SCHOOL DISTRICT OF
WISCONSIN DELLS

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Emergency Operations and School Safety Plan

Wisconsin Dells High School
Wisconsin Dells Middle School
Wisconsin Dells Elementary School

THE SCHOOL DISTRICT OF
WISCONSIN DELLS

DISTRICT OFFICE
Terrance Slack, District Administrator
tslack@sdwd.k12.wi.us
608-254-7769

1501 Brew Farm Road
P.O. Box 118
Wisconsin Dells, WI 53965

The School District of Wisconsin Dells is committed to the safety and security of students, faculty, staff, and visitors in our schools and on our campuses.

The Emergency Operations Plan that follows is the official policy of the School District of Wisconsin Dells. We support its recommendations and commit the district's resources to ongoing training, exercises, and maintenance required to keep it current.

This plan is a blueprint that relies on the commitment and expertise of individuals within the School District of Wisconsin Dells, as well as community members outside of the district.

The school District of Wisconsin Dells has adopted the Emergency Operations Plan as developed by the Wisconsin School Safety Coordinators Association.

The Wisconsin School Safety Coordinators Emergency Operations and School Safety Plan is aligned to Wisconsin Statute 118.07(4) (a-d), 2017 Wisconsin Act 143, US Department of Education Guide for Developing High-Quality School Emergency Operations Plans, and The US Department of Education *Readiness and Emergency Management for Schools* (REMS) EOP ASSESS assessment tool.

Developed by The Wisconsin School Safety Coordinators Association. E. L. Dorff, MS, PSP. Executive Director; B. A. Dorff, MS, PSP. Professional Assessor.

Terrance Slack
District Superintendent

9-28-2024
Date

Jennifer J. Kaminski
School Board President

9-28-2024
Date

School Board Approval Date: 9-28-2024

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

District Administrator	Terry Slack
School Board President	Jennifer Gavinski
School Board Members	Erik Backhaus, Jennifer Gavinski, Blake Korchendorfer, Jim McClyman, Del Morter, Courtney Severson, Jesse Weaver,
District Safety Coordinator	Scott Walsh, Allison Hoch
Mental Health Representative	
Law Enforcement	Eric Torkelson
Fire Department	Ryan Ennis, Chief(KFD) Jim Bowen, Chief (LDFD)

All inquiries regarding this plan should be forwarded to the District's Designated School Safety Coordinator

Scott Walsh
608-253-3761
swalsh@sdwd.k12.wi.us

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Introduction

The purpose of the Wisconsin Dells School District's Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the Wisconsin Dells School District and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the Wisconsin Dells 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 and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The Wisconsin Dells school District regularly schedules in- service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases the school district's legal protection. Schools without established incident management procedures have been found liable for their absence. 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.

Scope

The Wisconsin Dells School District's Emergency Operations Plan outlines the expectations of staff roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

Authority

Wis. Statutes 118.07 (4)

(a) Each school board and the governing body of each private school shall have in effect a school safety plan.

(b) A school safety plan shall be created with the active participation of appropriate parties, as specified by the school board or governing body of the private school. The appropriate parties may include the department of justice, local law enforcement officers, fire fighters, school administrators, teachers, pupil services professionals, as defined in s. 118.257 (1) (c), and mental health professionals. Before creating or updating a school safety plan, a school board or

governing body of a private school shall, in consultation with a local law enforcement agency, conduct an on-site safety assessment of each school building, site, and facility that is regularly occupied by pupils. The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.

(bm) A school safety plan shall include all of the following:

1. An individualized safety plan for each school building and facility that is regularly occupied by pupils. The individualized safety plan shall include any real property related to the school building or facility that is regularly occupied by pupils.

2. General guidelines specifying procedures for emergency prevention and mitigation, preparedness, response, and recovery.

3. Guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event.

4. The process for reviewing the methods for conducting drills required to comply with the plan.

(c) The school board or governing body of the private school shall determine which persons are required to receive school safety plan training and the frequency of the training. The training shall be based upon the school district's or private school's prioritized needs, risks, and vulnerabilities.

(cf) Upon the creation of a school safety plan under par. (a) and upon each review of a school safety plan under par. (d), a school board shall submit a copy of the most recent blueprints of each school building and facility in the school district to each local law enforcement agency with jurisdiction over any portion of the school district and to the office of school safety. Upon the creation of a school safety plan under par. (a) and upon each review of a safety plan under par. (d), a governing body of a private school shall submit a copy of the most recent blueprints of the private school and all of its facilities to each local law enforcement agency with jurisdiction over the private school and to the office of school safety.

I. Prevention/Mitigation

School EOP Planning Principles

The following principles are key to developing a comprehensive school emergency operations plan (school EOP) that addresses a range of threats and hazards:

Planning must be supported by leadership.
At the district and school levels, senior-level officials can help the planning process by demonstrating strong support for the planning team.

Planning uses assessment to customize plans to the building level.
Effective planning is built around comprehensive, ongoing assessment of the school community. Information gathered through assessment is used to customize plans to the building level, taking into consideration the school's unique circumstances and resources.

Planning considers all threats and hazards.
The planning process must consider a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and hazards throughout the planning process, addressing safety needs before, during, and after an incident.

Planning provides for the access and functional needs of the whole school community.
The "whole school community" includes children, individuals with disabilities and others with access and functional needs, those from religiously, racially, and ethnically diverse backgrounds, and people with limited English proficiency.

Planning considers all settings and all times.
School EOPs must account for incidents that may occur during and outside the school day as well as on and off campus (e.g., sporting events, field trips).

Creating and revising a model emergency operations plan is done by following a collaborative process.

The planning process involves working collaboratively with a team to determine the EOP goals and objectives. To do so, call on district staff and community partners during the planning process for all aspects of plan development, assessment, review, implementation, and maintenance. The planning process is flexible and should be adapted based on the unique characteristics of the school, district, and situation. The EOP must represent the needs of the school community and families, the broader community, and first responders.

1. Form a Collaborative Planning Team
2. Understand the Situation
3. Determine Goals and Objectives
4. Plan Development (Identifying Courses of Action)
5. Plan Preparation, Review, and Approval

6. Plan Implementation and Maintenance

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 School District of Wisconsin Dells 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. An 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. A rapid and appropriate response will reduce the number and severity of injuries.
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.

Limitations

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

Prevention Programs and Initiatives

● **Child abuse reporting** - Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect, Wis. Stat. sec. 48.981(2)(a)16m. In addition, school boards are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and at least every five years thereafter, Wis. Stat. sec.118.07(5)

● **Threats and Violence reporting -** Act 143 requires reporting of school violence threats by certain individuals, including teachers, school administrators, school counselors, other school employees, physicians, and other medical and mental health professionals. Specifically, an identified individual must report if the person believes in good faith, based on a threat made by an individual seen in the course of professional duties regarding violence in or targeted at a school, that there is a serious and imminent threat to the health and safety of a student, school employee, or the public. These individuals must immediately inform a law enforcement agency of the facts and circumstances contributing to the belief that there is a serious and imminent threat.

● **Mental health issues**

● **Substance abuse awareness**

● **Suicide prevention, response and recovery**

● **Harassment and bullying prevention**

● **Supervision of students**

Board Policy Statements

The School District of Wisconsin Dells Board Policies are available at:
https://go.boarddocs.com/wi/sdwd/Board.nsf/Public

3217,4217,5772,7217 Weapons
5516 Student Hazing
5517 Student Anti-Harassment
5517.01 Bullying
7430 Safety Standards
7440 Facility Security
8410 School Safety & Crisis Intervention
8420 Emergency Preparedness
9150 School Visitors

Site Assessment Dates

Site Name	Date of Site Assessment
Wisconsin Dells High School	4/15/2024
Wisconsin Dells Middle School	4/4/2024
Springhill Elementary	3/13/2024
Lake Delton Elementary	5/3/2024

Confidential Individual School Plans

Updated Yearly

Wisconsin Dells High School

Wisconsin Dells Middle School

Wisconsin Dells Elementary School

II. Preparedness/Protection

District Safety and Security Team

The District Safety Team will consist of the following members:

- District Administrator
- District Safety coordinator
- Building Principles and Associate Principles
- Director of Building and Grounds
- Director of Digital Learning and Technology
- Director of Special Education and Pupil Services
- Director of Transportation
- District Nurse
- School Resource Officer

Responsibilities

District
Develop a plan for school emergencies and crises
Obtain legal advice on recommended policies and procedures
Execute agreements with local governments regarding the use of district equipment and personnel during a disaster
Coordinate with other agencies in developing general standards for local school system emergency plans
Establish a district school emergency/crisis plan review committee to approve and coordinate all school disaster plans.

The review committee should include:
The local emergency manager
A school system emergency coordinator
Individual school and building representatives
Parents, students, teachers, and association representatives

Require all students participate in emergency preparedness training, drills and exercises
Review school construction, renovation projects and general operations for safety

Superintendent and other administrative staff

Recommend school safety, violence prevention (including bullying/cyber bullying prevention programs) and emergency preparedness programs to the local school board
Assign selected faculty members to be a part of the District Response Team
Appoint an emergency coordinator to assist with planning, monitoring and implementation of the plan
Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans

Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel
Implement change in school emergency plans based on evaluation of local policies, needs and experiences
Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including Community Education or Early Childhood
Be informed of neighboring school system emergency management policies and make mutual aid agreements
Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers
Arrange notification systems for staff and families

Building Safety and Security Teams

The building principal will establish and facilitate the Building Safety and Security Team. Each school may have a Building Safety Team consisting of at least the following members:

- Principal
- Associate Principals
- Counselors
- Psychologist
- Social Workers
- Teachers
- School Resource Officer
- Secretary
- Others as deemed necessary

Principals:

- Appoint designee or act as the school emergency coordinator.
- Assign selected staff to be a part of the Building Response Team.
- Ensure the building emergency plan coordinates with the district's mission/vision.
- Assign school emergency responsibilities to staff as required.
- Monitor staff participation in training and competencies.
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into curriculum.
- Conduct drills and initiate needed plan revisions based on drill evaluations.

- Arrange for procurement, storage and maintenance of emergency supplies and equipment.

- Keep parents informed of the emergency notification system.

- Supervise periodic safety checks of school facilities and transportation vehicles.

- Provide copies of the school emergency plan to the district superintendent and local emergency manager.

- Keep the district superintendent informed of actions taken and resources needed.

Teaching staff:

- Participate in developing the school emergency plan.

- Participate in the execution of school emergency plan exercises, drills and trainings.
- Provide instruction and practice in universal emergency response procedures.

- Help students develop confidence in their ability to care for themselves and help others.

- Provide leadership and activities for students during a period of enforced emergency confinement.

- Be familiar with the psychological needs of children in the stress of an emergency situation.

Maintenance staff:

- Inspect facilities for structural safety and report areas of concern.

- Identify shutoff valves and switches for gas, oil, water, electric, etc., and post charts for reference in an emergency.

- Provide emergency protocol for ventilation systems (HVAC).

- Post location of all protective equipment.

- Maintain an inventory of tools and equipment needed for emergency response.

- Advise the building response teams of hazardous and shelter areas of school facilities, available emergency equipment and alternate power sources.

Transportation staff:

- Instruct children and practice emergency bus evacuation procedures.
- Be prepared to render aid in an emergency.
- Inform school and district administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans.
- Follow district policies to ensure students' safe arrival at home (e.g. unscheduled releases).
- Keep emergency equipment, procedures and telephone numbers in the bus.
- Be aware of emergency shelter facilities along transportation routes and within the local community.
- Service vehicles regularly and be ready to transport evacuees in an emergency.

Food service staff:

- Maintain adequate supplies of food and water for emergency use.
- Contract or prepare with a local supplier for times of extended emergencies that may require large amounts of needed water and nutrients.
- Rotate supplies to ensure freshness.
- Plan for mass feeding under emergency conditions.
- Practice kitchen health and safety laws, rules and regulations at all times.

Parents:

- Encourage and support school safety, violence prevention and emergency preparedness programs within the schools.
- Provide volunteer services for school emergency preparedness.
- Provide the school with requested information concerning emergency situations, early and late dismissals, and other related release information.
- Practice emergency preparedness in the home to reinforce school training and ensure family safety.

Students:

- Cooperate during emergency drills and exercises.
- Be responsible for themselves and others in an emergency.
- Understand the importance of reporting situations of concern.
- Develop an awareness of natural and technological hazards.
- Take an active part in school emergency response, as age appropriate.

Incident Command System

The School District of WisconDells intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

The incident commander is responsible for carrying out the ICS function of command—managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

IS-100.C: Introduction to the Incident Command System, ICS 100

Course Overview
ICS 100, Introduction to the Incident Command System, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

Planning for Emergencies: Students with Disabilities and Other Special Needs

In an emergency, students with disabilities and other special needs may require assistance in functional areas including; maintaining independence, communication, transportation, supervision, and medical care. The required elements for IEPs as outlined in IDEA do not include any specific items related to emergency procedures for students with disabilities.

However, nothing in IDEA prevents schools from developing individual emergency plans similar to an IEP. While there is no designated section in the IEP for individual emergency plans, this information can be included in the student's IEP under Related Services.

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

Identifying Students and Staff with Special Needs

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

Developing an Individual Emergency Plan

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

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

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

Considerations Specific to Evacuation Planning

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

Drills

Per Wisconsin Statute 118.07(2)(a): Once each month, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of departure from the building in case of a fire, except when the person having direct charge deems that the health of the pupils may be endangered by inclement weather conditions. At least twice annually, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of evacuation to a safe location in case of a tornado or other hazard. At least twice annually, without previous warning, the person having direct charge of any public or private school shall drill all pupils in the proper method of evacuation or other appropriate action in case of a school safety incident. The public and private school safety drill shall be based on the school safety plan adopted under sub. (4). A safety drill may be substituted for any other drill required under this paragraph. The school board or governing body of the private school shall maintain for at least 7 years a record of each fire drill, tornado or other hazard drill, and school safety drill conducted.

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

Drills provide schools with the opportunity to:

- Test universal procedures
- Reveal weaknesses in procedures
- Improve response and coordination
- Clarify roles and responsibilities
- Improve individual performances

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

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

Documenting drills

Documentation is a necessary follow-up to every drill. It identifies steps for improving procedures and corrective actions to be implemented. Documentation includes, but is not limited to, drill logs and after-action reports.

Drill logs provide necessary documentation for compliance with statutory obligation. They are a record of the planned drill schedule and implementation dates. Other relevant information can also be recorded within the drill logs.

After action reports are a detailed analysis of the drills. The reports document the process; identify successes, challenges and failures; and make recommendations.

Reunification

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

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

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

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

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

Planning transportation and site set up
Transporting students to a reunification site during an emergency requires significant pre-planning and coordination. Staff responsible for setting up the reunification site should arrive

before the students to organize. During reunification planning, schools should determine the number of students and staff requiring transportation and communicate this information to the transportation coordinator. Transportation for students with special needs must also be pre-arranged.

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

Additional considerations for reunification site set up:

- Designate parking areas for parents
- Determine separate entrances for students and parents if possible
- Designate holding area for students and staff—near restrooms if possible
- Put the check-in or registration close to parent entrance
- Find a separate place for counseling and medical follow-up
- Make signs for all locations and for traffic flow
- Pre-assign staff for reunification duties and locations

Reunification process

Informing parents and guardians about reunification plans at the beginning of the school year helps ease anxiety in an emergency. Reunification information should be included in the student handbook. Inform parents where to pick up their child and what they will need to properly identify themselves. Ideally, children and parents will be segregated at the site until matched through the reunification process. If this is not possible, the process could be reversed to ensure a correct match using a check-out procedure. Plans must also be made for children who are not picked up in a timely manner.

Reunification materials and supplies

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

Administrative Go-Kits

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

- Vests or hats for reunification staff

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

III. Response

Guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event.

When training staff and students in these response protocols, include how each will be applied to non-classroom events as indicated above. As each school site and schedule is unique, individual planning must occur at the site level.

Please direct all questions regarding the following information to:
Scott Walsh 608-253-3761

Procedures for Specific Emergency Situations

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Abduction/Unauthorized Removal of Student

Follow the actions below.

School Staff

- Speak calmly to abductor and attempt to gather as much information as possible
    - Get license plate number
- Call 911
- Call school resource officer
- Call office/principal
- Call parent as directed
- Consult with your Superintendent or designee on next steps
- Assist police as requested
- Provide media information in consultation with District Designated Media Contact

Assault

Critical Information

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

When an Assault Occurs

Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout "Stop!" and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area in which the assault occurred
- Identify the assailant by name and description (e.g. clothing, height)

- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses

Building Administration

- Call 911 and notify school resource officer
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- **Consider security procedures for a violent critical incident**
- Notify your Superintendent or designee.
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

Bomb Threat Overview

Reporting Procedure

- The primary goal in regard to bomb threats is to protect human life. All bomb threats shall be treated as authentic meaning an investigation will be conducted.
- Person receiving a threat, either by phone or by any other means of communications, indicating a bomb or bomb threat shall immediately notify the principal or designee.
- If a bomb threat is received via the telephone, proceed as follows:
    - Do not hang up. Immediately notify someone else to call 911 (Police Communication Center) on another phone. This will notify the Police/Sheriff and Fire Department. Law enforcement personnel will immediately discuss with the Fire Department officials the need to dispatch fire/rescue vehicles. After obtaining as much information as possible through the use of the Bomb Threat, place your receiver on

the desk and leave it there.

- The person calling shall give 911 Communication Center personnel the phone number over which the threat was received as well as the caller identification number noted on the Caller ID screen and should be prepared to answer questions relating to the caller's voice characteristics. (I.E., sex, age, excitement level, language group, speech peculiarities, and any distinguishable background sounds.) Refer to Bomb Threat Form.

- Do not allow anyone except a police officer or school official to replace the receiver on the phone. The receiver will be replaced after the call is traced.

- Notify your Superintendent or designee.

- If a bomb threat is received via a written message of any type, school staff need to preserve it for law enforcement officers. The site of the message and the written message itself needs to be handled as little as possible.

- If a threat is sent via social media, text, or email, school staff need to document it for law enforcement officers (example: photograph, screen shot, etc.)

- All bomb threats should be reported to the police department even if they are believed to be a hoax. This information can be valuable to law enforcement officials in stopping such calls. Law enforcement personnel will consult with school officials in determining how to address the bomb threat.

Visual Inspection by School Personnel

After being notified of a threat, the principal and police personnel shall determine whether, and the extent to which, a visual inspection is necessary as part of an investigation. If the principal and/or police determine that a visual inspection is necessary, the principal may conduct a visual inspection. He/she may request that school staff assist him/her in a visual inspection of the building or identified areas. Employees are usually familiar enough with their own work areas that they should be able to note any changes in condition or detect any suspicious objects. Except when not possible, a visual inspection should be conducted prior to evacuating the building. An email, indicating the need for a visual inspection, will be used as notification to minimize anxiety. Upon reading the email, do not alert students. Allow the learning environment to be "business as usual" as much as possible.

What to Look for:

- Anything that would look out of place in the areas which you are providing a visual inspection.

  - Example: 2" x 12" piece of pipe in a library or office.

  - 8" x 10" x 12" package in restroom, briefcase, or suitcase any place in a building.

Where to Look:

- All accessible areas
- A place out of sight, where a bomb can be left without being noticed.
    - Wastebaskets in restrooms
    - Any room within a building where there is access
    - Stairways or stairwells
- The outside perimeter of the building should be searched.

How to Look:

- Travel alone.
- Keep people separated, so that only one person is involved. This will make it possible to cover all of a facility in a shorter period of time.
- Instruct all personnel who will take part in a visual inspection not to handle anything suspicious, who to notify if an object is found, the method of alerting, and areas of responsibility.
- ***Do not use radios or radio equipment.***

Notification and Procedures to Follow if Suspicious Object is Located in Building

- The principal or his/her designee should be notified immediately of any suspicious object.
- When an object has been located and is known not to have been there previously or the object is suspicious, inasmuch as it cannot be accounted for or identified, an immediate evacuation of the facility will follow via the school's all-call system.
    - The building administrator and police will determine when to terminate the visual inspection.

Suspicious object(s) shall remain undisturbed, and not touched. If an object has been positively identified by representatives of law enforcement, a determination will be made as to its removal. The area where a suspicious object has been identified should be secured by an administrator or designee until the arrival of emergency personnel.

Evacuation

In the event of a bomb threat, which is not believed to be a hoax (bomb located or other just causes), the building should be evacuated immediately. The decision whether to evacuate and re-enter the building is the responsibility of the building administrator who consults with law enforcement and district office building administration.

- If evacuation is needed, the same procedures used for fire drills should be utilized. Police assistance should be requested.
    - Predetermined emergency routes should be followed. Have occupants of the facility listen for special instructions on PA system/phone speakers if available or by voice from those in charge.
    - Leave as quickly as possible and move to a location a reasonable distance away from the building as designated in advance by principal or his/her designee.
    - Aid all building visitors.
    - Discourage panic.
    - Teachers are responsible to follow evacuation procedures. Staff not assigned students should assist those assigned to students. It is critical that all students be accounted for as part of the evacuation.

- After the building has been evacuated, a more complete visual inspection will be conducted under the direction and with assistance of the law enforcement and fire department services (when appropriate).
- Do not re-enter the building until law enforcement personnel declares emergency is over.
- Each school should identify and confirm location to take students to should the evacuation be prolonged. Areas should be identified to spread students around in a safe manner. Caution should be exercised not to have students stand outside immediately next to the school building.
- Arrangements need to be made in advance for addressing the needs of students with disabilities.
- Students being held in evacuation sites will be released to only their parent/guardian unless written permission is provided by the parent/guardian.
- After an evacuation, the administrator or designee will provide a message when the building is clear for re-entry.

- Key building staff such as custodians and administrators should be readily identifiable by law enforcement officers.

- The school gym or auditorium may be appropriate evacuation sites in some circumstances following the proper inspection.

Prevention

- Rooms should be locked at all times.

- Keep all unused rooms, closets, storage areas and areas of limited use, locked at all times to minimize the search area.

- Teachers should check room on arrival in morning, or upon return to room during day, and report to principal any unusual circumstances.

- Teachers should stay in rooms until all students leave, then lock the door upon departure.

- Custodians should secure rooms after cleaning.

- Keep all exits, passageways, and doors easily accessible for immediate evacuation if necessary. Do not obstruct any passageway or door for any reason.

Bomb Threat Form

Following an appropriate investigation, the Bomb Threat Form (page XYZ) must be finalized with a copy kept by the principal and school resource officer. A copy should be emailed to the District School Safety Coordinator.

Media

The principal or designee will contact the Designated District Media Contact person.

Bomb Threat Visual Inspection

Visual Inspection Procedures

The principal will determine if the threat requires a limited inspection conducted by key building staff or a more extensive inspection involving all staff.

What to look for:

- Anything out of place

Where to look:

- All accessible areas, as time permits
- All places out of sight where a bomb can be left without being noticed.

How to look:

- Travel alone
    - Easier to cover more area
- Do not handle anything suspicious

If object located:

- Notify principal/designee
- Evacuate building

Evacuation

- Follow predetermined routes
- Take attendance per evacuation procedure
- After evacuation, police and fire department will direct next steps
- If prolonged evacuation, each school has location to take students
- Student will be released only to their parent/guardian or individuals authorized by parent/guardian

Bomb Threat Procedure

Staff:

- If you receive bomb threat via phone:
    - **Do not hang up**.
    - Listen carefully to everything that is said, including background noises.
    - Notify the office/administration.
- If you find a suspicious object or note:

- Do not touch or move this object.
- Immediately notify the office.

- If notified to check your area:
  - Search classroom or workspace for any object that looks suspicious or any object that you know is not normally in your area.
  - Notify office/administration if anything suspicious is found.

- You may be notified to evacuate in one of the following two ways.
  - Through use of the fire drill procedure
  - Through the use of the formal Evacuation Process (see Evacuation directions)

- You will be notified by administration when it is safe to return to the building.

PRINCIPAL'S OFFICE:

- If not already in communication with your police, call 911 or school resource officer.
- If not already in communication already, notify your Superintendent or designee.
- Notify staff to check their areas via email.
  - Make an announcement that staff must check email immediately.
- Ensure areas of the building not occupied by staff are searched.
- Determine Evacuation Plan if needed.
  - See next page if evacuation is needed.
- Keep in contact with evacuation site(s) frequently.
- Determine when it is safe to return to the building.
- Debrief staff.

Suspicious Package or Mail

Critical Information

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or

state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

If you receive a suspicious package or letter by mail or delivery service:
Staff

- DO NOT OPEN package or letter
- Notify building administration
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Building Administration

- CALL 911 and notify law enforcement
- Notify your Superintendent or designee
- Document all actions taken by staff

If a letter/package is opened and it contains a written threat but no suspicious substance:
Staff

- Notify building administration
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it
- Preserve evidence for law enforcement

Building Administration

- Call 911
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement
- Document all actions taken by staff

If a letter or package is opened and contains a suspicious substance:
Staff

- Notify building administration

- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it

Staff (continued)

- Isolate the people who have been exposed to the substance to prevent or minimize contamination
- Preserve evidence for law enforcement

Building Administration

- Call 911
- Preserve evidence for law enforcement
- Turn the letter or package over to law enforcement
- Consult with emergency officials to determine:
    - Need for decontamination of the area and the people exposed to the substance
    - Need for evacuation or shelter-in-place
- Notify your Superintendent or designee
- Notify parents or legal guardians according to district policies

When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

Threat

Critical Information

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written, or symbolic (e.g. a gesture). A threat can be direct, indirect, veiled or conditional. A threat may be a crime. All threats must be taken seriously and evaluated to address imminent danger and determine course of action.

In the event of IMMEDIATE danger:

Staff

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

Building Administration

- Initiate Violent Critical Incident procedures
- Call 911
- Notify your Superintendent or designee
- Document the incident

If threat is identified but there is no immediate risk:

Staff

- Document the threat
- Notify building administration and student services staff
- Maintain confidentiality

Building Administration

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

Suspected Weapon

Follow the actions below.

Staff

- Contact office with suspected/reported information
- Stay calm, and, if appropriate, restrict suspect's access to suspected weapon

Principal's Office

- Contact school resource officer and/or police
- Police officers, administration, and designated school personnel conduct search
- Student locker searched by school official accompanied by police

- If weapon found, police will remove offending student(s) from campus
- Notify and consult with your Superintendent or designee
- Consult with law enforcement regarding contacting parent/guardian
- Consult with District Designated Media Contact
- District discipline policy administered

Weapon - Confirmed

Critical Information

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

If you are aware of a weapon on school property:

Staff

- Call 911 immediately and provide the following information:
    - Location, identity and description of the individual
    - Description and location of weapon(s)
    - Whether the individual has threatened him or herself or anyone else
- Stay calm and do not call attention to the weapon
- Relay same information to office once completed 911 call

Building Administration

- Contact police to report that a weapon is in school
    - Provide location, identity and description of the individual
    - Provide description and location of weapons
    - Follow police directives
- Develop an action plan for response

- If the weapon is located on an individual, isolate the individual
- If the weapon is in a locker or in a backpack, prevent access to that area

- Determine whether to initiate Lockdown, Evacuation or other procedures
- Notify your Superintendent or designee
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him or her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to place the weapon down
  - Use the individual's name while talking to them
  - Allow for escape routes. Back away with your hands up

- Document all actions taken by staff
  - File report according to district policy

Armed Intruder

Follow the actions below.

Teachers and Staff

- Safety/survival of student is first priority
- If possible, initiate evacuation
- If lockdown is best option, barricade entry
- Call 911-provide any information of active threat (intruder's location, description, actions, weapon, your location, etc)

Principal or Designee

- Call 911- provide any information of active threat (intruder's location, description, actions, weapon, your location, etc)
- Keep staff informed in real time
- Direct police to problem area
- Notify and consult with your Superintendent or designee
- Consult with District Designated Media Contact
- Announce counseling services available for staff and students
- Inform parents and visit parents as needed

Unarmed Intruder

Follow the actions below.

All Staff Members

- Report any suspicious person to principal's office immediately
- Approach intruder to determine reason for presence in the building
- Direct or, if possible, accompany to main office or closest exit door
- Report information to the office

Principal's Office/Designee

- Approach intruder to determine reason for presence
- Accompany to main office or nearest exit door
- If no reason to be in building, ask person to leave
- Call police with information
- If situation escalates, call 911, and notify staff of hold, lockdown or evacuation
- Notify and consult with your Superintendent or designee

Fight/Disturbance

Critical Information

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

When a fight or disturbance occurs:
Staff

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team in response
    - One staff member seeks administration assistance
    - One staff member addresses the disturbance
- Use a calm voice and low tones in addressing students
- If behavior escalates, shout "Stop!" and continue to use a calm voice to de-escalate the situation
- Disperse onlookers and keep others from congregating in the area
- Don't let a crowd incite participants
- Separate participants

- Ensure that first aid is rendered to all injured parties (see Medical Emergency procedures)

Building Administration

- Address the event according to school district discipline policy and procedures
- Notify parents or legal guardians of students involved in fight
- Notify your Superintendent or designee.
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports

Fire

Follow the actions below:

Principal's Office and/or Staff

- Call 911 immediately.
- Follow school building procedure for evacuation.
- Notify and consult with your Superintendent or designee.

Hazardous Materials

Follow the actions below.

Teacher

- Notify office immediately of the nature of the spill/incident.

Principal's Office

- Call 911 according if necessary.
- Receive instruction from Fire Department.
    - Move students to safe area immediately
    - Isolate problem area

- Evacuate if necessary

- Consult with your Superintendent or designee.

Chemical Agent Release

Inside of Building
If a chemical release takes place, or the credible threat of a chemical release occurs inside the building, evacuate. Evacuate personnel upwind from the building. Keep everyone at the safe location until emergency personnel determine appropriate action.

Outside of Building
If the release is outside the building, isolate students and staff inside, close windows and doors, and turn off any ventilations systems which might bring chemical vapors into the building. Remain indoors until emergency personnel give other instructions.

Medical Emergency

Critical Information

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should NOT provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before aiding, staff should survey the scene for additional hazards and ensure it is safe to render aid.

In the event a non-responsive or life-threatening injury or illness:
Staff

- Call 911 immediately

- Send for immediate help (notify main office or school nurse)

- Describe injuries, number of victims and give exact location

- Notify building administration

- DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern

- Check victim for medical alert bracelet or necklace

- Provide information to first responders

- Disperse onlookers and keep others from congregating in the area

- If possible, isolate the victim(s)

- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report and document all actions taken

Building Administration

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Notify victim(s) parents, legal guardians or emergency contact
- Activate Building Safety Team
- Ensure someone (e.g. staff, student) meets and directs first responders.
    - Provide any additional information about the status of the victim(s).
    - Provide information from the victim(s) medical emergency profile.
- If needed, assign a staff member to accompany victim(s) to the hospital.
- Notify your Superintendent or designee.
- Activate Recovery procedures as appropriate.
- Document all actions taken by staff.

For Medical Emergencies Related to Life-Threatening Allergies

- Students with life-threatening allergies should have health care plans completed by their parents or legal guardians and made accessible to school personnel.
- Bus drivers and kitchen staff should be informed of students with known life-threatening allergies.
- Encourage all employees with special health considerations to alert building administration.

Ambulance Transportation of a Child to the Hospital

If, in your judgment, the child needs to be transported immediately, do not wait for permission from parents. Call 911 and get them transported.

Principal/Designee

- Attempt to contact parents to get permission to transport or to have the parents transport.
- Try all of the emergency numbers for the student.
- If the child's parents/emergency contacts cannot be reached, check to see if siblings attend your school or other schools in the district.
- Print a copy of the directory and medical information that is on file to provide to the EMTs or police.
- Someone from the school must accompany the child. Accompany may mean riding in the emergency vehicle or driving separately and meeting the student at the hospital. (Principal will designate the accompanying employee.)
- If you do accompany a child to the hospital, be sure to bring a cell phone with you.
- Have someone from the school stay with the child until a parent or guardian arrives at the hospital.

Sexual Assault

Critical Information

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

In the event of a sexual assault or notification of a possible sexual assault on school property or under the supervision of school staff:

Staff

- Notify building administration immediately.
- Complete all required reports.
- Maintain confidentiality during the investigation.
    - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim.
- **Do not leave the victim alone.**
- Ensure the short-term physical safety of the victim.

- Notify the school nurse or student services to provide care and secure immediate medical treatment if needed.

- If appropriate, preserve all physical evidence.

Building Administration

- Maintain confidentiality during the investigation.

    - If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so.

Sexual Assault Off Campus

Staff

- If staff member learns of an assault off campus:

    - Notify appropriate law enforcement and/or human services.

Building Administration

- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need.

- Encourage the victim to seek support from a rape crisis center

- Take actions to control rumors.

- Document all actions taken by staff and complete incident reports.

- Store all records related to sexual assault incidents and services provided in a confidential administrative file.

A sexual assault examination is an important piece of evidence in a sexual assault investigation. The exam should be performed as soon as possible to preserve quality and quantity of the evidence. A trained medical professional will perform the exam. The victim must be advised on how to protect the evidence she or he may have. The victim must be told not to douche, bathe, shower, wash or throw away the clothing she or he was wearing at the time of the sexual assault.

Suicide Attempt

Teacher

- Call 911
- Call principal's office.
- Calm students.
- If in progress, calmly ask to remove other students.
    - Evacuate quietly.
- Complete incident report and submit to the office.

Building Administration

- Call 911 immediately and/or contact school resource officer.
- If weapon, treat as such.
- If no weapon, direct school staff to remain with person until arrival of police or ambulance.
- Notify and consult with your Superintendent or designee.
- Meet with police and escort to scene.
- Notify parents.
- Keep staff and students informed if necessary.
- Make counseling services available for staff and students if needed.
- Contact District Designated Media Contact if appropriate to determine media plan.
- Notify Student Services personnel.

Sudden Death / Critical Incident

Verification with Family

- Verify the student's name, what happened and who else was involved
- Provide parents with condolences and support.
- Discuss how news is to be announced and ask permission from the family to release this information.
- Ask family to share names of the deceased person's friends, siblings or others who might need additional support.
- Gather any information the parents wish to share about funeral arrangements or their wishes.
- Explore cultural/family beliefs and practices.

Notify District Administration & Other Key Staff

- Notify Superintendent
- Notify Designated District Media Contact
- Notify your Superintendent for support from other buildings' student services teams.
- Notify schools of siblings and other affected individuals (if family has granted permission).

District Administration and Student Services Staff

- Principals and student services staff will meet to assess needs and assign responsibilities.
    - May meet several times throughout the day.
- Consider gathering: snacks, tissues, paper, markers, etc.
- Refer to Sudden Death/Critical Incident Section sample announcements for notification scripts for staff, students, and parents.
- Remind staff that media requests come through District Designated Media Contact
    - Make copies of scripts.
- Assign appropriate staff member to withdraw the student from the SIS.

- Create a list of students who could be most at risk of needing support.
    - These may include friends of the deceased or anyone who has previously experienced a recent loss (or loss by suicide).

- Designate room(s) for crisis counseling.
- Plan for staff counseling as needed.

Student in Crisis (Threat to Self or Others)

Staff Member

- Call 911
- Contact building administrator and office immediately.
- Monitor child to ensure safety. Move any other students out of the area.
- If NVCI trained, restrain child.

Principal's Office

- Call 911
- Contact parent/guardian or emergency contact.

Missing Child (During School Day)

Teacher/Other

- Report missing child to the office/administration.
- If appropriate, assist with search.

Principal or Designee

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

- Do a search in school and on school grounds.
    - Search all areas, even areas assumed to have been locked.
- Call student to the office using the PA system.

- Secure the building to limit any student travel in the building.

- If search resulted in finding the student – file incident report and contact the parent.

If confirmed that the student is not in the building and whereabouts are unknown:

- Call 911(If age, disability status, or concern for safety deems necessary)

    - Report the following information: Name, Grade/Age, Last seen when/where, Situation, Detailed description of child—sex, race, height, weight, hair color, eye color, and clothing, and Student's last known location. If possible provide police with SIS picture of student.
    - Contact parent of student

- If age or disability status is not a concern, or there is no knowledge of threat to safety, use camera footage if available to determine the student's exit from school property. If student appears to have left on their own decision, contact parent and school resource officer to notify of student's absence.

- Notify your Superintendent or designee if appropriate.

Missing Child (After the School Day)

School Staff Member

- Report missing child to office/administration. If administration is not available, call 911.

- If appropriate, assist with search.

Principal/Designee

If a child has been reported missing and a preliminary search has been done in school and on school grounds:

- The school must then contact police **immediately**
    - Collect the following information:
    - Name
    - Grade/Age
    - Last seen when/where

- Situation

- Detailed description of child – sex, race, age, height, weight, hair color, eye color, and clothing.

- Student's last known location.
- Notify parent and/or guardian (if not already notified)
- Notify your Superintendent or designee.
- Initiate a comprehensive building and grounds search.
- If appropriate, help police search neighborhood.
- Assist in search by calling friends and classmates of missing student.

Missing Child Transported by Bus

The Transportation office will need to be called to check if an extra student has been found on any buses.

- Contact bus office, and work with bus office to communicate student information (phone numbers, addresses, attendance, etc)
- Bus office will do the following:
    - Contact driver of assigned bus
    - Have bus pull over and search for student on the bus
    - If needed, review camera footage once bus has returned to determine student's entrance and exit on the bus
- If student whereabouts are unknown, call 911

Severe Weather

Tornado Watch/Warning Drill

The School District of Wisconsin Dells cooperates annually with the Sauk/Columbia County Emergency Government and the Department of Public Instruction by participating in a stateside Tornado Watch/Warning Drill in April. These procedures are followed:

Tornado Watch/Warning Drill

On the date specified by the State of Wisconsin, all SDWD schools will execute their respective school's tornado evacuation plan. All students and staff shall report to their designated locations until the drill concludes. Administration will be responsible for observing and timing the drill.

Severe Weather

Tornado/Severe Thunderstorm/Flooding

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

Watches

Indicate conditions are right for development of a weather hazard.

Warning

Indicate a hazard is imminent or the probability of occurrence is extremely high.

If a tornado or severe thunderstorm WATCH includes all or part of the district area:

District Administration

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

Building Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard, or emergency alert radio.
- Alert staff to be aware of potential weather changes.
- Move all persons inside building(s).
- Close windows.
- Review severe weather sheltering procedures and location of shelter areas.

Staff

- Review “Drop and Tuck" procedures with students

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

District Administration

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

Building Administration

- Alert staff of a change in weather status.
- Initiate Severe Weather Shelter Area procedures
- Move students and staff out of portable classrooms and into a permanent building.
- Notify parents and legal guardians according to district policy.

Staff

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

Other Severe Weather Emergencies

District Administration

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

Building Administration

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

Staff

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

IV. Recovery

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

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

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

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

Key Recovery Components

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

Physical recovery planning considerations:

- Assess the building structure. Depending on the scope of the damages, inspections by a third party may be necessary.
- Provide for temporary relocation of classes or activities if damages require extensive repair or rebuilding.
- Resume transportation and food service. Reroute buses if necessary and possibly reconfigure drop off zones. If the cafeteria is affected, look at alternative areas for food service and inspection by health authorities.

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

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

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

Academic Recovery

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

Short-term planning considerations:

- Resume classes as soon as possible. Determine who makes the decision, what factors might affect the date/time and method for returning and how the information is communicated to staff, students, and families.

- Modify the academic routine as needed. Modifications may be necessary if buildings have been significantly damaged and cannot be used safety. Also consider the social/emotional needs of students and staff as they learn how to cope with results of the disaster.

- Replace academic materials, supplies and equipment if necessary for class resumption. Involve teaching staff, business manager and building and grounds personnel in developing lists of "needed" and "wanted" items.

- Communicate regularly with staff. Hold briefings for all staff supplemented by emails and printed materials. Staff will need to be aware of modifications made to the regular routine, provisions of counseling services and communications sent to students' homes.

- Communicate with parents or guardians. Determine what information is needed and how the information will be communicated (i.e. meetings, phone, web site, letter, email).

Long-term planning considerations:

- Arrange for homebound instruction or tutoring services for students unable to attend school.

- Rearrange or reschedule tests or assignments if necessary due to physical limitations of the building, loss of instruction time or lack of necessary materials.

- Allow for periodic visits to counseling services.

Social/Emotional Recovery

The goal of emotional recovery is to promote coping and resiliency for students, staff and their families following a disaster or traumatic event. According to the National Institute of Mental Health, both children and adults demonstrate a wide range of reactions after a catastrophic event including physical, cognitive, and emotional symptoms. For some, adverse effects lessen with emotional support and the passage of time. Others are more deeply affected and experience longer-term consequences. It is important to know that these emotional reactions are normal responses to an abnormal event.
Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified before an emergency or disaster so they are available for families needing assistance.

Social/emotional recovery planning considerations:

- Assess emotional needs of students and staff. Determine who will do this and how teachers, school resource officers and others can help identify students in need of assistance.

- Organize emotional support systems with student support services personnel district-wide. Establish partnerships with community mental health agencies and faith groups.

- Promote messages of resiliency and hope. Work with communications and district leadership to prepare messages, arrange parent meetings, provide fact sheets and web based materials.

- Train staff to recognize symptoms of extreme stress in children. Schools may want to provide a class on Psychological First Aid or similar curriculum and involve community agencies.

- Determine intervention methods for students, staff and families in need of emotional support. Plan for student support services staff availability, method of referral to community agencies, allotment of time with counselors and ongoing assessment for longer term support.

- Plan for memorials. Make pre-disaster recommendations for spontaneous memorials (flowers, posters, stuffed animals, etc.) and prepare district response to requests for permanent memorials. Plan for first anniversary events and consider holding events during the school year that allow students to express themselves.

Recovery Communications

Many school stakeholders including staff, parents, students, and vendors need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences.

When the school is actively responding to an emergency, the District Designated Media Contact works closely with the media to coordinate statements and press releases with emergency responders. During recovery, the District's Designated Media Contact works with school administrators and recovery team members to plan for the school's continuing communication with internal and external audiences.

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

Recovery communication considerations:

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

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

Behavioral Health Crisis Intervention

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

When an emergency occurs:

Building administration and student support services

- Evaluate the situation and determine the need for behavioral health crisis interventions for staff, students and families
- Provide grief counseling as necessary.
- Arrange for information and referrals to community mental health resources.
- Ensure ongoing support for staff, students and families.
- Identify and monitor at–risk students.
- Follow–up with assessment or treatment referrals, if necessary.
- Implement longer-term social/emotional recovery plan.

Staff

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

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

Insert Appropriate Partner agency names and numbers

Indicators or Symptoms of Distress in Children

As a result of traumatic experiences, children may exhibit a variety of symptoms of distress. Knowing a child's baseline or typical behavior is critical to identifying unusual or problematic behaviors in the child. The following symptoms, if uncharacteristic, may indicate a child is experiencing distress.

Symptoms:

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

How Teachers Can Assist Students

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

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

From Kentucky Center for School Safety's "Emergency Management Resource Guide: Revision 2008"

Dealing with the Aftermath

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

- The principal in consultation with their Superintendent or designee will determine dismissal and/or remainder of the day schedule. Those individuals that have been directly involved with the crisis situation will meet with the principal in a debriefing meeting followed by a general announcement to the student body and faculty.

- Security measures, if needed, will be investigated by the principal and implemented. This sometimes eases the fear and concerns that others have.

- A specific location in the school will be assigned as a place for counseling along with the time and date that counseling will be available. For those directly affected by the emergency, counseling will be provided prior to leaving the campus.

- Following the emergency, debriefing sessions will be provided as well as long-term counseling as determined by the needs of individuals.

- If applicable, the room where the event took place will be repainted and rearranged before any class meets there. This often reduces fears and phobias of being in the same place.

- Schedule changes for those affected will be investigated. If determined appropriate, the principal/designee will complete schedule changes.

- A letter from the principal will be sent home with the students clarifying the situation and focusing on the positive. If appropriate, a follow-up letter will be mailed in one week. This will be done in conjunction with the District Designated Media Contact.
  An emergency faculty meeting will be held for debriefing prior to dismissal the day of the crisis.

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

Debriefing

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

- Use professional service providers that were not associated with the emergency. The principal in collaboration should coordinate arrangements for these services with the

appropriate District staff.

- Use a room that is large enough to hold a maximum of thirty individuals. Arrange the furniture in a circle so everyone can see each other.

- Schedule at least three debriefing sessions. The first session is to be scheduled within twenty-four hours of the emergency.

- Use the first session to allow each person to express his/her feelings about the emergency.

- Allow only one person to talk at a time, but encourage total participation.

- Establish three rules:

    - No one is to criticize what another says, but to listen and find common reactions, feelings, and fears

    - Anything said is confidential

    - All questions will be answered.

- Subsequent sessions should be based on:

    - Common reactions

    - Stress indicators

    - Reactions to emergency

    - Coping mechanisms

    - Stress reduction techniques

    - Referral information

Updated 1/1/2026

Emergency Contact List

Wisconsin Dells Public Safety Agencies(Columbia County Dispatch Center)

- Emergency 9-1-1
- Non Emergency Police/Fire (608) 742-4166

County/State Public Safety Agencies

- County Sheriff
  - Adams (608) 339-3304
  - Columbia (608) 742-4166
  - Juneau (608) 847-5649
  - Marquette (608) 297-2115
  - Sauk (608) 356-4895
- Poison Control 1(800) 222-1222
- Social Services
  - Columbia County: (608) 742-9227
  - Adams County: (608) 339-4511
  - Marquette County: (608) 297-3124
  - Sauk County: (608)355-4200
  - Juneau County: (608) 847-2400
- Red Cross (contact sheriff's department)

Utilities

- Electric, Sewer, Water(Wis. Dells Utilities) (608) 253-2542 Ext. 402
- Telephone Spectrum
- Natural Gas (Alliant) 1(800) 255-4268

Hospitals

- Divine Savior (Portage): (608) 745-6290
- St. Clair (Baraboo): (608) 356-1570
- Reedsburg Hospital: (608) 524-6487

District Contact Numbers

- WDSD Administration Building (608) 254-7769
- Superintendent (608) 254-7769 Ext. 6026
- Food Services (608) 253-3461Ext. 1032
- School Nurse (608)253-2467 Ext. 6200
- Maintenance Director (608) 253-3761 Ext. 3761
- Transportation Director (608) 254-8783 Ext. 1037

School Contact Numbers

High School (608) 253-1461
Principal (608) 253-1461 Ext. 1102
Associate Principal (608) 253-1461 Ext. 1007

Middle School (608) 253-2467
Principal (608)253-2467 Ext. 2200

Associate Principle (608)253-2467 Ext. 2195

Elementary School (608) 253-2468
Principle (608)253-2468 Ext. 2121
Associate Principle(608)253-2468 Ext. 2193

Area Schools

- Adams-Friendship Schools: (608) 5242016
- Baraboo School District (608) 355-3950
- Portage Community Schools: (608) 742-4879
- Reedsburg School District: (608) 524-2016
- Westfield School District: (608) 296-2141