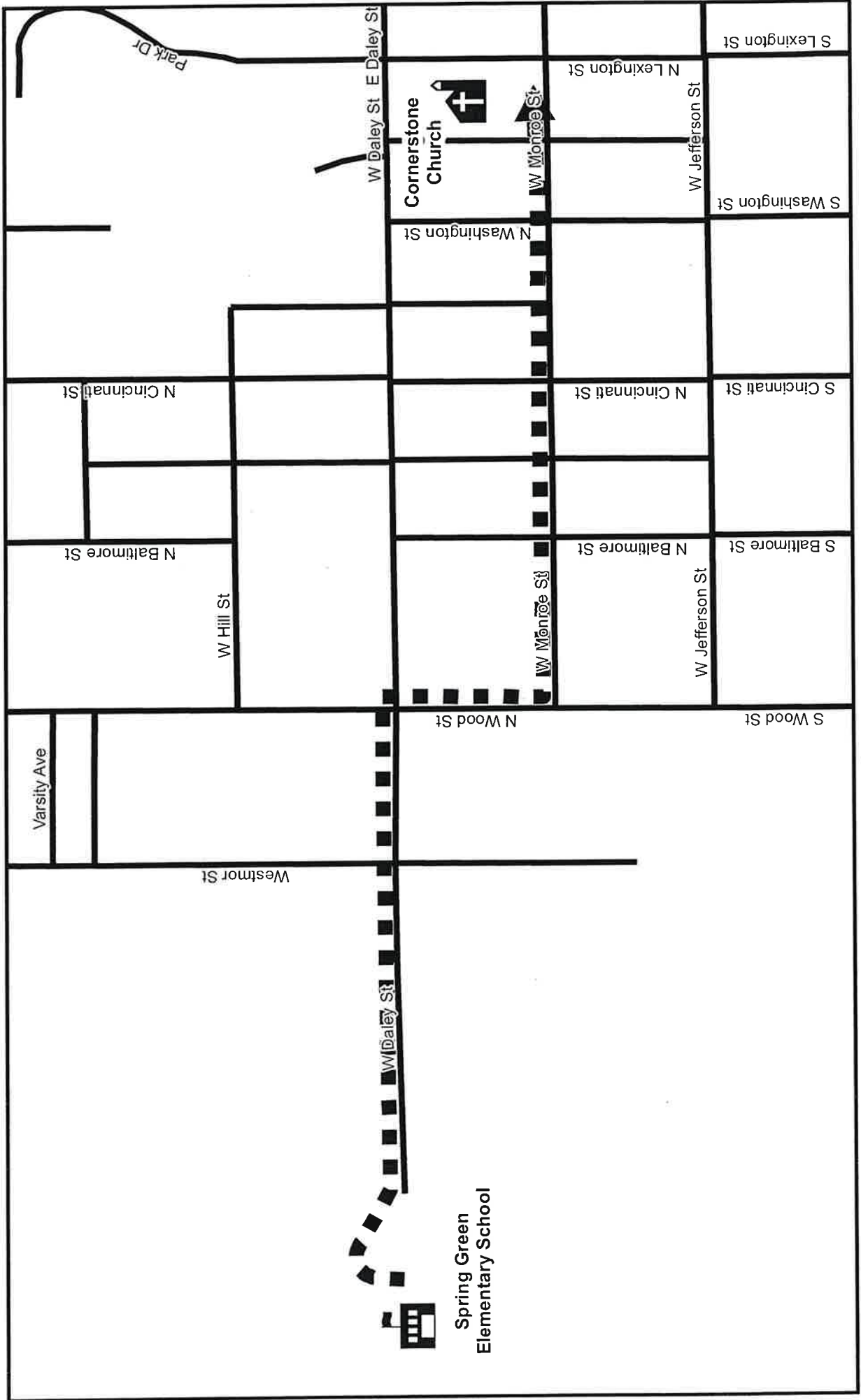
River Valley Elementary
Shelter in Place/Tornado
Spring Green, WI



RIVER VALLEY ELEMENTARY
ON-CAMPUS EVACUATION/FIRE
SPRING GREEN, WI



River Valley Elementary School Evacuation Route



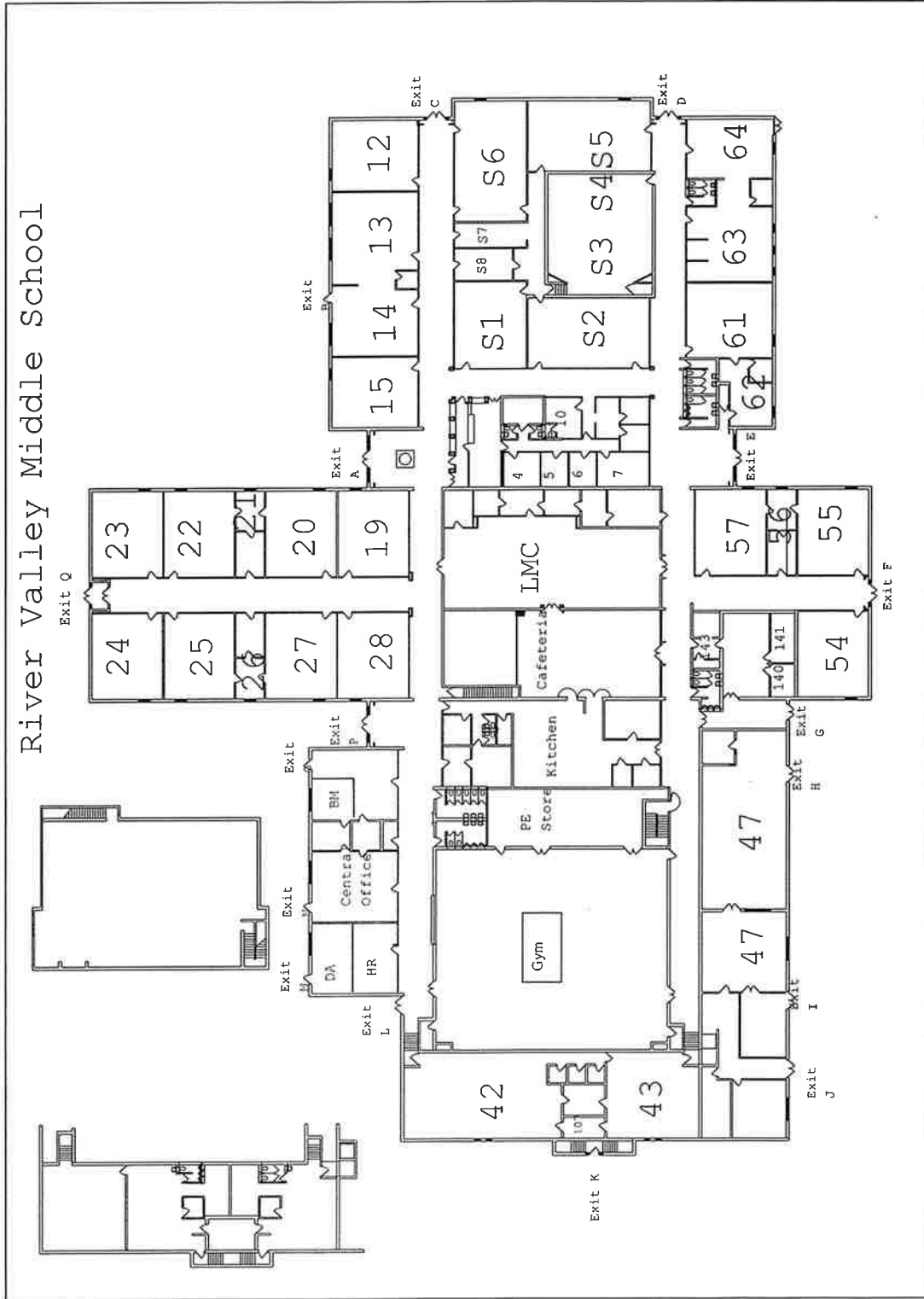
MIDDLE SCHOOL GAS SHUT OFF

Outside Main Gas Valve: The outside gas unit is located outside the building by Tech Ed room, Room 47, by Exit 6. It is painted fluorescent and labeled.

Internal Gas Valves: In old science labs there are gas shut offs, located on wall inside classroom door, inside of silver boxes in Rooms S2, S5, and S6.

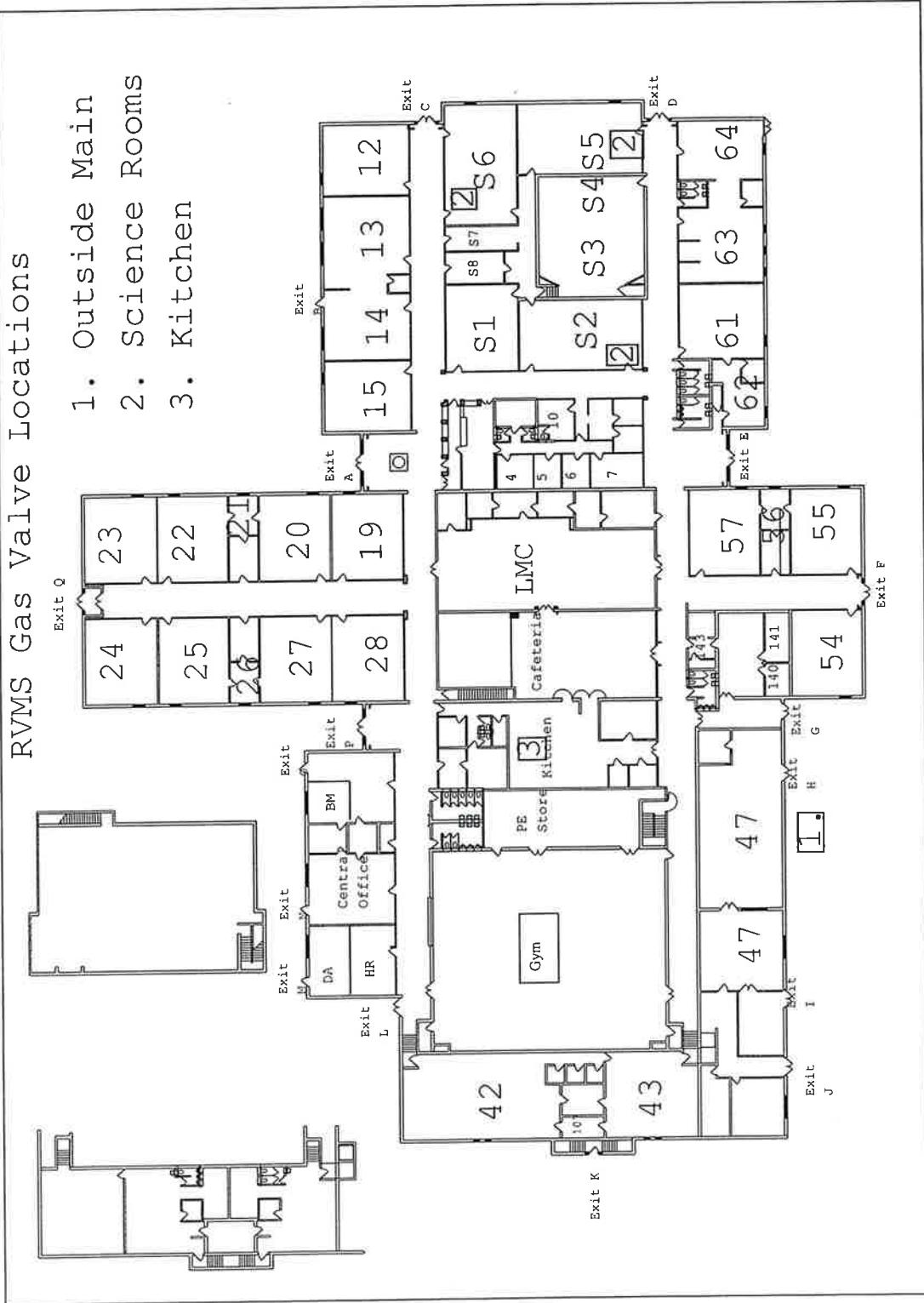
Kitchen Shut Off Valves: There are shut off valves in the kitchen that are located between ovens and steamer. They are about one foot above the floor. They turn counter clockwise. One has an automatic fire shut down that works in case of fire with the hot fire exhaust system.

River Valley Middle School



RVMS Gas Valve Locations

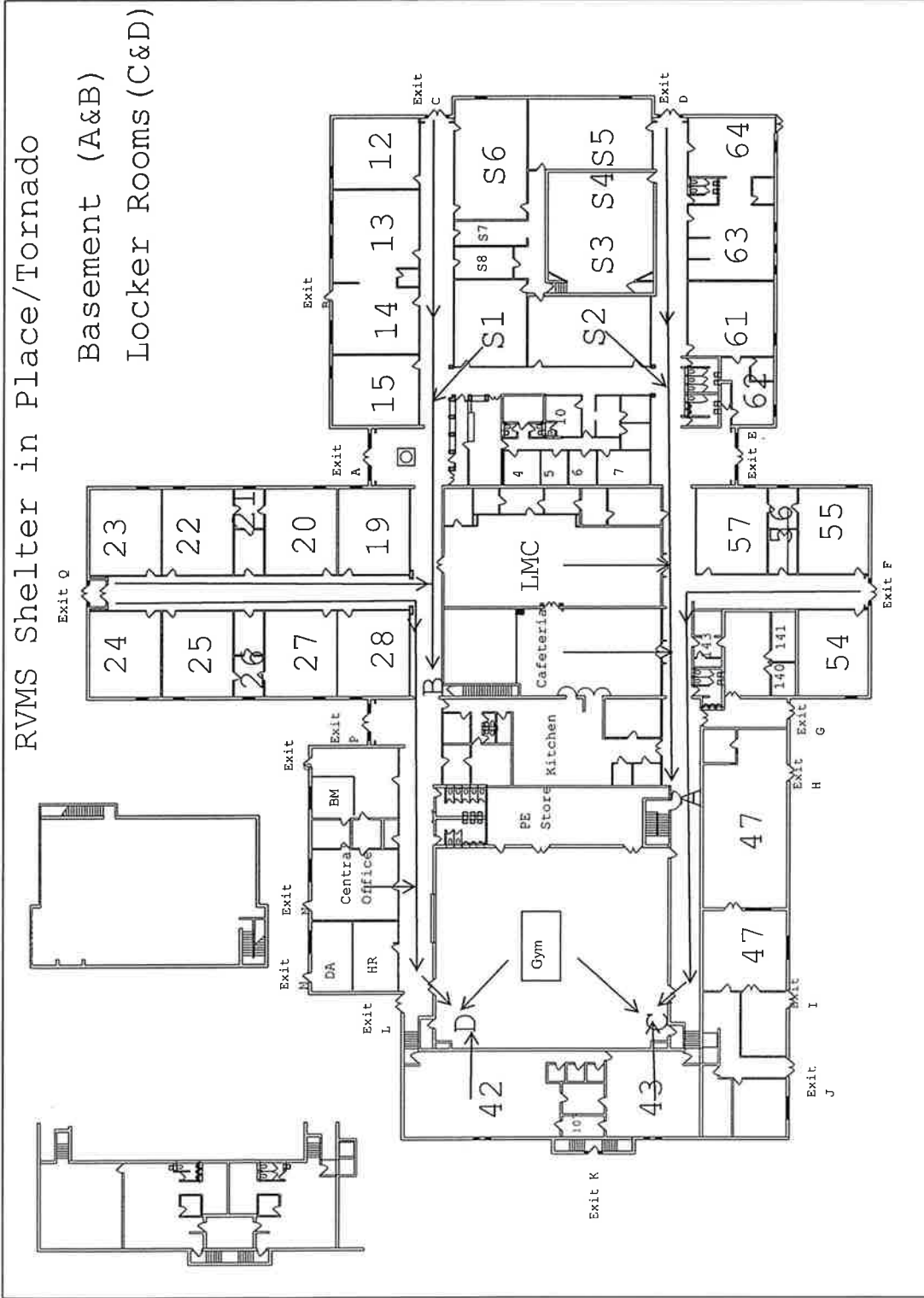
1. Outside Main
2. Science Rooms
3. Kitchen

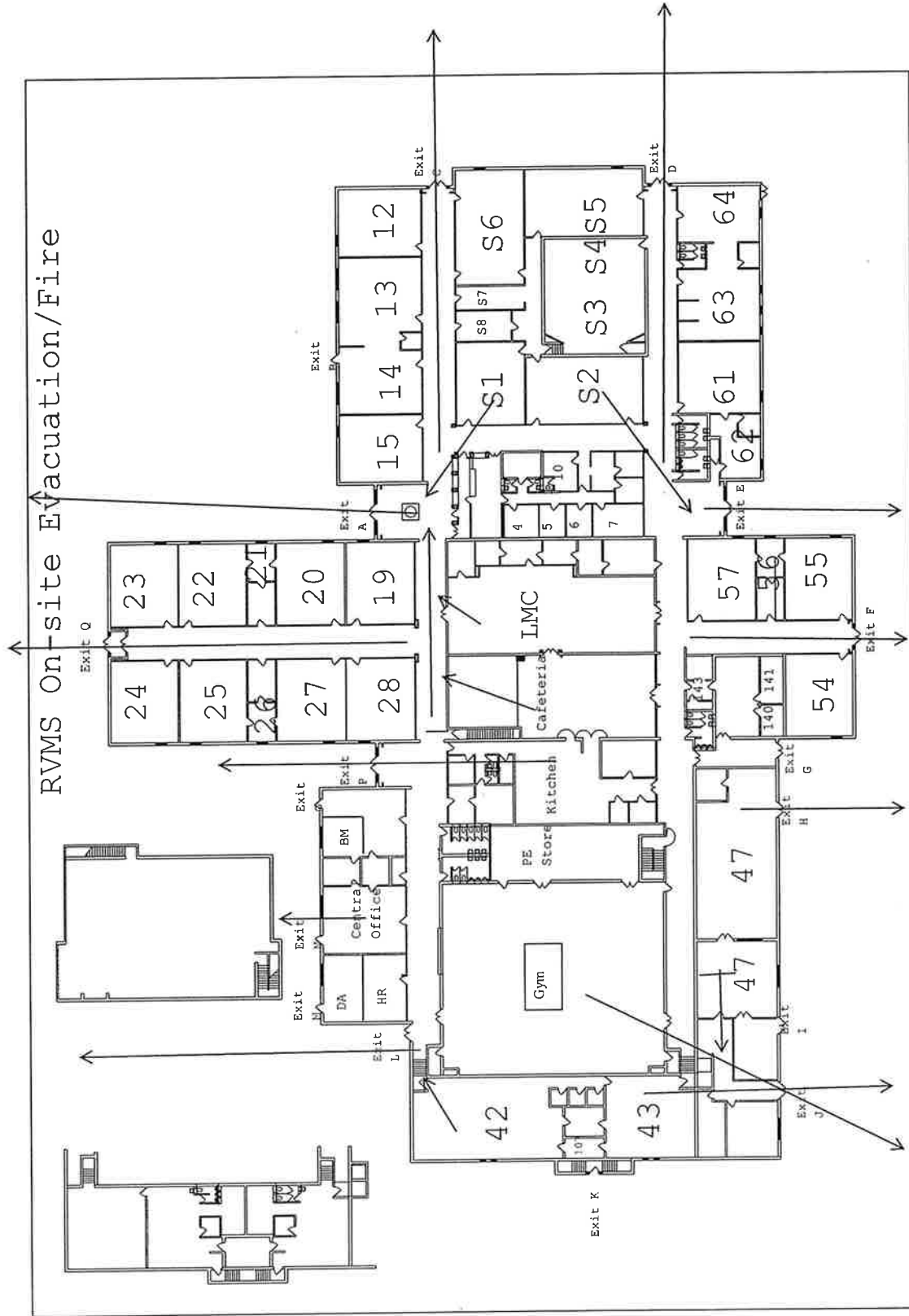


RVMS Shelter in Place/Tornado

Basement (A&B)

Locker Rooms (C&D)

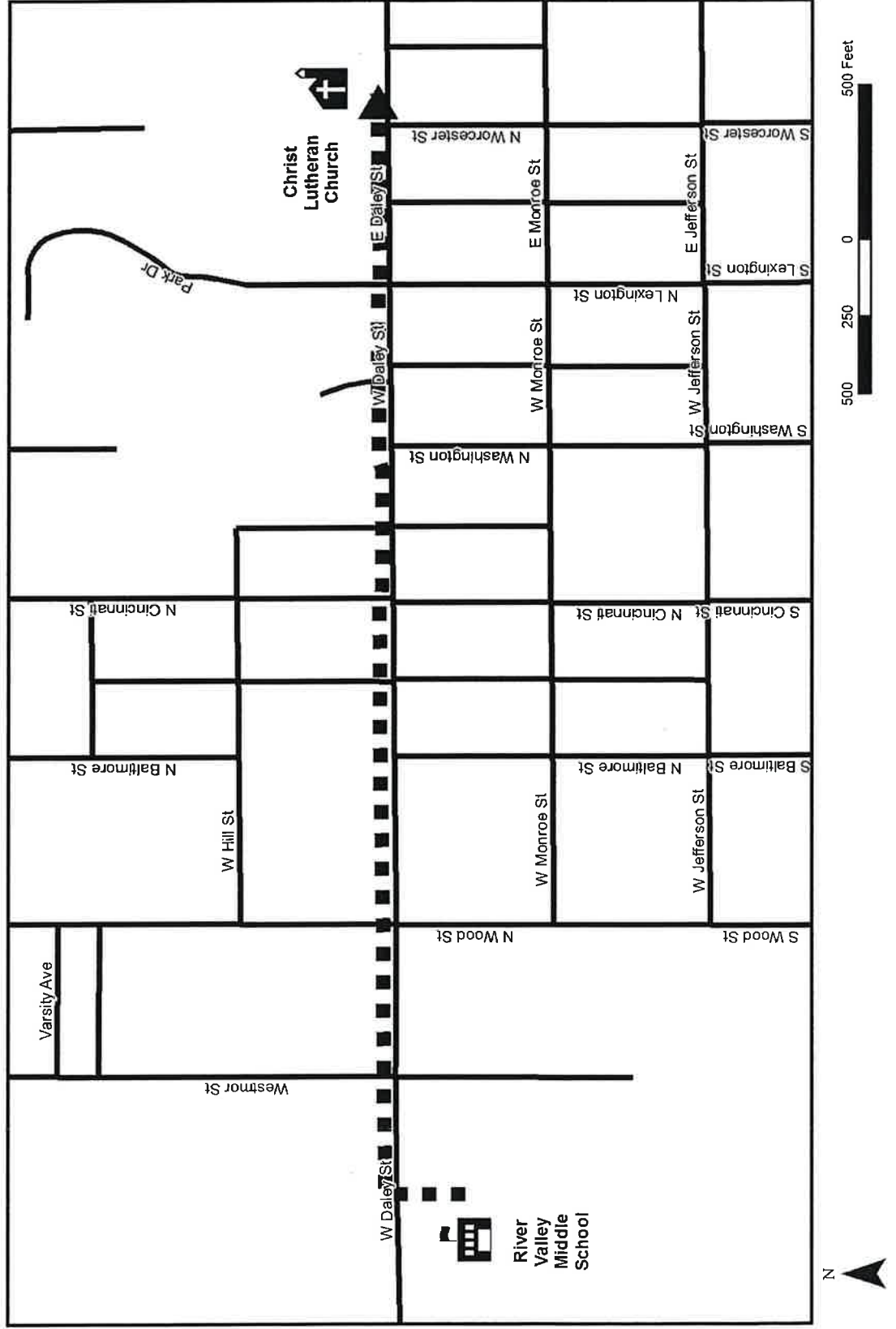




RVMS On-site Evacuation/Fire

River Valley Middle School Off-Campus Evacuation
Staff and students report to Christ Lutheran Church.

River Valley Middle School Evacuation Route

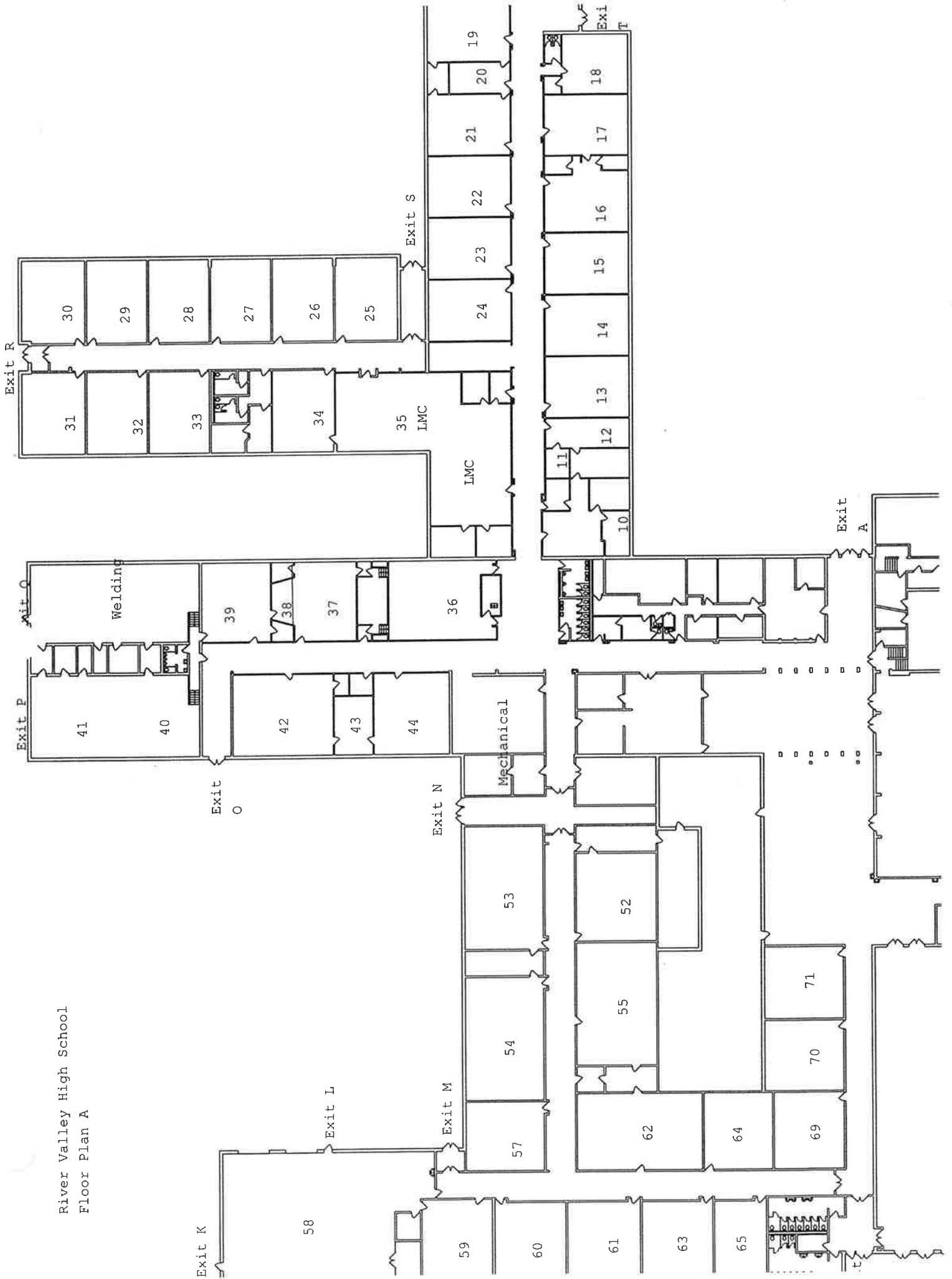


HIGH SCHOOL GAS SHUT OFF

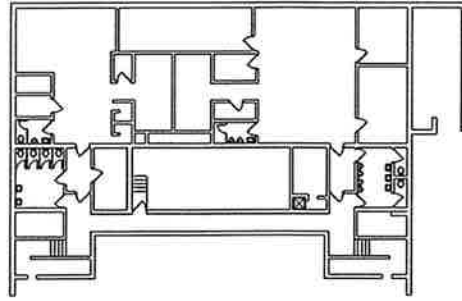
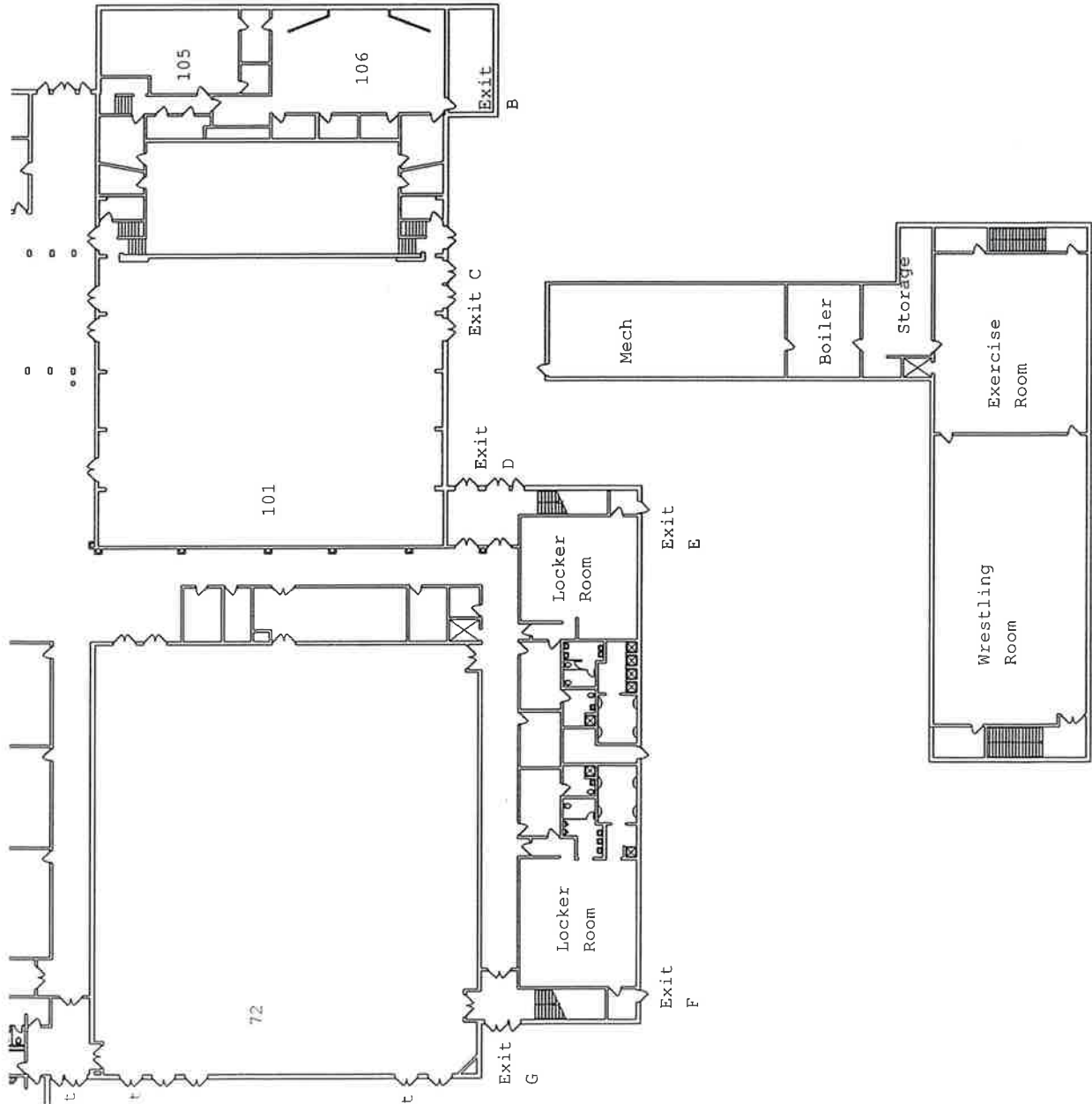
Outside Main Gas Valve: The outside gas unit is located in the back parking lot of the school by Door 8. It is painted fluorescent green.

Kitchen Shut Off Valves: There are shut off valves in the kitchen that are located between ovens. They turn counter clockwise.

River Valley High School
Floor Plan A

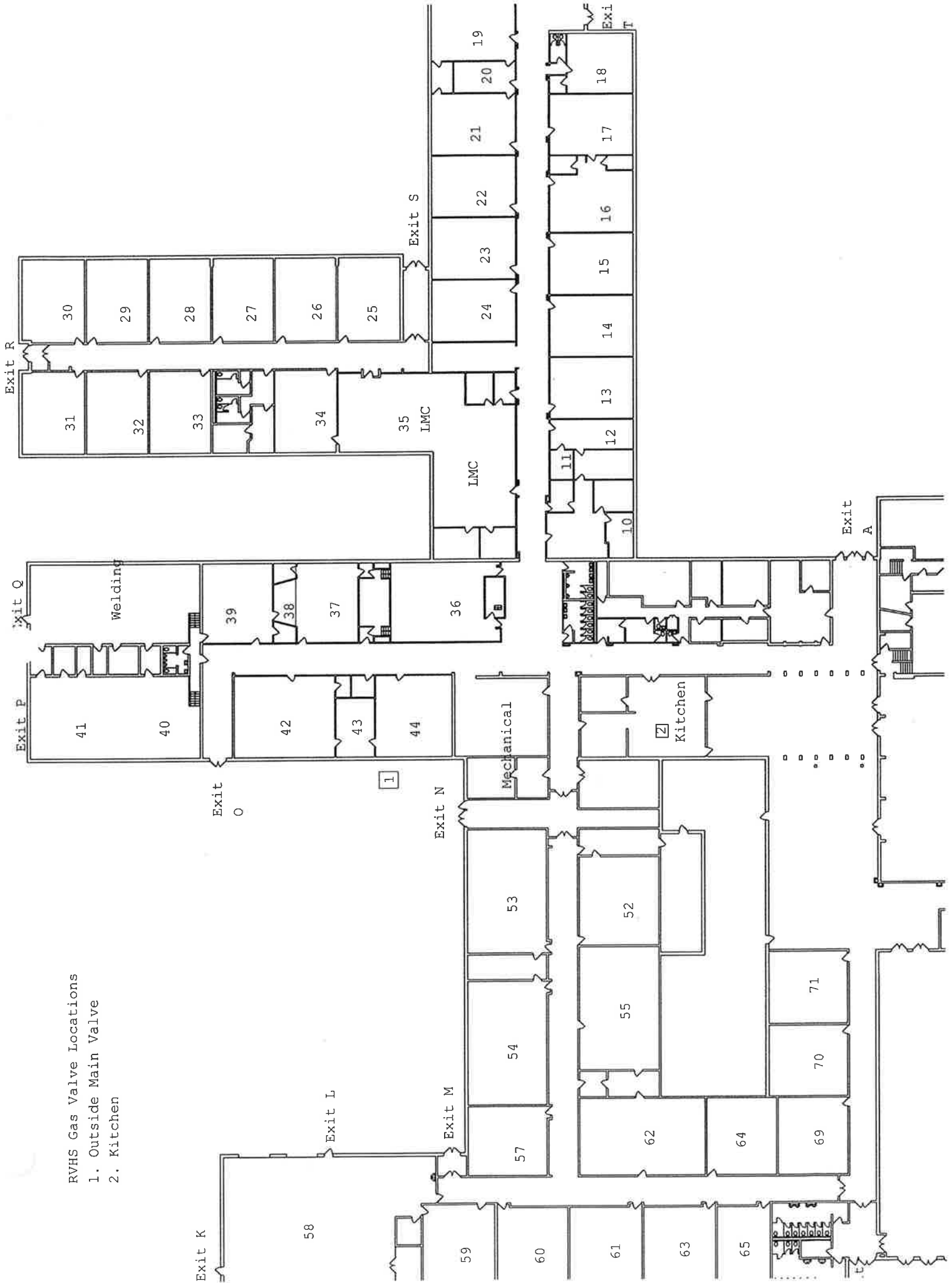


River Valley High School
Floor Plan B

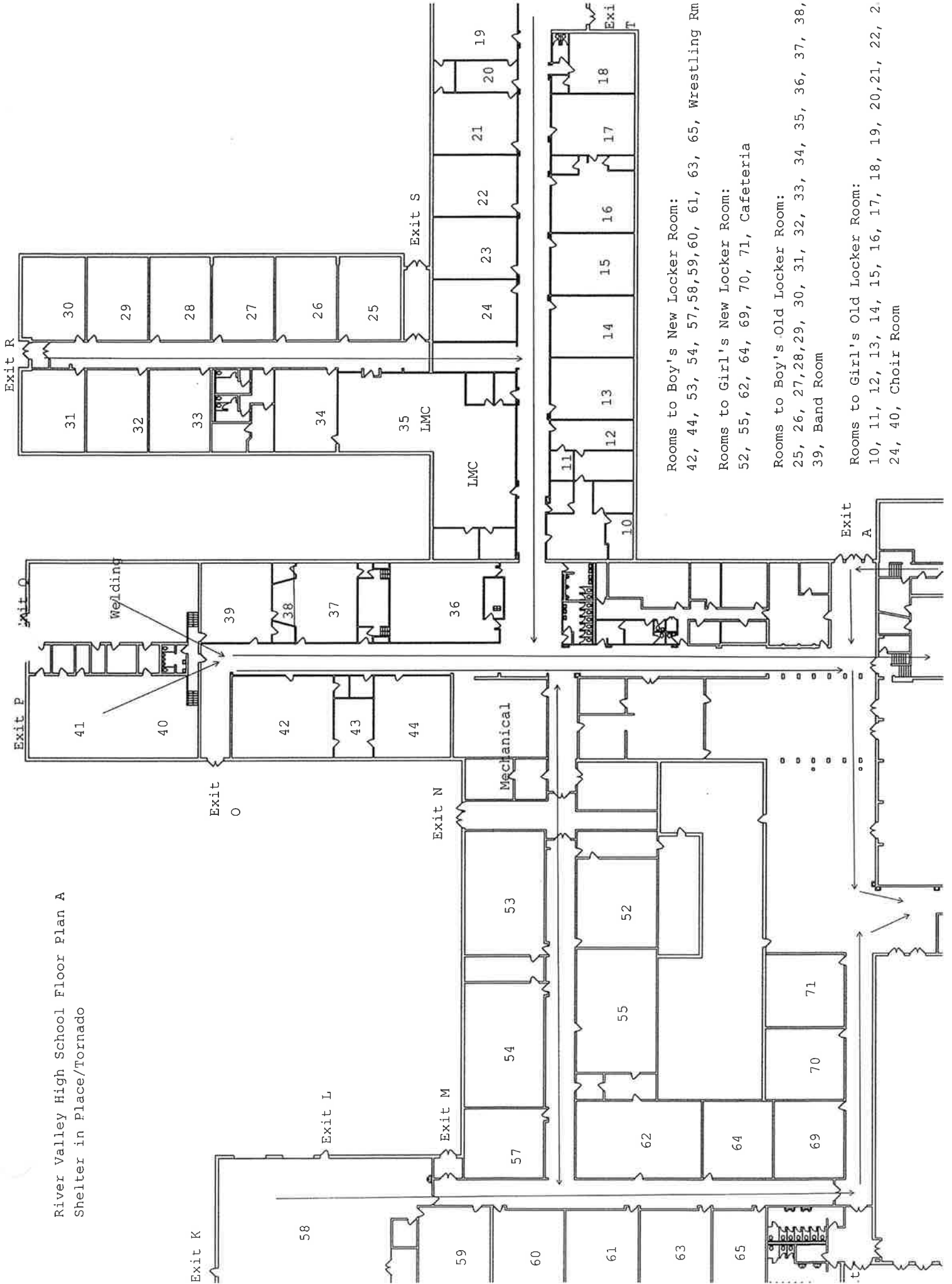


RVHS Gas Valve Locations

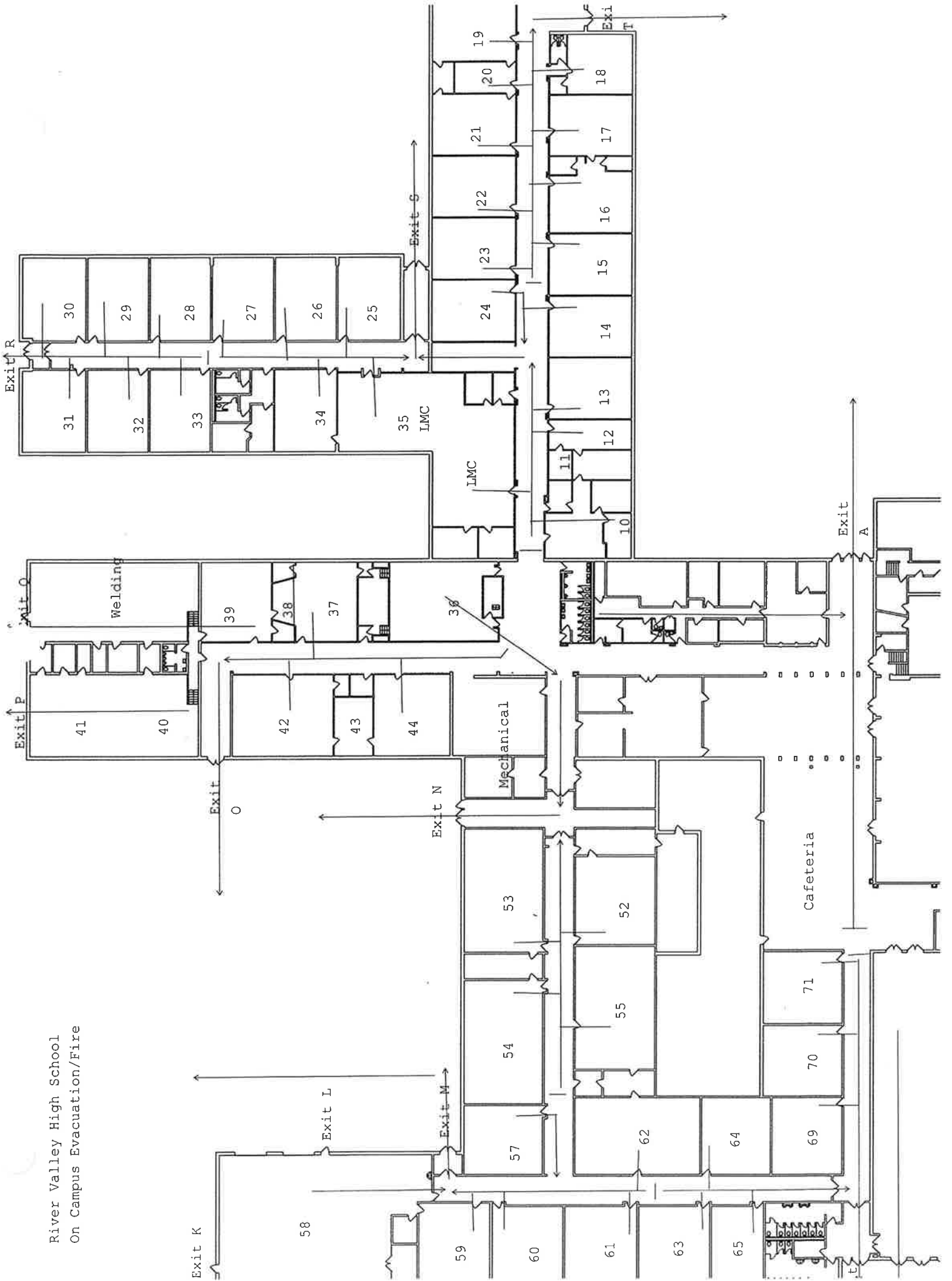
- 1. Outside Main Valve
- 2. Kitchen



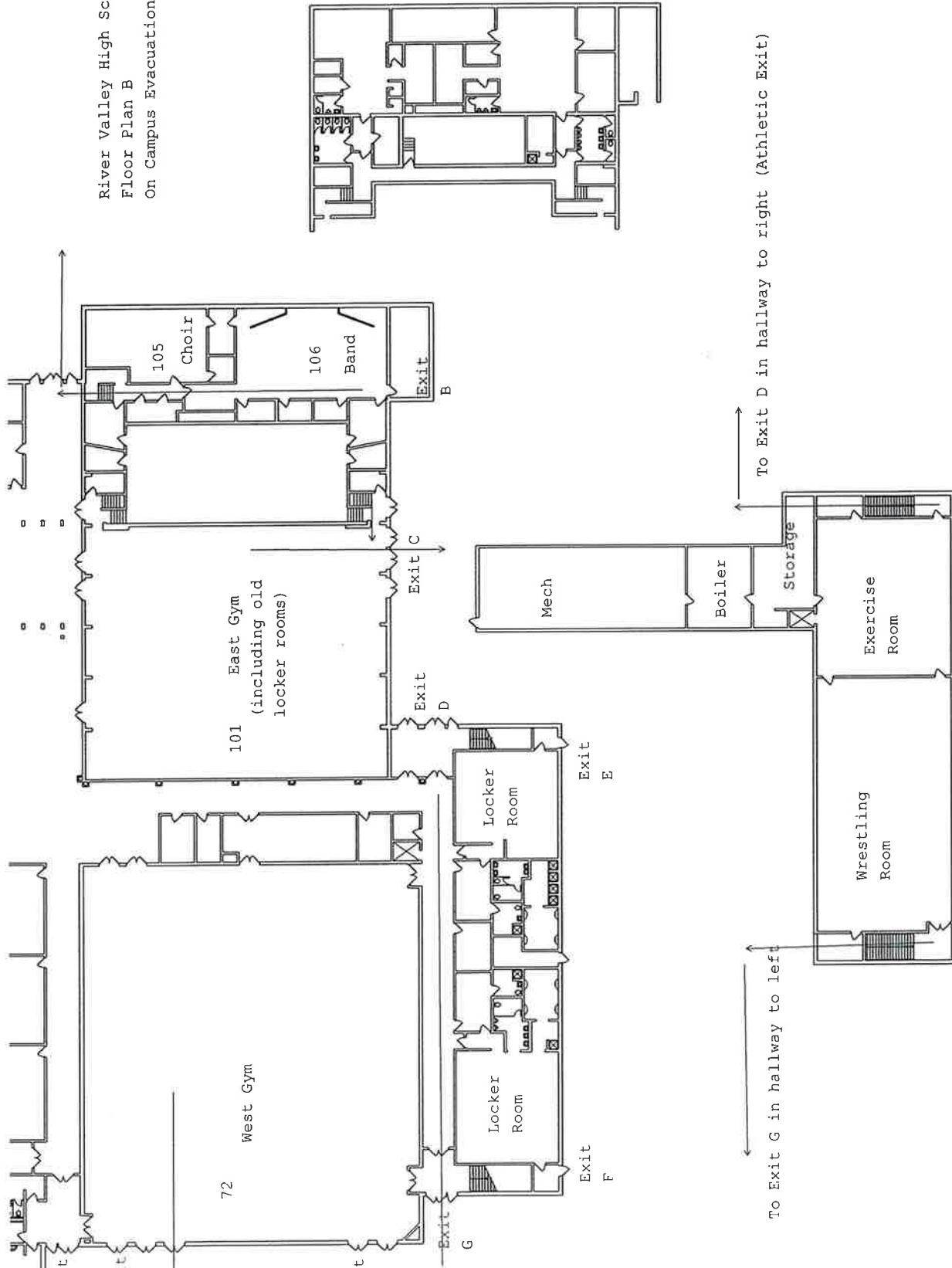
River Valley High School Floor Plan A
 Shelter in Place/Tornado



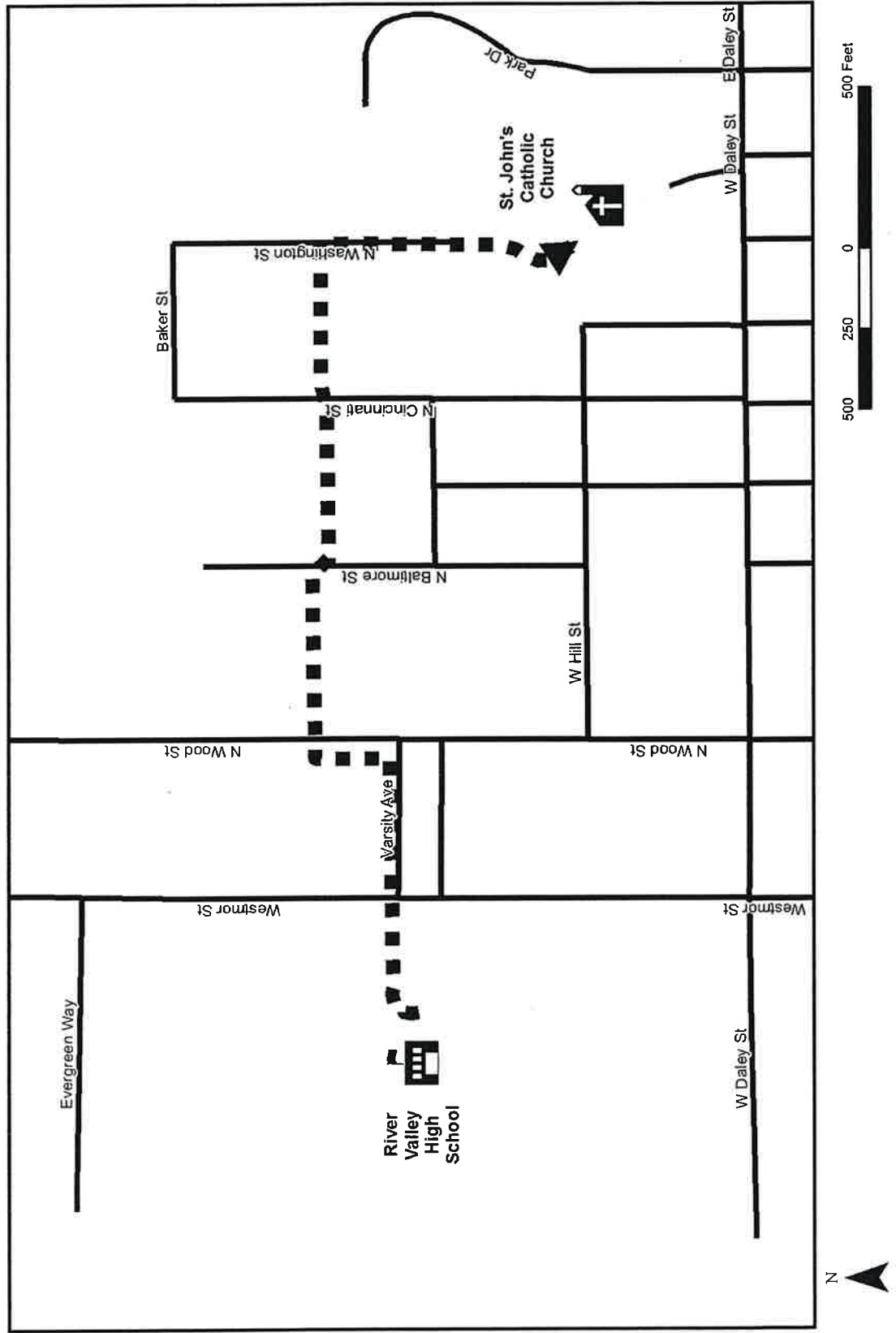
River Valley High School
On Campus Evacuation/Fire



River Valley High School
 Floor Plan B
 On Campus Evacuation/Fire



River Valley High School Evacuation Route





PANDEMIC PLAN

Contacts:

River Valley Nursing Staff:

Brittiney Belche RN

Middle School 588-2556

Jordyn Wendhausen RN

High School 588-2554

Heather Olson, CMA

Elementary 588-2559

ELC 546-2228

District Administrator

District Office 588-2551

Loren Glasbrenner

Pupil Services Director

High School 588-2554

Lisa Kjos

Sauk County

1-608- 355-3290

Health Department



RIVER VALLEY SCHOOL DISTRICT

Pandemic Table of Contents

- 1. Surveillance**
- 2. Forms**
- 3. Communications**
- 4. Pandemic Education**
- 5. Definitions**



RIVER VALLEY SCHOOL DISTRICT

What is a Pandemic?

Pandemic: a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region or country in a number of cases that clearly exceeds that of 'normal'. Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.

What is Influenza?

Influenza: also known as "the flu." A respiratory illness caused by an infecting viral organism. Influenza is most usually a seasonal illness that often occurs each winter in Wisconsin. It is spread from person to person when drops of moisture (saliva, sputum), from an infected person, travels through the air when they talk, sneeze or cough. These droplets of moisture contain the influenza virus. When they are inhaled the other becomes infected with influenza.

The Center for Disease Control(CDC) defines influenza-like illnesses as having the following symptoms:

Fever of 101.5 degrees Fahrenheit or higher AND ONE OF THE FOLLOWING:

- Cough
- Sore Throat
- Headache
- Muscle Ache

Other Outbreaks Classified as a Pandemic:

Will be defined as they occur



RIVER VALLEY SCHOOL DISTRICT

Pandemic Surveillance and Reporting

During all stages of a pandemic outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of the pandemic illness. Keeping track of these numbers will help health officials determine when and whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism.

Schools are provided with the following information for ongoing monitoring of the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from the pandemic illness
- Reporting form(s) to submit to the Sauk County Public Health Department
- Sample Attendance Log to document pandemic-related absences
- The district will follow guidelines and recommendations of the Sauk County Health Department**



RIVER VALLEY SCHOOL DISTRICT

Definition of Pandemic Surveillance Levels

Standard/ Pre-Pandemic Surveillance

Pandemic reported in the U.S., but not in WI.

*Monitor daily attendance for increased reports of absence due to pandemic illness

*Do not report absences to the Health Department unless greater than 10%

Heightened Surveillance

Pandemic reported in Sauk County. Less than 10% absenteeism due to pandemic illness reported in River Valley Schools.

*Monitor daily attendance for pandemic illness/absences

*Screen those who report positive symptoms

*Log absences due to pandemic illness

*Send **weekly** absence report (via email/fax) to the District School Nurse

Intensive Surveillance

High number of pandemic related cases in Sauk County. More than 10% absenteeism due to pandemic illness reported in River Valley Schools.

*Monitor daily attendance and log absences on log sheet or Skyward

*Continue screening those who report positive symptoms

*Send **daily** absence report (via email/fax) to the District School Nurse

*Begin preparation for potential school closure



RIVER VALLEY SCHOOL DISTRICT

Pandemic Surveillance Level Tasks

Standard Surveillance:

- Parent Letter #1
- Encourage and provide role models for practicing hygiene
- Require sick children to stay home

Heightened Surveillance:

- Parent Letter #2
- Develop Alternative Staffing
- Develop Alternative Delivery of Instruction Plan
- Practice social distancing
- Limit group activities
- Limit access to essential staff only

Intense Surveillance:

- Parent Letter #3
- School closing
- Implement Alternative Staffing
- Implement Alternative Delivery of Instruction Plan
- Limit access to common areas

*The District Office and Sauk County Health Department will determine whether increased sanitation is needed and to what extent



RIVER VALLEY SCHOOL DISTRICT

Prior to Outbreak	Pre-Pandemic Standard Surveillance	Pandemic (less than 10% of students) Heightened Surveillance
--------------------------	---	---

<ul style="list-style-type: none"> ● Improve hygiene of staff and students ● Decide roles of school staff to prevent the pandemic ● Require children to stay home if they are infected 	<ul style="list-style-type: none"> ● Nurse sends Parent Letter #1 	<ul style="list-style-type: none"> ● Post prevention signs in the school ● Encourage the limit of group activities ● Communication announcing the school will stay open ● Nurse sends Parent Letter #2
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Pandemic (less than 30% of students)	Pandemic (more than 30% of students) Intense Surveillance	Pandemic Follow-up
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<ul style="list-style-type: none"> ● Local Health Officer issues ADA Support letter to schools/ Epidemic Declaration ● Begin surveillance reporting ● Limit group activities ● Communication announcing that over 10% of students have pandemic symptoms and students who exhibit symptoms are urged to stay home 	<ul style="list-style-type: none"> ● Close school(s) ● Limit group activities ● Cancel any non-academic events ● Nurse sends Parent Letter #3 	<ul style="list-style-type: none"> ● Continue communications with Health Department ● Return to heightened surveillance reporting ● Nurse sends Parent Letter #4
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RIVER VALLEY SCHOOL DISTRICT

Daily Pandemic Log (Optional)

School _____

Date _____

Once pandemic has been confirmed as present in Sauk County, use this form (or Skyward) to log student absences.

STUDENT NAME	IS ILLNESS Pandemic? YES OR NO	ABSENT OR SENT HOME
TOTALS		



RIVER VALLEY SCHOOL DISTRICT

Daily Pandemic Census

Once the pandemic has been confirmed as present in Sauk County, use this form to report daily to the Sauk County Health Department about the number of students absent with the pandemic illness.

Name of School _____

Date _____

Reporting Individual _____

Phone _____

Students

Number of students absent with the pandemic illness today _____

Total Number of students enrolled in your school _____

Staff/Faculty

Number of staff/faculty absent with the pandemic illness today _____

Total number of staff/faculty employed in your school _____

Assistance Needed/Comments:

*School Nurse will fax to the Sauk County Health Department, Fridays during Intensive Surveillance period.



RIVER VALLEY SCHOOL DISTRICT

Weekly Pandemic Flu Census

Once the pandemic has been confirmed as present in Sauk County, use this form to report weekly to the Sauk County Health Department about the number of students absent with the pandemic illness.

Name of School _____

Week Ending _____

Reporting Individual _____

Phone _____

Students

Number of students absent with the pandemic illness this week _____

Total Number of students enrolled in your school _____

Staff/Faculty

Number of staff/faculty absent with the pandemic illness this week _____

Total number of staff/faculty employed in your school _____

Assistance Needed/Comments:

*School Nurse will fax to the Sauk County Health Department, Fridays during Intensive Surveillance period.



RIVER VALLEY SCHOOL DISTRICT

Stakeholder: The Public

Question or Concerns: How do I avoid contracting the pandemic?

<p>Key Message 1: Practice good hygiene</p> <p>Supporting Information 1-1: Wash hands regularly and often for at least 20 seconds.</p> <p>Supporting Information 1-2: Avoid contact with or stay three feet from sick individuals.</p> <p>Supporting Information 1-3: Covers coughs and sneezes with tissue or by coughing into the inside of the elbow</p>	<p>Key Message 2: Protect your family from germs</p> <p>Supporting Message 2-1: Avoid contact with or stay three feet from sick individuals</p> <p>Supporting Message 2-2: Clean areas of the home where germs are commonly shared</p> <p>Supporting Message 2-3: Do not touch dead birds (only if Avian Flu cases are reported in the U.S.)</p> <p>Supporting Message 2-4: Stay away from shopping malls, movie theaters or any other large group areas (only if there is a pandemic outbreak in your area)</p>	<p>Key Message 3: Protect others from getting sick</p> <p>Supporting Message 3-1: If you are sick, stay home from work and keep children home from school that are sick</p> <p>Supporting Message 3-2: Avoid others until you are better</p> <p>Supporting Message 3-3: Stay away from shopping malls, movie theaters and other large gathering places if you are sick (only if you have the pandemic)</p>
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RIVER VALLEY SCHOOL DISTRICT

JANELLE SIVAM, RN, BSN

JORDYN WENDHAUSEN, RN, BSN

LETTER #1-SAMPLE LETTER FOR STANDARD SURVEILLANCE

Dear Parents,

This letter is intended to help your family prepare for a possible _____ pandemic that could make many people sick. **It is important to know at this time, there is no pandemic _____ of any kind in the United States.**

Public health officials are worried the _____ virus may change form, allowing it to infect people and spread easily from person-to-person. This would cause a worldwide outbreak, called, pandemic.

Public health officials at the federal, state and local levels want people to protect themselves against _____. The Sauk County Health Department has advised the RVSD Nursing Staff on how to keep students and school personnel informed and practicing good infection control techniques.

Here are some ways to protect your family:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash their hands often with soap and water for 20 seconds.
Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- Stay home from work or school if you are sick and avoid other people until you are better.

Enclosed with this letter is a checklist to help families get ready for possible _____ Pandemic outbreak. This information can also help your family prepare for other emergencies.

If you have any questions, please contact your School Nurse, Janelle Sivam 588-2559/588-2556 or Stephanie Hegland 588-2554, The Sauk County Health Department 608-355-3290, or your healthcare provider.



RIVER VALLEY SCHOOL DISTRICT

JANELLE SIVAM, RN, BSN
JORDYN WENDHAUSEN, RN, BSN

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LETTER #2-SAMPLE LETTER FOR HEIGHTENED SURVEILLANCE

Dear Parents,

There is a _____ Pandemic outbreak in Sauk County. This letter is intended to provide you with important information about the outbreak. Because so many people are sick in the River Valley School District and throughout the United States, health officials are calling it a “pandemic.” Currently there are many students and teachers in our schools who are sick. We hope they will all get better quickly.

At this time, the Sauk County Health Department tells us that students who are not ill can safely come to school. The schools will remain open. We will keep you updated with any important information. **To keep the illness from spreading to more people, we ask you to keep sick children home. Any children who are sick and in school will be sent home. Please, make sure that your school has appropriate contact information to reach you in the event your child becomes ill at school.**

Public health officials want you to protect yourself and your family against the pandemic. Here are some ways to stop the spread of germs and sickness:

-Keep children who are sick at home. Don't send them to school.

- Teach your children to wash their hands often with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- Stay home from work or school if you are sick and avoid other people until you are better.
- Stay away from shopping malls, movie theaters or other places where there are large groups of people.

If you have any questions, please contact your School Nurse, Janelle Sivam 588-2559/588-2556 or Stephanie Hegland 588-2554, The Sauk County Health Department 608-355-3290, or your healthcare provider.

If the pandemic continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home. Recommendations may change during the course of a pandemic outbreak.



RIVER VALLEY SCHOOL DISTRICT

JANELLE SIVAM, RN, BSN

JORDYN WENDHAUSEN, RN, BSN

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LETTER #3-SAMPLE LETTER FOR INTENSE SURVEILLANCE

Dear Parents,

Sauk County Health Officials have ordered River Valley School District to close. This order is because of the pandemic outbreak situation in Sauk County. All schools are immediately closed until further notice and children should stay home. We know that many students and their families are very sick. We also know that this is a hard time for our community and our hearts go out to those who are ill.

Schools may be closed for days or even weeks to reduce contact among children and help stop the spread of the _____ pandemic.

The _____ is easily spread from person-to-person, making it unsafe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in public or crowded locations such as shopping malls, movie theaters or community centers.

We know that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. Here are some tips for helping those who are sick:

- Be sure everyone in your home washes hands frequently.
- Have them drink plenty of fluids: juice, water, soups, etc.
- Keep the sick person as comfortable as possible. Rest is important.
- For fever, sore throat and muscle aches use Ibuprofen(Motrin) or Acetaminophen (Tylenol). The American Academy of Pediatrics advises parents not use Aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
- Keep tissues and a trash bag within reach of the sick person.
- Keep the people who are sick away from people who are not sick.

We will contact you as soon as we have information about when school will reopen.



RIVER VALLEY SCHOOL DISTRICT

JANELLE SIVAM, RN, BSN

JORDYN WENDHAUSEN, RN, BSN

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LETTER #4-SAMPLE LETTER FOR PANDEMIC FOLLOW-UP

Dear Parents,

Sauk County Health officials have declared that the Pandemic _____ cases are declining. River Valley School District will open again on _____. At this time, we are advised to allow healthy individuals back into our schools and students who are in good health conditions may safely return to class.

Even though school is opening, there will still be some people sick from the virus. Public Health officials say that it is typical for Pandemic outbreaks to happen in waves. This means that we have to continue to be vigilant and monitor the situation closely because more people could become sick again. If more people get sick, schools may need to close again. We will continue to provide you with any new and important information.

Reminder: The _____ can still be spread from person-to -person, so we ask that you please keep children who are sick at home. Don't send ill children to school.

We are looking forward to seeing your children again at school.



RIVER VALLEY SCHOOL DISTRICT

Definition of Terms

Acronyms

- **CDC**-Center for Disease Control (www.cdc.gov)
The CDC is a government organization that is under the guidance of the Department of Health and Human Services. Their vision for the 21st century is ‘Healthy People in a World-through Prevention.’ CDC, as the sentinel for the health of people in the United States and throughout the world, strives to protect people’s health and safety, provide reliable health information, and improve health through strong partnerships. Their mission is to promote health and quality of life by preventing and controlling disease, injury, and disability.
- **HHS**- United States Department of Health and Human Services (www.hhs.gov)
The HHS is the United States government’s principal agency for protecting the health of all Americans and providing essential human services. It has more than 300 programs to ensure protection of health. The HHS works closely with insurance and grants to fund programs nationwide. One of their goals is to have pandemic preparedness:www.pandemicflu.gov. They keep track of global movement, action, and information regarding the pandemic influenza virus.



RIVER VALLEY SCHOOL DISTRICT

- **NCID-** The National Center for Infectious Diseases (NCID)
(www.cdc.gov/Ncidod)
The NCID is an organization set up by the CDC that prevents illness, disability, and death caused by infectious diseases in the United States and around the world. This is who tracks emerging infectious disease through infectious disease surveillance. This is inclusive of subtypes of influenza viruses resulting in large-scale global outbreaks. Including the recent pathogenic avian influenza (H5N1) virus that emerged in 2003.
- **OSHA-**The US Department of Labor Occupational Safety & Health Administration
OSHA requires the use of personal protective equipment (PPE) to reduce employee exposure to hazards when controls are not effective in reducing the exposure to acceptable levels.
- **PPE-** Personal Protective Equipment
Personal protective equipment refers to items designed to protect the wearer's body from injury infection or other occupational safety and health concerns. PPE may have to be worn in the case of an emergent situation. Main types of PPE include respiratory and hand protection. Regulations within the workplace are set forth by OSHA.
- **Novel Virus:** a virus that has rarely or not previously been known to infect the human population.



RIVER VALLEY SCHOOL DISTRICT

- ***Pandemic:*** a worldwide outbreak of a specific disease or illness that suddenly occurs in human beings within a community, region, or country in a number of cases that clearly exceeds that of 'normal'. Pandemic outbreaks are expected to occur simultaneously throughout the nation inevitably and unpredictable intervals. When the influenza flu pandemic occurs, an outbreak is expected to last about six to eight weeks in each affected community.
- ***Pre-Pandemic Period:*** a period of time in which no new cases of the influenza virus are detected within the human population. However, human infecting viruses may be present in the animal population.
- ***Pandemic Alert Period:*** Humans become infected with the influenza virus. Human-to-human transmission is possible, suggesting that the influenza virus is better adapting to the human body. Efforts to contain and delay the spread of the new influenza virus are taken to avoid an actual pandemic outbreak.
- ***Pandemic Period:*** A widespread and sustained transmission of the influenza virus within the general population. The virus is spreading persistently and globally from human to human. All aspects of life and society are seriously affected.



RIVER VALLEY SCHOOL DISTRICT

- ***Quarantine:*** Refers to the separation and restriction of movement of persons who have been exposed to the infectious agent, influenza, and therefore may become infectious. It is intended to stop the spread of the infectious disease and has proven to be very effective in protecting the public from illness and disease . In the specific case of influenza quarantine it is recommended to be done as followed: all members of a household which there is an ill individual are recommended to stay at home for incubation period of 7 days, following the onset of signs and symptoms of influenza. If another household member becomes ill during this time, it is recommended to extend the time of quarantine for another 7 days.
- ***Social Distancing:*** The goal of this specific intervention is to protect all humans and decrease the spread of viruses in all settings. Since influenza is droplet/airborne spread it is recommended that all people are no less than 3 feet from an infected person, since droplets can travel in the air this distance. Social distancing is started mostly within school aged children who are in dense classroom settings most of their day. If children are encouraged to stay 3 or more feet away from each other, this will lead to decrease of influenza introduction into households and the community at large.
- ***Surveillance:*** The goal is to detect the earliest case of the influenza virus and describe the epidemiologic features of the virus's circulation within the River Valley Community. Surveillance is conducted to become aware of the increase in the influenza activity and the number of cases in the River Valley School District and community as a whole. Surveillance refers to the systematic collection, analysis, and interpretation of a disease or illness that has a significant impact on public health. Surveillance is largely done to track and monitor.

