



SCHOOL SAFETY PLAN
Riverdale School District
Riverdale Junior/Senior High School
November 2018

Prepared by:
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REPORT SUMMARY

INCIDENT RESPONSE PLAN

| | |
|----------------------------------|-------------------------------------|
| School Name: | Riverdale Junior/Senior High School |
| Street Address: | 235 E Elm Street |
| City: | Muscoda |
| County: | Grant |
| School Type: | Junior/Senior High School |
| School District: | Riverdale School District |
| Information Submitted By: | Jon Schmidt |
| Title: | Principal |
| Date of Submission: | 11/6/2018 |

KEY CONTACT INFORMATION

| | | | |
|--|---------------|-------------------|--------------|
| Primary School Decision-Maker's Name: | Jeff Campbell | Cellphone: | 608-386-1259 |
| Secondary School Decision-Maker's Name: | Jon Schmidt | Cellphone: | 608-393-7267 |
| Incident Commander's Name: | Bill Schramm | Cellphone: | 608-604-2005 |
| After-Hours Incident Commander's Name: | Jeff Campbell | Cellphone: | 608-386-1259 |
| School Resource Officer's Name: | N/A | Cellphone: | N/A |
| Maintenance Staff Name: | Tim Redman | Cellphone: | 608-739-2230 |
| Custodial Staff Name: | Tim Redman | Cellphone: | 608-739-2230 |
| Key Control Staff Member's Name: | Tim Redman | Cellphone: | 608-739-2230 |
| Key Knox Box Location (if applicable): | N/A | | |

EMERGENCY RESPONDERS

| | | | |
|--|---------------------------|-------------------|--------------|
| Police Department: | Muscoda Police Department | Contact #: | 608-739-3144 |
| Fire Department: | Muscoda Fire Department | Contact #: | 608-739-3006 |
| EMS/Ambulance Service: | Muscoda EMS | Contact #: | 608-739-3006 |
| Emergency Management Agency Director: | Grant Cty Emergency Mgmt | Contact #: | 608-723-5159 |

COMMUNICATIONS

| | | | |
|---------------------------------------|---------------|-------------------|--------------|
| Media Spokesperson's Name: | Jon Schmidt | Cellphone: | 608-393-7267 |
| Alternate Spokesperson's Name: | Jeff Campbell | Cellphone: | 608-386-1259 |

LOCATION OF SCHOOL SAFETY PLAN DOCUMENTS

| | | | |
|---|--------------------|-----------------|-----------------|
| Location of Floor Plans On-Scene: | High School Office | Offsite: | District Office |
| Location of School Safety Plan On-Scene: | High School Office | Offsite: | District Office |



BOARD RESOLUTION OF SCHOOL SAFETY PLAN

Board Resolution of the Riverdale School District's School Safety Plan

Duly Passed on _____

Adoption of a School Safety Plan

WHEREAS, the Riverdale School District's Board of Education desires to adopt a School Safety Plan, be it:

RESOLVED, that the Riverdale School District brought the proposed School Safety Plan before the Board of Education on _____, and each member reviewed it in its entirety,

RESOLVED, that the Board of Education are, and each acting alone, hereby authorized to do and perform any and all such acts, including execution of any and all documents and certificates, as such members shall deem necessary or advisable, to carry out the purposes and intent of the foregoing resolutions.

It is hereby certified by the undersigned that the foregoing resolution was duly passed by the Board of Education of the Riverdale School District on the _____ day of _____, in the year _____ in accordance with the Memorandum or By-Laws and Articles of Incorporation of the Riverdale School District and that the said resolution has been duly recorded in the Minute Book and is in full force and effect.

(Board President)



APPROVAL AND IMPLEMENTATION

The Riverdale School District's School Safety Plan is the principle plan for responding to hazards, mitigating emergencies, and ensuring the protection of building occupants. This plan is intended to communicate staff roles and responsibilities, facilitate coordination with local law enforcement, and establish the framework for an effective emergency management system.

In order to execute this plan effectively, all staff must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel with roles defined by this plan should be knowledgeable of the responsibilities expected of them based on the provisions of this plan.

Modifications to this plan may be made under the direction of:

Superintendent of Riverdale School District
Principal of Riverdale Junior/Senior High School

Wisconsin Statute 118.07(4) states:

(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.*

By signing below, the Riverdale School District is attesting that the requirements set forth by Wisconsin Act 143, Statute 118.07(4) have been met.

This plan supersedes any previous versions.

Print Name

Title

Signature

Date



INTRODUCTION

In 2017, Wisconsin Act 143 was signed into law. Among other things, this law required that each Wisconsin school board or governing body of a school has a safety plan in effect. The plan should be created with input and participation by all relevant stakeholders. This includes law enforcement, emergency agencies, school employees, and mental health professionals. The plan must include general guidelines specifying procedures for emergency prevention and mitigation, preparedness, response, and recovery. The Riverdale School District spent many hours reviewing internal policies, procedures, training, and drills, as well as published school emergency operations plans and other educational materials from the following agencies:

- U.S. Department of Homeland Security
- National Threat Assessment Center
- Federal Emergency Management Agency (FEMA)
- U.S. Department of Education
- Federal Bureau of Investigation (FBI)
- Homeland Security and Emergency Management
- Center for Safe Schools
- The Office of Safe and Drug-Free Schools
- Readiness and Emergency Management for Schools
- Wisconsin Department of Health Services
- Wisconsin Department of Public Instruction

The Riverdale Junior/Senior High School Safety Plan provides direction on how to respond to emergency situations. This plan has been customized to meet the specific needs and capabilities found at Riverdale Junior/Senior High School. The plan outlines internal and external communications, training and responsibilities, authority and references as defined by state mandates, and actions the school will use for prevention, protection, mitigation, response, and recovery.

EMERGENCY MANAGEMENT PHASES

Wisconsin Statute 118.07(4) dictates a School Safety Plan should provide:

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



School emergency plans should be clear, concise, and comprehensive. The United States Department of Education recommends all school emergency plans:

- Are constructed based on the unique needs of the school district and its buildings
- Are developed and maintained with community partners
- Provide for all hazards and reflect the four phases of emergency planning: prevention, preparedness, response, and recovery
- Ensure the safety of the whole school community, including those with special needs
- Reflect the principals of the National Incident Management System



The Riverdale School District has embraced these recommendations in the creation of its School Safety Plan. This has been done through:

| | |
|------------------------------|---|
| Prevention/Mitigation | <ul style="list-style-type: none"> • Performing a safety and security assessment prior to the creation of the School Safety Plan to identify vulnerabilities, mitigate threats, and adhere to best practices. • Applying for the School Safety Initiative grant to bolster safety and security training and equipment. • Contacting local law enforcement about serving on the Riverdale Junior/Senior High School's Safety Intervention Team. • Reviewing current policies and curricula on an ongoing basis and updating as needed. |
| Preparedness | <ul style="list-style-type: none"> • Conducting annual drills for fires, tornadoes, other hazards, and safety incidents as required by state statutes. • Training District staff on their roles and responsibilities during an emergency situation. • Examining all threats/hazards to determine if additional policies, written programs, or procedures are needed to prevent exposures. |
| Response | <ul style="list-style-type: none"> • Embracing the six universal procedures of lockdown, shelter-in-place, reverse evacuation, severe weather shelter area, evacuation/relocation, and reunification. • Detailing procedures for each specific threat/hazard and protective measure and training staff accordingly. |
| Recovery | <ul style="list-style-type: none"> • Planning for recovery efforts during the preparedness phase. • Addressing the four main recovery components of emotional, academic, physical/structural, and business/fiscal in planning efforts. |

SECTION 1: PREVENTION/MITIGATION





SCHOOL SAFETY INITIATIVE

In spring 2018, the Wisconsin Department of Justice formed the Office of School Safety and released the School Safety Initiative. This \$100,000,000 statewide grant was designed to support projects that improved K-12 school safety. Authority for this program stemmed from 2017 Wisconsin Act 143 which stated:

The department of justice shall award grants for expenditures related to improving school safety. The department shall accept applications for a grant under this subsection from school boards, operators of independent charter schools, governing bodies of private schools, and tribal schools.

These projects included expenditures for:

- Model policies created as a result of the Act
- Training
- Safety-related updates to school buildings, equipment, and facilities
- Submission of schools safety plans and blueprints to local law enforcement partners and the Office of School Safety

The grant earmarked \$35,000,000 in Primary Security funding to be used for installing security film on primary entrances and door locks on every door. An additional \$65,000,000 was available for Advanced Security measures to improve school safety beyond minimum standards through training, physical security enhancements, and other miscellaneous expenditures.

To qualify for funding, districts had to make the following assurances:

1. District staff must receive three hours of combined training in Adverse Childhood Experiences (ACE) and Trauma-Informed Care/Trauma-Sensitive Schools (TIC/TSS) before the end of the 2018-19 school year
2. All entrances to the school must be locked during the school day and designated staff member must be present to visually screen everyone entering the school through an unlocked point of access whenever an exterior entrance is unlocked prior to, during, or immediately after the regular school day.
3. Each school must have a written visitor protocol.

In addition to these assurances, districts were required to provide local law enforcement agencies with the most recent school safety plan and a blueprint of the building with doors, windows, and stairwells clearly marked.



The Riverdale School District jumped at the chance to increase the safety and security of its facilities through increased training and target hardening measures. The District sent in its application in June 2018 with a request for funding for the following items:

Security Film for Main Exterior Entrances - Security film will be purchased and installed on qualifying exterior doors and sidelights at the main entrances to the elementary and middle/high schools. Security film is considered to be an effective deterrent to individuals trying to force entry into the building through breaking the glass at the main entrance.

Security film for Other Exterior Entrances & Interior Doors - Security film will be purchased and installed on other external entrances as well as on sidelight windows next to classroom interior door entrances. Primary funding dollars will cover the cost of the film for the primary entrances of the schools, and we are looking to take it a step further to ensure all of our entrances are outfitted with the same security film. We are also looking to purchase and install security film on the sidelight windows we have next to our classroom doors. Even if a door is locked an intruder wanted to get into a classroom, they could use their weapon to shoot out the glass next to the door, reach in and unlock the door to gain entry to the classrooms. We are hoping to mitigate that risk by installing the security film on these glass areas that would allow access to locks by breaking.

ACE and Trauma Informed Care Training - The District is planning to utilize our local CESA 3 to provide the mandatory training for staff for ACE and Trauma Informed Care. This training will cover the requirements of training for staff for this grant.

Replace Internal Door Locks - The District would like to replace all internal door locks in our elementary building. The elementary school was built 22 years ago and still has the original locks in it. These doors can only be locked from the outside. The locking systems on the interior doors are outdated and are in need of updating.

Upgrade Emergency Notification System - The District would also upgrade our emergency notification/PA system to the InformaCast Fusion Platform. This platform would allow staff to alert other staff and key personnel of an intruder or other emergencies by using their classroom or mobile phone, a designated panic button or via the computer. This platform will also trigger all entry doors to be locked once the intruder alert is activated. This platform will bring our security systems full circle.



Muscoda Police Department

206 N. Wisconsin Avenue
P.O. Box 192

Chief Bill Schramm
Phone: 608-739-3144
Fax: 608-739-3662

May 4, 2018

To Whom It May Concern:

The Muscodan Police Department is committed to providing the best possible professional law enforcement services to all citizens and non-citizens alike. The Police Department is comprised of 3 full time officers and 5 part time officers. We are responsible for law enforcement at the Riverdale School District and are dispatched through the Grant County Sheriff's Office.

Riverdale School District contacted the Police Department to discuss its plans to increase the safety and security of the facility. The District stated it plans to use available funds to install special film and caulk to strengthen the glass in main entrance of each of the two school buildings, replace door locks in the elementary building, add special film and caulk to the glass in the door ways of the interior doors of classrooms. The district will also be looking to enhance their emergency notification capability by upgrading to the Informacast Fusion Platform. This will allow the district to use their IP phones to dial directly into the county dispatch center.

The Muscodan Police Department supports these protective efforts and feels these improvements will only help us to continue to provide the best possible law enforcement services to the District and the population it serves. We have visited the schools and have given input on how the current entry procedures can be improved immediately. This is required from at least one police agency.

If you have any questions regarding our support of the Riverdale School District's proposed safety improvements, please contact me at 608-739-3144 or muscodapdchief@yahoo.com.

Sincerely,

William J Schramm
Chief of Police
Muscodan Police Department



Nathan Dreckman, Sheriff

NCIC: WI 0220000

Jack R. Johnson, Chief Deputy

June 4, 2018

State of Wisconsin
Department of Justice
P.O. Box 7070
Madison, WI 53707-7070

RE: Riverdale School District School Safety Grant Application

To Whom It May Concern:

The Grant County Sheriff's Office is committed to providing the best possible law enforcement services to all citizens and non-citizens alike. The Riverdale School District is located within the Grant County Sheriff's Office's jurisdiction. The Sheriff's Office appreciates the Muscoda Police Department's active role at the Riverdale School District campuses, for they participate in daily walk-throughs and patrols.

The Riverdale School District has consulted with their local law enforcement to discuss plans to increase the safety and security of the school facilities. The District stated it plans to use available funds to install special film and caulk to strengthen the glass in main entrance of each of the two school buildings, replace door locks in the elementary building, add special film and caulk to the glass in the door ways of the interior doors of classrooms. The district will also look to enhance their emergency notification capability by upgrading to the Informacast Fusion Platform. This will allow the district to use their IP phones to dial directly into the county dispatch center.

The Muscoda Police Department in collaboration with the Grant County Sheriff's Office supports these protective efforts and feels these improvements will only help us to continue to provide the best possible law enforcement services to the Riverdale School District and the population it serves.

If you have any questions regarding our support of the Riverdale Area School District's proposed safety improvements, please contact me at 608.723.2157 or ndreckman@co.grant.wi.gov.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nate Dreckman'.

Nate Dreckman
Grant County Sheriff

1000 N. Adams ★ P.O. Box 506 ★ Lancaster, WI 53813 ★ Phone: (608) 723-2157 ★ Fax: (608) 723-2377

www.grantcountysheriffwisconsin.com



In July 2018, the District was awarded \$63,211 from the Department of Justice – the full requested amount! Plans immediately went into effect to carry out the approved projects in an expeditious manner. Not long after the first round, the Department of Justice announced the second round of funding for the remaining funds. Prerequisites for this round included:

1. Agree to send 10% of full-time teachers and counselors to a DOJ-approved 12-hour Adolescent Mental Health training program by August 31, 2020.
2. Establish an ongoing School Safety Intervention Team by August 31, 2020, that consists of a member of the Threat Assessment Team, a staff member who completed the 12-hour Adolescent Mental Health training, and a local law enforcement agency member.
3. Participate in and promote the DOJ confidential reporting application or tip line, when it is developed or deployed.

The Riverdale School District applied for this round of funding as well to support the following projects:

Adolescent Mental Health Training - Adolescent Mental Health Training for School Resource Officers is a 2 day training course designed to help school resource officers and school personnel to better identify and respond to students who are suspected of having a mental health need. It was developed by the National Center for Mental Health and Juvenile Justice and is intended to help school resource officers and other school professionals develop the critical skills and capacity for appropriately responding to the many predictable behavior issues that are typically observed among adolescents with mental health needs. The curriculum includes understanding adolescent development, adolescent mental health disorders and treatment, crisis intervention and de-escalation, SRO roles and responsibilities, the family experience, and connecting to resources.

Safety Assessment and Crisis Management Planning - CESA 10, in accordance with Wisconsin Statute 118.07(4), will conduct an on-site safety assessment of each facility regularly occupied by pupils. This comprehensive assessment will include a melding of technical advice from facility experts and lawful advice from local law enforcement professionals. Districts will receive a final report that highlights vulnerabilities in their schools and illustrates best practices in each identified area. Following this assessment, CESA 10 will gather District input and policies in response to emergency prevention and mitigation, preparedness, response, and recovery. This information, along with drill schedules, blueprints, and school training will be combined into an all-inclusive safety plan that satisfies state statutes while leaving districts confident in their approach to emergency situations.

Exterior Door Alarms - The District will equip exterior doors with alarms that will alert the main office areas when there is unauthorized entry into the building either during the school day or after hours. This is not only a great deterrent to those who may want to vandal school premises, it is also an instant alert that an intruder might have gained access to the building. Estimated costs include installing 19 door alarm sensors, alarm sounders, controller, power supply, battery, wiring, installation, programming, and testing.

Two-Way Radios - Twelve two-way radios will be purchased and utilized by school administrators to provide the ability for quick easy, and ongoing communication among staff. Emergency situations are often fluid and move from one location to another. These radios will provide administrators with a mobile, reliable means of communication which can be critical in an emergency situation.

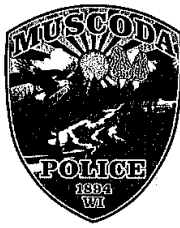


Security Cameras - The District's existing camera monitoring system will be upgraded with 8 additional cameras to cover blind spots which exist in buildings throughout the District. New cameras will allow for better picture quality, therefore allowing administration and local law enforcement the ability to better identify problematic situations and deal with them accordingly.

Trauma First Aid Kits - The District will order 16 Trauma First Aid Kits and place them strategically around the buildings. These kits are intended for trauma incidents. They include a tourniquet, quick clot and other material to assist in a trauma situation.

Additional Window in Elementary Office - Currently there is little visibility from our elementary office to our commons/cafeteria. This is the area where most of the students and visitors gather. It is also the area where the two main entrances of the building converge into one big area. District personal could view this important area of the building from their work stations if we add a window. The scope of the work involves removing a roll up door, prepping the area, installing a new window with metal frame and trimming the area to match existing décor.

Substitute Teachers - The District will plan on having six subs for two days to cover teaching assignments for staff attending the Adolescent Mental Health Training.



Muscoda Police Department

206 N. Wisconsin Avenue
P.O. Box 192

Chief Bill Schramm
Phone: 608-739-3144
Fax: 608-739-3662

August 29, 2018

Office of School Safety
Wisconsin Department of Justice
17 W. Main Street
Madison, WI 53703

Dear Attorney General Schimel:

This law enforcement agency recognizes the incredible necessity of partnership, consultation, and cooperation to protect the safety of our community, schools, and students. Please accept this letter as confirmation that the Muscodan Police Department supports the efforts of Riverdale School District in their implementation of a School Safety Intervention Team. My law enforcement agency welcomes the opportunity to partner with this grant applicant.

Respectfully,

A handwritten signature in black ink, appearing to read 'Bill Schramm'. The signature is written in a cursive style with a long horizontal line extending to the right.

Bill Schramm
Police Chief
Muscodan Police Department



The District requested \$36,406 for this round of funding and once again received full funding for these initiatives. Implementation efforts for both rounds of funding are still ongoing.

Receiving this financial boost for training and physical infrastructure improvements was an unexpected and much-appreciated occurrence for the District. Not only was it able to further educate its staff on mental health, it was also able to provide some much-needed security upgrades that general funds would not have covered.

These two rounds of funding, the onsite safety and security assessment conducted by CESA 10 and local law enforcement, and the time spent reviewing policies and procedures to update the District's Safety Plan have led to an increase in the safety and security of the District's facilities and an improved confidence in the students, staff, and community members that occupy it.

SAFETY AND SECURITY ASSESSMENT

In addition to extensively reviewing both internal and external documents, the District also carefully examined the first section of the Wisconsin Statute 118.07(4), which stated:

(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, firefighters, school administrators, teachers, pupil services professionals, 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.

To fulfill this requirement, the Riverdale School District contacted their local law enforcement agency on November 5, 2018, to conduct an on-site safety assessment in collaboration with CESA 10's Facilities Management Department. CESA 10 utilized the technical expertise of facility and law enforcement professionals and a 100+ question checklist to assess each facility commonly occupied by students. This report identified vulnerabilities found during the walkthrough, provided photographic evidence of each finding, offered helpful guidance to reduce liability, and illustrated best practices in each identified area.



Areas observed during the assessment included:

| EXTERIOR | INTERIOR |
|---|--|
| Fences | Exit Signs and Emergency Lights |
| Lighting | Interior Lighting |
| Building and Grounds – General | Identification Badges |
| Security Alarm Systems | Check-In/Check-Out |
| Surveillance Cameras | Two-Way Communication |
| Landscaping | Entrance Lobby |
| Signage and Entrances | Hallways |
| Doors | Restrooms |
| Windows | Classrooms |
| Walkway Covers, Ledges, Other Roof Access | Gymnasiums and/or Auditorium |
| High-Risk Traffic Areas | Custodial Closets and Mechanical Rooms |
| Modular/Portable Classrooms | Offsite/Athletic Buildings |
| Traffic and Parking Lot Safety | |
| Bus Loading Area(s) | |

The report was important in helping each individual school cultivate a comprehensive safety plan. It identified holes in current policies, procedures, and infrastructure and provided a benchmark to measure safety efforts moving forward.

In addition to identifying weaknesses, the plan also provided best practices for the District to strive for.

Best Practices

Fences

Fencing is oftentimes a school District's first layer of defense. Not only do fences protect young children and others from leaving school grounds or roaming into traffic, they also create an obstacle for trespassers to overcome, enable surveillance by District staff and local law enforcement agencies, and restrict entry points to well monitored areas.

Fencing should:

- Include two points of entry, in case one is blocked during an emergency situation
- Be five to eight feet in height
- Consist of non-toxic materials
- Have openings wide enough for grounds maintenance and emergency vehicles
- Contain wrought iron, chain link, cable, corral, separated pickets, or split rails

A fence's purpose is to protect, deter, and reveal. While fences won't stop someone from entering school property, they certainly will draw attention to them. CESA 10 recommends having adequate fencing around your facility that follows these best practices.



Exterior Lighting

Security around parking lots, walkways, and other areas around the building and grounds is a commonly raised issue among school Districts. Enhanced exterior lighting can reduce crime, aid law enforcement patrols, and provide comfort to staff, students, and visitors walking to their cars during the evening hours.

CESA 10 recommends having adequate lighting in the form of wall packs and pole lights to enhance video camera effectiveness and reduce shadows where persons or objects may be hidden. Light fixtures are often a target of vandalism. Mount lighting fixtures as high as possible while still providing adequate illumination to avoid tampering.

LED lighting requires less maintenance while also reducing energy costs. Lights should be inspected on a regular basis to ensure they are in proper working order.

Building and Grounds - General

Ladders and roof access means should be properly secured. Ladders can become fall hazards if they are not securely attached. Some Districts apply slippery finishes to pipes or other architectural elements to avoid unauthorized access to the roof. In addition to limiting roof access to only authorized individuals, the District should empty or inspect their exterior trash receptacles on a daily basis. Trash cans on school grounds can be used to hide weapons or other contraband. Ongoing inspection of these containers will serve to deter crime.

All exterior doors should be designed to prevent unauthorized access into the building. This can be done through:

- Keeping all exterior doors locked during the school day
- Exposing as little hardware as possible
- Equipping exterior doors with hinges with non-removable pins
- Mounting door locks flush to the surface of the door
- Constructing exterior doors of steel, aluminum alloy, or solid-core hardware
- Protecting panic bar latches with pick plates to prevent tools or plastic cards from releasing the bolt
- Tying key-controlled doors into a central monitoring and control system
- Enhancing security by installing door alarms, delayed opening devices, sensors, or cameras monitoring doors from the main office

CESA 10 recommends the aforementioned best practices to help reduce vulnerabilities on the exterior building and grounds.

Security Alarm Systems

CESA 10 recommends all schools install a central security alarm. At a minimum, rooms that contain sensitive information or valuable equipment should be tied to a centrally monitored alarm system. Additionally, zoned alarm systems can be beneficial in tracking intruder movements, especially in larger facilities. Alarm systems should have battery backup for power failures and be tested every six months.



Surveillance Cameras

The District should have a clear policy on the use of security cameras and audio surveillance on school property. This includes ongoing communication through student and staff handbooks that surveillance may occur on District property and on vehicles used for District-provided transportation. The District should have a designated individual who is responsible for viewing recordings, changing and storing media, and storing recordings. The District's policy should include reasonable procedures to preserve data if it captures an unlawful activity.

The District should follow state and federal video surveillance laws, including Wisconsin state statute 942.08 on the Invasion of Privacy. Acceptable security camera placement in schools includes:

- Main entrance/administrative office areas
- All building exits
- Near lockers, trophy cases, bookcases, and storage areas
- On buses
- Parking lots
- Playgrounds, athletic fields, and cafeterias
- Hallways
- Classrooms

Security cameras may not be used in restrooms, staff offices, athletic locker rooms, or other areas where clothes may be changed.

Landscaping

CESA 10 recommends shrubs be trimmed to three feet in height, particularly those in close proximity to the building. This ensures people passing by have the opportunity to spot and report suspicious activity.

Trees should be trimmed up to eight feet to the lowest branch, with the closest branch being at least 10 feet from the building. This will deter individuals from climbing trees, therefore reducing the risk of intruders and the liability of falls. Prickly shrubs should be planted to deter individuals from gathering in undesirable locations and trimmed to the specifications listed above.

Signage and Entrances

CESA 10 recommends signs are posted on all doors directing visitors to report to the main office. Signs should also be posted in the parking lot directing visitors where to park and pointing them in the direction of the main office. Additional signs include notices that no drugs, weapons, gangs, or trespassing are allowed on the premises, as well as signs stating the buildings and grounds are equipped with electronic surveillance for the safety of the students, staff, and visitors.



Doors

All exit doors should be constructed of steel, aluminum alloy, or solid-core hardwood and provide direct and unobstructed access to a sidewalk for ADA compliance. Exposed hinges should have non-removable pins. Minimum one-hour burn rated fire doors should be installed where specified by fire code.

All exterior doors leading into the facility should be numbered in a sequential, clockwise order starting with the main office. According to Section 505 of the International Fire Code, all numbers should be:

- Arabic numbers (1, 2, 3...)
- At least six inches in height for the aid of first responders
- Visible from the street or closest traffic way
- Contrasting with their background
- Retro-reflective for low light or smoky conditions
- Placed at the top right of the door

Windows

Basement and first-floor windows are often the main target for intruders. Make sure basement windows are secured by grills or window well covers and first-floor windows have functional locks. Second-floor windows do not need to be secured if they are inaccessible.

Numbering windows allows for emergency workers to quickly identify the location of an incident and act accordingly. According to the Division of Homeland Security and Emergency Management, four-inch numbers should be affixed to all outward facing windows. Classrooms with multiple windows and large meeting spaces should have a number affixed to the first window and the last window to ensure first responders understand the windows are all part of one space. Window numbers should correspond with room numbers and be affixed to the bottom right portion of the window and visible from the roadway.

CESA 10 also recommends putting a piece of reflective tape on first-floor windows. This allows law enforcement and District administration to easily spot a broken window during night time patrols.

Walkway Covers, Ledges, Other Roof Access

CESA 10 recommends alarming the windows, especially those on the first floor, and removing natural climbing facilitators such as ladders, dumpsters, stacked pallets, and other such items. Roof access should be secured at all times to prevent access to unauthorized individuals.

High-Risk Traffic Areas

With the recent influx in funding toward securing school buildings, concerns have been voiced over the lack of security that exists in parking lots and loading zones. Districts should consider anti-ram protection in the form of bollards, street furniture, fences, walls, sculptures, landscaping, concrete planters, and fountains. These anti-ram devices are meant to slow down a vehicle's impact. Curved driveways and speed bumps can also aid in this endeavor.



Modular/Portable Classrooms

Portable units should be carefully thought out to optimize security both internally and externally. This includes:

- Windows from the main building overlook the portable classrooms and walkways leading to them
- Portables are located within security fencing with direct access to the main school
- Power and computer cabling are run underground to avoid vandalism
- Ramps meet ADA requirements, running one foot in length for every one inch of rise
- Walkways are monitored by CCTV cameras and communication devices, including the PA system, that allows teachers and the main office to reach each other
- Windows permit people inside the classroom to view people outside the classroom
- Classrooms can be locked from the inside by staff and are secured at all times when not in use

Traffic and Parking Lot Safety

All parking lots and walkways should be monitored by placing them adjacent to the main office or other staffed area, performing routine patrols, and, if necessary, installing security cameras. Parking lots used for evening activities should have adequate lighting and proper signage designating proper after-hours usage.

It is recommended students and staff share a parking lot. This will deter bullying and other unlawful acts as the students know staff members occupy the same space. Reserved parking for certain teachers and administrators should be avoided, to prevent targeted attacks or vandalism. Some schools may choose to embrace a decal system. This would allow staff to easily differentiate between student and staff vehicles, alert patrols of a car parked where it shouldn't be, allow for additional revenue from ticketing cars parked in the wrong lot, and ensure the District has up-to-date descriptor cards on all staff and student vehicles.

Visitor parking should be located next to the main building and visible from the office. Exterior signage directing visitors where to park should be clearly visible when entering the school grounds. Pedestrian crossing areas should also be clearly marked and, if possible, separated from crossing vehicle traffic. If pedestrians must cross traffic, the District should have lighting, traffic signals, flags, painted crosswalks, signs, and crossing guards that are visible to drivers. The District should have designated bicycle parking areas that are monitored on a regular basis to deter from theft, vandalism, or unauthorized items.

Parent drop-off and pick-up areas should be separate from bus traffic to avoid congestion. Both parent drop-off and bus loading areas should be away from other high traffic areas and, if possible, visible from the main office and monitored by staff. Signage should clearly indicate and direct parents and bus drivers to the appropriate zones. No student should have to walk in front of the buses or other traffic to enter the school.

Bus Loading Areas

The District should have a loading zone that is adjacent to the school entrance to prevent children from walking in front of buses to gain access to the facility. This can be best achieved by having buses park in a single row while leaving enough space between each bus to perform an emergency evacuation. The bus loading zone should be clearly marked with proper supervision provided during arrival and dismissal times.



Exit Signs and Emergency Lights

Evacuation procedures and maps should be placed throughout the facility and encased in a protective cover. These maps should have room numbers, stairwells, and hallways clearly marked. A copy of the District's blueprint should be shared with local law enforcement agencies, per Wisconsin Act 143 Section 118.07.

Exit signs and emergency lights should be checked regularly to ensure they are functional and will provide adequate lighting during an emergency situation. Investing in LED lights for exit signs will increase the light's longevity, decrease utility costs, and reduce maintenance time.

Interior Lighting

Adequate lighting not only prevents slips and trips, it can also reduce eye strain and boost productivity. IESNA recommends the following footcandles:

| ROOM TYPE | RECOMMENDED FOOTCANDLES |
|-------------------|--------------------------------|
| Cafeteria | 20-30 |
| Classroom | 30-50 |
| Corridor | 5-10 |
| Gymnasium | 30-50 |
| Kitchen | 30-75 |
| Library | 30-50 |
| Lounge/Break Room | 10-30 |
| Office | 30-50 |
| Restroom | 10-30 |
| Storage Area | 5-20 |

Existing lighting levels can be measured using a light meter. Districts should check their lighting levels and be sure to include interior lighting in their annual maintenance plan and update light bulbs and fixtures as needed.

Identification Badges

Districts should institute a photo identification badge for faculty, which requires them to display their badge outside of their clothing while on school property. Substitute teachers can be given a different badge that needs to be turned in at the end of each day. Badges should be accounted for daily by office staff. The District should include language in the employee handbook requiring staff to turn in their identification badges upon termination of employment.



Check-In/Check-Out

The District should only allow student access to the parking lot during designated times. This will allow the parking lot to be adequately monitored for truancy, theft, and other illegal activities. Not allowing students to visit their personal vehicles also alleviates the possibility of a student retrieving contraband such as a weapon or drugs during the school day.

Two-Way Communication

Two-way communication is essential for reporting an injury, illness, or emergency situation. Two-way communication can include public address systems/intercoms, wired telephones, cellular telephones, and two-way radios. The principal, vice principal, front office staff, crossing guards, and school resource officers should all have access to these devices. Districts should be sure to include modular classrooms, offsite athletic facilities, common areas, practice fields, hallways, bathrooms, and playgrounds in their communication system. These systems should be tested on a regular basis.

Entrance Lobby

The District should have one main point of entry at the front of the school. This entrance should be well lit, clearly identified by signage, and easily monitored by the principal, administrator, or other trained personnel. All exterior doors should be locked during the school day, with the exception of student arrival and departure times, which should be monitored by appropriate staff.

The counter in the main office should be equipped with a panic button, a telephone, and a radio base station if radios are used. Windows are also a nice protective shield that allows the receptionist to conduct natural surveillance prior to granting entry to the facility.

The District should have a written visitor policy that includes signing in and out at the main office. Visitors should be required to wear a visitor's badge while on school property. These badges should be inventoried by office staff on a daily basis. If a visitor arrives to pick up a student, identification must be provided and checked against the student's emergency data card.

All deliveries should be documented using a sign-in process and only accepted at designated receiving areas. If possible, deliveries should only be accepted during a specific timeframe set by the District to avoid trucks driving through heavily student-occupied areas at arrival, departure, or recess times.

Hallways

Lockers should be mounted flush in the wall and bolted in place. Whether assigned to a student, staff member, or vacant, lockers should be locked at all times. This will help prevent the concealment of weapons, drugs, or other contraband. Consider electronically monitoring locker bays to deter theft, bullying, and other unlawful acts.



Restrooms

Restrooms often illicit unwanted behavior due to their private nature and weakened supervision. The most common occurrences are bullying, fighting, disorderly conduct, smoking, alcohol, and drug use. Entrance doors should not be able to lock from the inside. Some Districts choose to remove entrance doors entirely and instead replace them with a privacy panel.

The District should monitor restrooms on a regular basis throughout the school day. Any suspicious graffiti should be photographed, reported to administration and local law enforcement, and removed within 24 hours. Lights and fixtures should be operational, and mirrors should be intact.

All restrooms should have fixed ceiling tiles to avoid the use of drop ceilings as a place to conceal weapons, alcohol, or drugs. Trash should be checked on a regular basis for the same reasons. Smoke detectors should have protective cages or vandal alarms.

Classrooms

Classrooms should be a space where students feel protected. To achieve this, rooms should be easily secured during an emergency situation without requiring someone to move into harm's way. Additionally, administrators or staff with keys or electronic access is essential, in the event a student locks him or herself in a classroom to cause harm to him or herself or others.

Visual access into the hallway through observation panels is desirable. Posters, pictures, blinds, or other materials should not cover more than 20% of this window. Blinds may be lowered during a lockdown if it is noted in the District's procedures manual. All classroom doors should be locked when not in use, to prevent vandalism, theft, or other illicit activities.

Door and window security hardware should allow egress from classrooms at all times. Evacuation maps should be posted that clearly indicate the primary and secondary routes of egress. Windows designated for escape should be operable and not blocked by grills or screens. These windows should be examined on a regular basis to ensure they are not painted shut or barred in any manner.

Districts should not post student names and photos outside of classrooms. This could facilitate child abduction by estranged parents, relatives, strangers, or others.

Gymnasium and/or Auditorium

Separate, secure entrances should be provided for after-hours use of the auditorium or indoor athletic facilities. This eliminates the need for visitors to access other areas of the school. Retractable bleachers, seating, and partitions should be fully recessed and/or locked in place to prevent intruders from utilizing these structures for concealment.

In an auditorium, catwalks, scaffolding, and upper platform access should be limited to authorized staff. In the gym, equipment and staff offices should only be accessed by District staff. Acoustical ceiling tiles should not be used in the locker rooms to prevent individuals from hiding weapons, stolen property, or illegal substances.



Similar to classrooms, indoor athletic facilities and the auditorium should lock from the inside in the event of an emergency situation. A designated individual should also be responsible for walking through the space immediately following after-hours usage or use by an outside party. This walkthrough should include walking the stage, staging area, changing rooms, restrooms, ticket stand, and seats in the auditorium and observing the locker rooms, equipment, storage, bleachers, offices, restroom, press box, concession stand, and gym floor in the athletic facilities.

Custodial Closets and Mechanical Rooms

All rooms containing mechanical, electrical, communication, water, fire, security, or other critical equipment should be identified by number or room name and locked at all times. These rooms should use hinges with non-removable pins and strike plate covers to reduce the possibility of break-ins. Additionally, these areas store many chemicals and are often at high risk for fires. Districts should consider using fire doors for these spaces to limit the spread of fire and to significantly reduce potentially affected areas. A notice that these areas are restricted should be published in the District's student and employee handbooks.

The District should have a hazardous response team in place to deal with problematic situations. Oftentimes, the city or county where the District resides will have a protocol in place. These partnerships and procedures for dealing with a hazardous situation should be put in place immediately, to ensure the District is prepared should a hazardous incident ever occur on District property.

Offsite/Athletic Buildings

Parking for large-scale events can often cause congestion, confusion, and conflicts. District should ensure there is adequate parking for these events; clearly marked signage directing attendees where to enter, exit, and park; and adequate lighting and fencing surrounding these offsite facilities. Parking lots should have ample walkways and deter attendees from walking in front of traffic if possible. If not possible, the District should have clearly marked pedestrian crossings.

The District should have policies in place designating the individual(s) in charge of after-hours emergency situations. Evacuation maps should be clearly displayed and two-way communication should be available. Radio frequency may require repeaters if the school's construction incorporates many steel components. Visitors utilizing the athletic facilities during non-school hours should be provided with emergency procedures and contact information prior to using the facility.

Vulnerabilities identified in this assessment will be addressed by District administration, the School Safety Intervention Team, and the Threat Assessment Team in a timely fashion. The Riverdale School District plans to repeat this assessment on an annual basis to ensure safety and security stay on the forefront and vulnerabilities are dealt with on an ongoing basis. A copy of the Safety and Security Assessment can be found in the appendix of this report.

SECTION 2: PREPAREDNESS





SITUATIONAL OVERVIEW

The Riverdale School District employs 100 staff members and serves a student enrollment of 675. The functional population includes, but is not limited to, students/staff with:

- 2 limited English proficiency
- 162 special education students
- 4 mobility needs
- 5 hearing, vision, or speech disabilities

Riverdale Junior/Senior High School is committed to the safe evacuation of all staff and students and recognizes additional assistance may be needed by this population during an emergency event. Classrooms containing students and staff who require additional assistance during an emergency will be identified in their student file. A hard copy of this form is kept in the main office. An electronic version is also available.

The Riverdale School District is a small rural District in a high poverty area located near a river. The District spans four counties and 17 different municipalities. The District does not always have law enforcement availability on the village or county level. Due to this factor, the District should remain vigilant in its safety and security efforts.

The District is located 12 miles to the nearest hospital. Due to this distance, the District has staff on-site who are trained in CPR and the use of AEDs. A list of trained staff is identified by the AED/CPR-Certified Staff Form. A hard copy of this form is kept in the main office. An electronic version is also available. A template of this form can be found in the appendix of this report.

This School Safety Plan is applicable 24/7 for the events that occur in all building and grounds listed below.

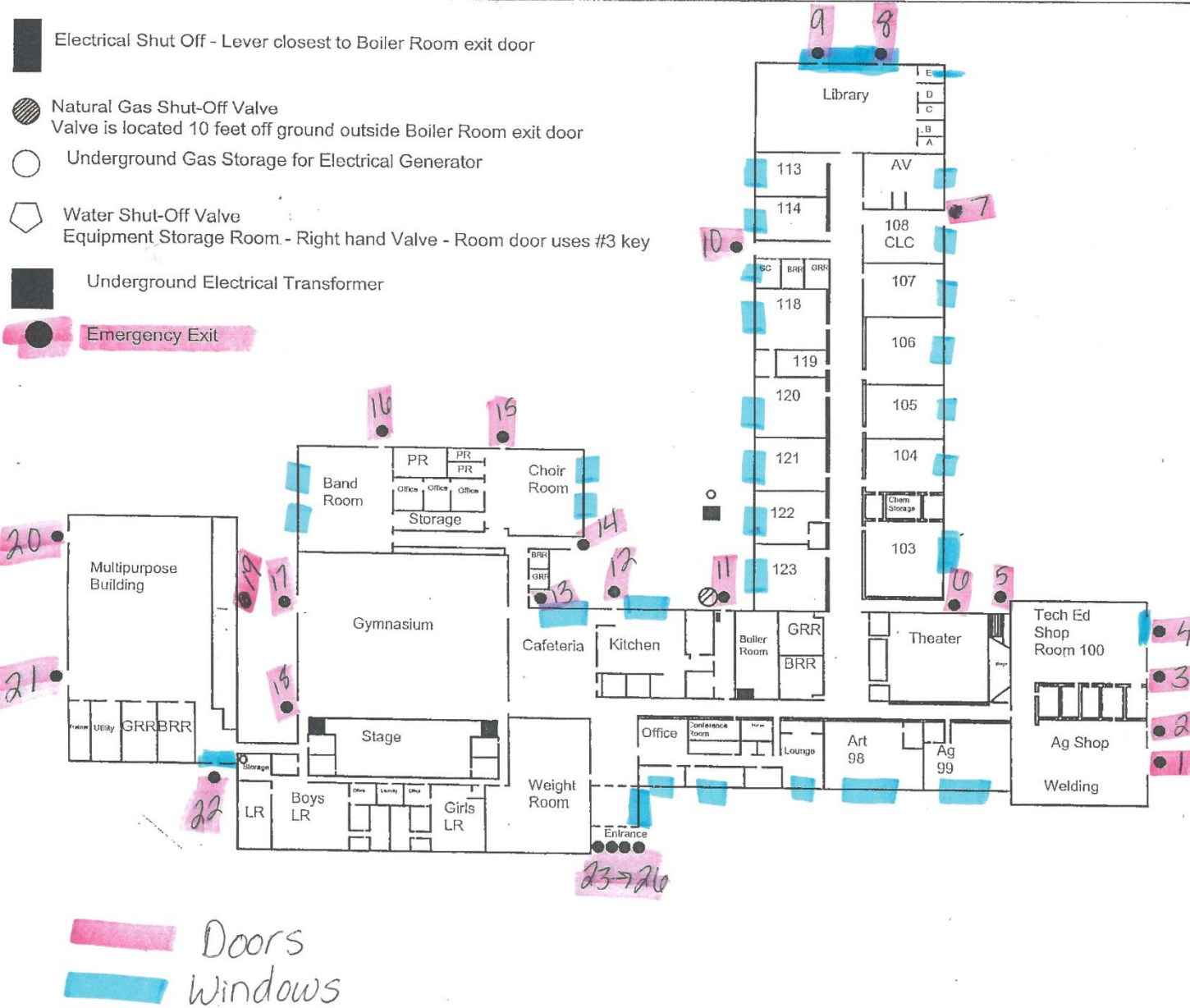
- Riverdale Junior/Senior High School
- Multi-purpose building
- Parking lots

A floor plan with doors, windows, and stairwells clearly marked is located on the following page. Floor plans are prominently displayed throughout the facility. All staff members are trained on evacuation routes, shelter locations, first aid kits, fire alarm pull stations, and utility shut-offs.



Per Wisconsin Statute 118.07(4):

(cf) Upon 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.





After-Hours Activities

If a group is utilizing the school after regular school hours, the group leader must be provided with a copy of the emergency procedures found in this plan before reserving the space. School administration permits the group leader to make life-safety decisions if the procedures in this plan are not available or cannot be followed. For after-hours events, some portions of this plan may need to be altered to fit the situation or the staff available.

Off-Site Activities

Field trips and other off-site activities may require additional emergency planning. The District suggests:

- Taking an emergency contact sheet with you
- Identifying medical needs of students and staff through proper authorization forms
- Having parent/guardian contact forms readily available
- Reviewing emergency procedures for the destination prior to arrival
- Providing emergency contact numbers for staff and chaperones to administration prior to departure

Utility Information

Numerous agencies and services are intertwined with the District facilities and may need to be contacted in an emergency situation. Below is a list of utilities to contact based on various scenarios. A list of emergency responders and key contact information is listed on the Incident Response Plan located on the first page of this School Safety Plan.

| Agency Name | Contact | Phone Number |
|-------------------------|----------------------|---------------------|
| Electric Utility | Muscoda Utilities | 608-739-3182 |
| Gas Company | Constellation Energy | 844-200-3427 |
| Water Company | Muscoda Utilities | 608-739-3182 |
| Phone Service | Centurylink | 1-800-201-4102 |
| Internet/VoIP | WISNET | 608-442-6761 |
| Trash Removal | Town and Country | 608-375-5856 |
| Food Service | District | 608-739-3101 |
| Transportation | District | 608-739-3848 |
| Other | | |



EMERGENCY DRILLS

A School Safety Plan should be comprehensive in its assessment of potential threats/hazards and the protective measures needed to respond to these incidents. But a plan is only as good as the training that goes into it. Therefore, ongoing safety drills are conducted per Wisconsin Statute 118.07(2)(a)(b), which states:

(a) Once a 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.

(b) In each community having a recognized fire department, the person having direct charge of any public or private school shall annually file a report pertaining to such drills, on a form furnished by the department of safety and professional services, with the chief of the fire department. When no fire drill is held during any month, or when only one or no tornado or other hazard drill is held in a year, the person having direct charge of the school shall state the reasons in the report.

Additionally, the District also follows Wisconsin Statute 118.07(4) which states:

(cp) Each school board and the governing body of each private school shall ensure that, at each school building regularly occupied by pupils, pupils are drilled, at least annually, in the proper response to a school violence event in accordance with the school safety plan in effect for that school building. The person having direct charge of the school building at which a drill is held under this paragraph shall submit a brief written evaluation of the drill to the school board or governing body of the private school within 30 days of holding the drill. The school board or governing body of a private school shall review all written evaluation submitted under this paragraph. A drill under this paragraph may be substituted for a school safety drill required under 118.07(a).



2017/2018

Wisconsin School District Record of Fire / Tornado / School Safety / Other Evacuation Drills

School District: Riverdale School DistrictSchool Name: Riverdale Junior/Senior High SchoolMunicipality: MuscodaCounty: GrantSchool Address: 235 E Elm St.

| Date Of Drill | Time Of Drill | Evacuation Time (min/sec) | # Students | # Adults | Fire Dept. Invited? Y/N | Type of Drill (Fire, Tornado, School Safety, Other) | Evacuation Drill Remarks |
|---------------|---------------|------------------------------|------------|----------|-------------------------------|---|--|
| 10/18/16 | 2:30 pm | 1:18 | 251 | 30 | No | Fire | Went Well |
| 11/10/16 | 11:50 am | 1:10 | 251 | 30 | No | Fire | Went Well |
| 2/13/17 | 10:00 am | 53 seconds | 251 | 30 | No | Fire | Music Wing alarm didn't go off. Informed Time Redman |
| 3/24/17 | 10:40 am | 1:03 | 251 | 30 | No | Fire | Music Wing didn't go off. Informed Tim Redman |
| 4/20/17 | 1:45 pm | 15 minutes | 251 | 30 | No | Tornado | Everything worked |
| 4/21/17 | 9:03 am | 1:05 | 251 | 30 | No | Fire | All Alarms functioning |
| 9/20/17 | 11:00 am | 1:20 | 241 | 30 | No | Fire | All Alarms Functioning |
| 11/29/17 | 11:50 am | 1:29 | 250 | 30 | No | Fire | All Alarms Functioning |
| 1/26/18 | 1:00 pm | 1:20 | 250 | 30 | no | Fire | Went Well |

School Official Signature:

Title:

Date:



| | | | | | | | |
|---------|----------|------------|-----|----|----|---------|-------------------|
| 4/12/18 | 1:45 pm | 15 minutes | 251 | 30 | No | Tornado | Everything worked |
| 4/28/18 | 12:50 pm | 1:10 | 250 | 30 | No | Fire | Went Well |
| | | | | | | | |
| | | | | | | | |



2018/19

Wisconsin School District Record of Fire / Tornado / School Safety / Other Evacuation Drills

School District: Riverdale School District

School Name: Riverdale Junior/Senior High School

Municipality: Muscoda

County: Grant

School Address: 235 E Elm St.

| Date Of Drill | Time Of Drill | Evacuation Time (min/sec) | # Students | # Adults | Fire Dept. Invited? Y/N | Type of Drill (Fire, Tornado, School Safety, Other) | Evacuation Drill Remarks |
|---------------|---------------|------------------------------|------------|----------|-------------------------------|---|--------------------------|
| 10 /12 | 9:45 am | 1:10 sec | 175 | 30 | no | Fire | Went Good |
| | | | | | | | |
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| | | | | | | | |

School Official Signature:

Title:

Date:



Sample Drill Written Evaluation

Use this form to record and report all emergency drills that occur on District property.

School Name:

Date of Drill:

Time of Drill:

Fire Department Invited (Yes/No):

Number of Students:

Number of Adults:

Drill Type:

Evacuation Time:

Drill Remarks:

Recorded By:

Title:

Date:

The signature below certifies this written emergency drill evaluation was reviewed and approved by Riverdale School District's Board of Directors.

Board President

Date



CONCEPT OF OPERATIONS

The overall goal of a School Safety Plan is to ensure an effective and timely response to situations that prevent harm, protect lives, minimizes damage, restore order, and aid in recovery efforts. The easiest way to account for an easy transition of an Incident Command System to emergency responders is to embrace a nationally recognized system that's tailored to respond to critical incidents. Therefore, the Riverdale School District incorporated concepts and procedures from the National Incident Management System and the Incident Command System into its School Safety Plan.

National Incident Management System

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security for use by all local, state, and federal agencies when responding to emergencies. The Incident Command System (ICS) is the organizational structure within NIMS that is used by community response agencies for managing response to all emergencies. The organization of ICS is built around the management roles of command, operations, logistics, planning, and finance.

The Riverdale School District supports NIMS and ICS, as can be seen through the delegation of primary and secondary school decision-makers, an incident commander, an after-hours incident commander, and a master key holder on the Incident Response Plan located at the beginning of this School Safety Plan. The District also designates personnel to the standard management roles of command through its recovery efforts.

The Riverdale School District trains its employees on their roles and responsibilities through disseminating this School Safety Plan out through the HR department. The District requires that this training be reviewed annually or within 30 days of employment or reassignment. A training roster that includes the name of the employee, their title, and the date this training document was reviewed can be found on the Training Roster located in the appendix.

Additionally, the District also follows Wisconsin Statute 118.07(4) which states:

(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.

Incident Command Roles and Responsibilities

In an emergency situation, the school may need to be evacuated, injured persons may need to be treated, and other incident management activities may need to be initiated. School officials and staff have a responsibility to take charge until emergency responders arrive.

The list on the next page delegates general responsibilities that must be fulfilled before, during, and after an emergency and staff roles for handling emergencies until first responders arrive. Some responsibilities may fit into numerous categories.



| Responsibilities | Supt. | Princ. | Teachers | Inst. Aides | Subs | Non-Teach. Staff | Caft. | Students | Parents/Guards. | Cust. | SRO |
|--|-------|--------|----------|-------------|------|------------------|-------|----------|-----------------|-------|-----|
| Makes policy decisions | X | X | | | | | | | | | |
| Informs policy group (superintendent/Board/legal/etc.) | X | X | | | | | | | | | |
| Incident command | X | | | | | | | | | | |
| Identifies resources | X | | | | | | | | | | |
| Calls 9-1-1 | X | X | X | X | X | X | X | | | X | |
| Secures scene/preserves evidence | X | | | | | | | | | | |
| Resource to first responders (keys/radios/cameras/etc.) | | X | X | X | | X | | | | X | |
| Accounts for all building occupants | | X | X | | | X | | | | | |
| Reports to IC any missing persons | | X | | | | | | | | | |
| Provides first-aid | X | X | X | | | | | | | | |
| Provides just-in-time training to substitute teachers/ staff | X | X | | | | | | | | | |
| Accesses school emergency records | X | X | X | | | X | | | | | |
| Maintains custody records | | | | | | X | | | | | |
| Monitors phones/radios | | | | | | X | | | | | |
| Trains students on emergency procedures | | | | | | X | | | | | |
| Follows IC decisions | X | X | X | X | X | X | | X | X | X | |
| Reports emergencies | X | X | X | X | X | X | | X | X | X | |
| Complies with school policies during an incident | X | X | X | X | X | X | | X | X | X | |
| Coordinates adjustments for after-hours activities | X | X | | | | | | | | | |
| Arranges to transport students to reunification site | X | X | | | | | | | | | |
| Leads/directs students during an incident | X | X | X | | | | | | | | |
| Ensures kitchen equipment is shut off prior to evacuation | | | | | | X | | | | X | |
| Interfaces with IC/media/parents | X | X | | | | | | | | | |
| Shuts off utilities, as needed | X | | | | | | | | | X | |
| Surveys building for damage | X | X | | | | | | | | X | |
| Participates in ongoing review and revision of this plan | X | X | | | | | | | | X | |
| Other - specify | | | | | | | | | | | |



ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section outlines the authorities and responsibilities of building occupants from the superintendent down to the students. Staff may not be able to fulfill all duties without assistance from their peers, therefore the Incident Command System is based on a team approach. Roles are pre-assigned and individuals are made aware of their responsibilities prior to an incident.

District

The Riverdale School District has the authority and responsibility to:

- Develop a School Safety Plan for emergencies
- Obtain legal advice on recommended policies and procedures
- Form partnerships with local governments regarding the use of equipment and personnel during emergency incidents
- Coordinate with local agencies on general standards for School Safety Plans
- Establish a School Safety Plan committee to review and edit the plan prior to going before the School Board for approval
- Require all students to participate in emergency preparedness training, drills, and exercises
- Review school construction projects, renovations, and general operations for safety

Superintendent

The Superintendent and other administrative staff will:

- Recommend school safety, violence prevention, and emergency preparedness programs to the School Board
- Assign faculty members to the District Response Team
- Coordinate in-service exercises, drills, and training for all school personnel
- Implement change in the School Safety Plan based on an evaluation of policies, needs, and experiences
- Evaluate School Safety Plans for all schools in the District, including Community Education and Early Childhood
- Identify suitable school facilities for use as emergency facilities and coordinate related activities with relevant staff
- Arrange notification system for staff and families

Principal

The Principal will:

- Appoint a staff member as the School Incident Commander
- Assign selected staff to the District Response Team
- Ensure the building's School Safety Plan embraces the District's mission/vision
- Assign emergency responsibilities to staff as needed
- Encourage incorporation of school safety, violence prevention, and emergency preparedness training into the curriculum
- Arrange for purchasing, storage, and maintenance of emergency supplies and equipment
- Inform parents about the emergency notification system



Principal

The Principal will:

- Perform and/or supervise periodic checks of school facilities and transportation vehicles
- Provide copies of the School Safety Plan to the Superintendent and Incident Commander and participate in ongoing communication about plan changes and/or needs

Incident Commander

The School Incident Commander will:

- Establish an incident command post and provide an assessment of the situation to the principal and other officials
- Direct on-scene incident management activities and identify resources required
- Assume overall direction of all incident management activities based on procedures outlined in the School Safety Plan
- Ensure the safety of students, staff, and other individuals
- Determine whether to implement protective measures
- Arrange for the transfer of students, staff, and other individuals when safety is threatened by disaster
- Communicate with emergency services personnel
- Ensure the proper transfer of command if a more qualified Incident Commander arrives on the scene, such as an emergency responder

Teachers

Teachers will:

- Participate in developing the School Safety Plan
- Participate in emergency plan exercises, drills, and training
- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of protective measures and District policies during an emergency event
- Be familiar with the psychological needs of children in the stress of an emergency situation
- Take attendance when class relocates or evacuates to an alternate location
- Report missing students to the Incident Commander
- Obtain first-aid services for injured students from the school nurse or trained personnel. Render first-aid to students if necessary

Nursing Staff

Nursing staff will:

- Administer first-aid or emergency treatment as needed
- Supervise and train first-aid teams and medical emergency response teams
- Advise students and teachers of emergency health and sanitation measures
- Inform the Principal of needed emergency supplies and equipment
- Coordinate school health services with community health services
- Advise on necessary medical accommodations for persons with special needs



Building and Ground Staff

Building and Ground staff will:

- Survey and report building damage to the Incident Commander
- Control the main shutoff valves for gas, water, and electricity to ensure no hazards result from broken or downed lines
- Provide damage control as needed
- Post location of all protective equipment
- Maintain an inventory of tools and equipment needed for emergency response
- Advise on shelter areas, available emergency equipment and resources, and alternate power sources

Counselors, Social Workers, and Psychologists

Counselors, Social Workers, and Psychologists will:

- Render first-aid if necessary
- Assist in the transfer of students, staff, and other individuals when their safety is threatened
- Execute assignments as directed by the Incident Commander
- Be familiar with the psychological needs of children in the stress of an emergency situation
- Assist with crisis intervention and recovery processes

Transportation Staff

Transportation staff will:

- Practice emergency bus evacuation procedures with students and staff
- Inform school and District administration of route conditions or construction that may alter emergency transportation plans
- Follow District policies to ensure students' arrive safely at home
- Store emergency equipment, procedures, and telephone numbers in the bus
- Be aware of community emergency shelter facilities along transportation routes
- Service vehicles regularly and be ready to transport evacuees in an emergency
- Transporting individuals in need of medical attention

Office Staff

School secretary/office staff will:

- Answer phones and assist in communicating consistent information to callers
- Provide school records and documents
- Execute assignments as directed by the Incident Commander
- Provide assistance to the Principal
- Monitor emergency radio broadcasts
- Assist with health incidents as needed



Food Service Staff

Food Service staff will:

- Maintain adequate supplies of food and water for emergency use
- Coordinate with a local supplier for times of extended emergencies that need larger amounts of food and water
- Rotate supplies to ensure freshness
- Plan for mass feeding under emergency conditions
- Practice kitchen health and safety laws, rules, and regulations at all times

Other District Staff

Other District staff, such as coaches, trainers, volunteers, and aides will:

- Be familiar with protective measures, especially during after-hours events
- Follow instructions from incident commanders during emergency situations
- If an incident commander is not present during an emergency, assume leadership of students and parents around you
- Participate in emergency preparedness training and drills, as applicable

Students

Students will:

- Cooperate during emergency drills, training, and exercises
- Be responsible for themselves and others during an incident
- Report concerning situations to appropriate parties
- Be aware of hazardous situations and associated prevention measures
- Take an active role in school emergency response, as age allows

Parents

Parents will:

- Encourage and support school safety, violence prevention, and emergency preparedness programs in schools
- Volunteer for school emergency preparedness programs
- Provide the school with the proper information for emergency situations and early and late dismissal
- Practice emergency preparedness at home to reinforce school training
- Understand their roles and District policies during a school emergency



The Riverdale School District's School Safety Plan is in accordance with Wisconsin Statute 118.07(4) that states:

cm) Neither a school board nor a governing body of a private school may include in a school safety plan any of the following:

- 1. A requirement for an employee to contact a school administrator, school official, or any other person before calling the telephone number "911."*
- 2. A prohibition against an employee reporting school violence or a threat of school violence directly to a law enforcement agency.*
- 3. A prohibition against an employee reporting a suspicious individual or activity directly to a law enforcement agency.*

SECTION 3: RESPONSE





PROTECTIVE MEASURES

Protective measures are used in response to threats and hazards to protect life and property. Multiple protective measures may be used in response to an emergency situation. To become familiar with these protective measures, staff and students must participate in ongoing training and drills. The response matrix below highlights numerous threats/hazards and the protective measures that may be used to combat them.

| Threat/ Hazard | Close School | Drop, Cover, and Hold | Emergency Communication | Evacuation | Family Reunification | Lockdown | Medical Response | Mental Health Services | Rapid Assessment | Reverse Evacuation | Shelter- in-Place |
|------------------------------------|-----------------|--------------------------|----------------------------|------------|-------------------------|----------|---------------------|------------------------------|---------------------|-----------------------|----------------------|
| Active Shooter | X | | X | X | X | X | X | X | X | X | X |
| Bomb Threat | | | X | X | X | | | X | X | | X |
| Bullying | | | X | | | | | X | X | | |
| Bus Accident | | | X | X | X | | X | X | X | X | X |
| Fire | X | | X | X | X | | | X | X | | |
| Hostage | X | | X | X | X | X | | X | X | | X |
| Medical: Bloodborne Pathogen | | | X | | | X | X | | X | | X |
| Severe Storm/ Tornado | X | X | X | | X | | | X | X | X | X |
| Terrorism | X | | X | X | X | X | | X | X | X | X |
| Chemical Accident | | | X | X | X | | X | X | X | X | X |
| Civil Disturbance/ Fight | X | | X | | X | X | | X | X | X | X |
| Dam Failure | X | | X | X | X | | | X | X | | |
| Death | X | | X | | | | X | X | X | | X |
| Demonstration | | | X | | X | X | | X | X | X | X |
| Earthquake | X | X | X | X | X | | X | X | X | | X |
| Explosion | X | | X | X | X | | X | X | X | X | X |
| Flood | X | | X | X | X | | | X | X | | |
| Gas Leak/ Outage | X | | X | X | X | | | | X | | |



| Threat/ Hazard | Close School | Drop, Cover, and Hold | Emergency Communication | Evacuation | Family Reunification | Lockdown | Medical Response | Mental Health Services | Rapid Assessment | Reverse Evacuation | Shelter- in-Place |
|--|-----------------|--------------------------|----------------------------|------------|-------------------------|----------|---------------------|------------------------------|---------------------|-----------------------|----------------------|
| Injury/Health Emergency | | | X | | | X | X | X | X | | |
| Intruder | X | | X | | | X | | X | X | | X |
| Lost Child | | | X | | | | | X | X | X | |
| Medical: Pandemic | X | | X | | | | X | X | X | | |
| Nuclear Incident | X | | X | X | X | | X | X | X | | |
| Power Outage | X | | X | X | X | | | | X | | X |
| Sexual Assault/ Abuse | | | X | | | | X | X | X | | |
| Suicide Threat/ Attempt | | | X | | | | X | X | X | | |
| Unidentified substance/ illegal drug | | | X | | | | | X | X | | |
| Water Outage/ Restriction | | | X | X | X | | | X | X | | |
| Weapons | | | X | X | | X | | X | X | | X |
| Winter/Ice Storm | | | X | X | X | | | X | X | X | X |



Close School

School closure is a useful method in a variety of circumstances for mitigating damage to people and property.

In the event of a school closure, staff will:

- Notify students of closure
- Make arrangements for students who cannot be picked up
- Await further instructions from building administration

Building Administration will:

- Initiate close school procedure
- Notify staff of closure
- Notify bus/transportation providers
- Notify parents/guardians by phone, text, email, school website, and social media
- Notify media spokesperson to alert media
- Cancel on-site after school program(s)
- Activate family reunification, if needed



Drop, Cover, and Hold

Drop, cover, and hold procedures are used when an incident occurs with little to no warning. This action is taken to protect students and staff from flying or falling debris. Tornadoes and earthquakes are the two threats/hazards that would warrant a drop, cover, and hold response.

In the event of a drop, cover, and hold response, staff will:

- Drop to the floor, stay low, and crawl to the nearest shelter
- Cover your head and neck with one arm and hand and get under a sturdy table or desk
- Hold on to the table or desk until the shaking stops
- When directed by building administration, initiate evacuation procedure
- Grab the go-bag and class roster prior to evacuation
- When safe, take attendance to account for any missing students

Building Administration will:

- Notify staff of drop, cover, and hold procedure, if possible
- Determine damage and if evacuation procedures need to be implemented
- Call 911 if needed for medical emergencies
- Consult with building and grounds professional for structural damage and repairs
- Consult with school nurse for action plan to treat injuries
- Consult with mental health professionals on recovery efforts
- Turn off electrical equipment, if water is present in the facility
- Prepare for aftershocks if the event was an earthquake
- Perform a facility walk-through to determine if any students, staff, or visitors were left behind during evacuation
- Notify parents/guardians of evacuation, if needed
- Communicate family reunification efforts with parents/guardians, if needed
- Inform staff when the threat no longer exists
- Complete an incident report form and document actions accordingly



Emergency Communication

Communication is a critical component of incident management. The communication plan should provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community, and the media. Riverdale School District notifies parents prior to the first day of school how they will be notified of emergencies.

All media inquiries must be referred to the District's media spokesperson. The District has clear guidelines in place for working with the media in the event of an emergency, including protecting sensitive information on internal security measures and student information. The media spokesperson is responsible for creating policies and plans for communicating information internally and to the public.

When communicating with the media during an emergency, building administration will:

- Refer all media communications to the media spokesperson
- Establish a joint information center away from the affected area to serve as a media staging area
- Notify all staff of the emergency event
- Relay all factual information to the media spokesperson
- Schedule and attend an open question-and-answer meeting for parents after the incident
- Inform parents when and where school will resume

The media spokesperson will:

- Coordinate with media to shoot video footage and photographs safely and in accordance with District policy
- Not allow the media to hinder emergency responders or be put in harm's way
- Not say "No comment" but rather say "I don't know" or "There's no information to share at this time"
- Prepare and coach District administration if video presence is needed
- Monitor media reports to ensure message accuracy
- Track rumors and ask the media to dispel inaccurate information
- Disseminate information through various mediums to inform parents about what is known to have happened
- Implement a plan to manage an influx of phone calls and parents who arrive at the school
- Provide regular updates to media and school community

The list below highlights the media spokesperson and alternate spokesperson in case the primary contact is unavailable during a crisis. The media spokesperson's contact information can also be found on the Incident Response Plan form located on the front page of this plan.

Media Spokesperson

Name: Bryce Bird, District Administrator

Cell Phone: 608-739-2230

Alternate Spokesperson

Name: Jon Schmidt, Junior/Senior High School Principal Cell Phone: 608-393-7267



Sample Public Information Release

Check as appropriate: _____ District _____ School

Date: _____

Time: _____

Note: Please check off and fill in information as appropriate. If this is used as a script, read only those items checked and the information provided.

_____ has just experienced _____

| | |
|--------------------------|--|
| <input type="checkbox"/> | The (students/employees) [(are being) or (have been)] accounted for. |
| <input type="checkbox"/> | Emergency medical services [(are here) or (are on the way) or (are not available to us)]. |
| <input type="checkbox"/> | Police [(are here) or (are on the way) or (are not available to us)]. |
| <input type="checkbox"/> | Fire Department/Paramedics [(are here) or (are on the way) or (are not available to us)]. |
| <input type="checkbox"/> | Communications to parents (is/are) being posted (on the school's website) and/or (on the school's social media pages) and delivered by phone (and/or email?) through_____. |
| <input type="checkbox"/> | Reunification center(s) for parents to pick up their student(s) (is/are) being set up at _____. |
| <input type="checkbox"/> | Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). |
| <input type="checkbox"/> | There are _____ people reported injured. |
| <input type="checkbox"/> | Students have been taken to a safe area _____ and are with (classroom teachers/staff) or (_____). |
| <input type="checkbox"/> | (#) _____ students have been taken to the local emergency room for treatment of serious injury. |
| <input type="checkbox"/> | Parents of injured students should go to the emergency room at _____. |
| <input type="checkbox"/> | (#) _____ confirmed deaths have been reported at _____ . (Names cannot be released until families are notified.) |
| <input type="checkbox"/> | Structural damage has been reported at the following sites: _____. |
| <input type="checkbox"/> | No further information is available at this time. |
| <input type="checkbox"/> | Release restrictions: _____ No _____ Yes – what? _____ |
| <input type="checkbox"/> | Released to the Public: _____ Information Release # _____ Date/Time: _____ |



Evacuation

Evacuation will take place if it is determined to be safer outside the building than inside it, and if staff, students, and visitors can safely reach the evacuation location without danger. Evacuation routes may vary depending on the type of emergency. For instance, a bomb threat could alter evacuation routes based on the location of the suspected device.

When implementing **evacuation procedures**, staff will:

- Take the emergency go-bag and class roster
- Take the closest and safest evacuation route as posted or announced
- Use a secondary route if the primary route is hazardous
- Assist those needing special assistance
- Close classroom door and turn out lights
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Leave the building in an orderly manner, without rushing or crowding
- Check the bathrooms, hallways, and common areas for visitors, staff, or students while exiting
- Go to pre-determined assembly area (minimum of 50 feet from building for fire evacuation and 300 feet for a bomb threat) and take attendance upon arrival
- Report missing persons to building administration
- Render first-aid if needed
- Return to your room when the all clear is issued

Building Administration will:

- Initiate evacuation procedures and notify all staff
- Call 911 if not already done by an alternate staff member to give notice the school has been evacuated
- Evacuate all staff and students to pre-designated evacuation routes
- Announce changes in evacuation routes based on location and type of emergency
- Ensure students with functional conditions are appointed a caretaker
- Ensure the custodian and cafeteria have turned off all motors, fans, and other power-driven equipment
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures
- Monitor the situation and provide additional updates if needed
- Advise nurse and staff to administer first aid as needed
- During inclement weather, consider requesting buses for sheltering students
- Assist in the search for any missing students
- Announce the all clear when it's safe to re-enter the building

When implementing **evacuation and relocation procedures**, staff will:

- Take the emergency go-bag and class roster
- Take the closest and safest evacuation route as posted or announced
- Use a secondary route if the primary route is hazardous
- Assist those needing special assistance
- Close classroom door and turn out lights
- Do not lock classroom doors when leaving
- Do not stop for student or staff belongings
- Check the bathrooms, hallways, and common areas for visitors, staff, or students while exiting
- Remain with class en route to the relocation center and take attendance upon arrival



- Report missing persons to building administration
- Render first-aid if needed

Building Administration will:

- Determine whether staff and students should be evacuated to a relocation center
- Notify the relocation center
- If necessary, coordinate transportation or student process to relocation center
- Initiate evacuation and relocation procedures
- Announce changes in evacuation routes based on location and type of emergency
- Implement reunification procedures at the relocation site
- Document the reunification of all students released

Wisconsin Statute 118.07(4) that states:

(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

The following relocation sites were chosen based on their distance, accessibility, hours of operation, transportation, and amenities.

Primary Relocation Center – St. John Baptist Catholic Church

Address: 341 N Wisconsin Ave.
 Phone: 608-739-3391
 Transportation Plan: Walk or bus
 Special Needs Plan: Handicap bus/ staff assist

Primary Relocation Center – Muscoda Public Library

Address: 400 N Wisconsin Ave.
 Phone: 608-739-3510
 Transportation Plan: Walk or bus
 Special Needs Plan: Handicap bus/ staff assist



Sample Emergency Building Use Agreement

THIS AGREEMENT is made and entered by and between Riverdale School District, 747 6th Street of Grant County, Wisconsin ("School District") and _____, Address _____ of _____ County, Wisconsin ("Shelter Provider").

RECITALS

WHEREAS, the Shelter Provider is authorized and empowered to enter into leases and buildings use agreements; and

WHEREAS, if the School District should need to evacuate students or staff from one of its school buildings or grounds due to an emergency, the School District desires to identify a site where residents or staff may be housed until they can be released. Since the Shelter Provider has a building that could act as a temporary shelter, it is reasonable to set up an agreement outlining the terms of an emergency building use agreement; and

WHEREAS, the School District desires to enter into an agreement for the emergency use of the building for staff and students on the terms and conditions hereinafter set forth; and

WHEREAS, the Shelter Provider understands and agrees that after meeting its responsibilities to its primary usage, it will permit the School District to use its physical facilities as a shelter for students or staff in case of disaster or other emergency;

NOW THEREFORE, in consideration of mutual covenants and promises contained herein, it is agreed as follows:

1. The School District shall replace or reimburse the Shelter Provider for goods or supplies that may be used in the School District's conduct of shelter activities.
2. The School District shall exercise reasonable care in the use of Shelter Provider's facilities and shall reimburse the Shelter Provider for any damage to the physical facilities directly caused by these shelter activities.
3. The Shelter Provider shall make reasonable efforts to make a building available for emergency shelter use by the School District with minimal notice.
4. This Agreement shall commence upon the date of execution by both parties. This Agreement will remain in full force and effect, but may be terminated by either party at any time upon 30-day written notice to the other.

WHEREFORE, this Agreement was entered into on the date set forth below and the undersigned, by execution hereof, represent that they are authorized to enter into this Agreement on behalf of the respective parties and state that this Agreement has been read by them and that the undersigned understands and agrees to each and every provision hereof, acknowledge receipt of a copy hereof.

Riverdale School District

By: _____

Date: _____

Shelter Name

By: _____

Date: _____



Family Reunification

Family reunification is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children. This process includes a formal transfer of custody, involving verification of the parent/guardian prior to the student's release.

Parent/guardians are made aware of family reunification and student release procedures at the beginning of the school year through the student handbook.

When implementing family reunification procedures, staff will:

- Follow pre-determined procedures for releasing students
- Provide a list of evacuated students to site staff upon arrival
- Ensure special needs students and staff are assisted
- Assist in adult report and student release areas as directed by building administration

Building Administration will:

- Designate a location for reunification of students with authorized adults
- Notify a contact person at the relocation site to prepare for the arrival of students and screen the site for safety prior to usage
- Request transportation for students and staff
- Notify parents/guardians of family reunification procedures including location, traffic pattern for entrance, required identification documents, what to do if sending an alternate person to pick up the student
- Maintain current student and staff emergency information that details special media needs and custody issues
- Set up a secure holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out
- Pre-assign staff for reunification duties
- Designate parking areas for parents/guardians
- Notify emergency responders to assist with traffic control, crowd control, and medical needs
- Provide behavioral health services at the reunification site for students and parents
- Notify parents/guardians of injuries and fatalities personally, notify remaining parents/guardians their child is safe through mass means of communication
- Contact media spokesperson to aid in media inquiries and set up media staging area
- Only release students to authorized persons after checking proof of identify and signing a student release form
- Check identification of all non-uniformed personnel who arrive to assist
- Ensure documentation of release of students
- Students that cannot be picked up will be released to law enforcement



Sample School-Parent/Guardian Letter

(Date)

Dear Parents/Guardians:

Should an emergency situation arise in our community and/or one of our schools while school is in session, we want you to be aware the schools have made preparations to respond effectively and appropriately to such situations. Riverdale School District has a detailed, all-hazards School Safety Plan that has been formulated to provide direction to its staff and students during such an incident.

In the event of an emergency, we ask for your cooperation in the following procedures:

- 1. Please do not telephone the school.** Telephone lines must be kept available for emergency communication.
- 2. Please do not come to the school** unless requested to pick up your child.
- 3. *In the event of an emergency that requires us to evacuate and relocate***, students may be picked up at a designated reunification location by an identified, responsible adult who has been identified on the student's emergency card. Emergency cards must be filled out by parents/guardians at the beginning of every school year and kept updated as needed.

When authorizing another person to pick up your child, please consider the following requirements:

- He/she must be at least 18 years of age
- He/she must be available during the day
- He/she can walk to school or the relocation site if necessary
- He/she is known to your child
- He/she is both aware of and able to assume this responsibility

You can expect the District to respond in the following manner:

- For weather-related incidents, turn your radio to _____ for weather updates and emergency closure and cancellation announcements.
- Information regarding day-to-day school operations will be available on our District website and updates will be made as appropriate.

- 4. Please impress upon your children** the need for them to follow the directions of any school personnel in times of any emergency.

We sincerely appreciate your cooperation in helping us respond to an emergency situation and providing a safe and healthy learning environment for your child. If you have any questions or require additional information, please feel free to contact me.

Jon Schmidt, Principal

Riverdale Junior/Senior High School



Lockdown

Lockdown procedures are used to protect building occupants from potential dangers in the building, such as threats and intruders, as well as external threats that may enter the building. A lockdown with warning occurs when there is an exterior threat or a non-threatening circumstance, such as a medical emergency or disturbance. Lockdown with intruder occurs when there is a threat or intruder in the building.

When implementing lockdown procedures, staff will:

- Clear the hallway and bathrooms by your room, moving everyone into the classroom
- Lock all exterior doors
- Cover exterior windows if permitted by local law enforcement
- Keep students away from windows
- Move large objects in front of the door to act as a barricade
- Arm students with objects to throw at an intruder, should he/she gain access to the space
- Not leave or open the door for any reason
- Shut off lights
- Be quiet
- If the fire alarm is activated, do not leave the classroom unless fire or smoke is visible
- Take attendance and notify building administration of missing students or additional persons in your classroom
- Allow no one outside of the classroom until the all clear is signaled
- If outside during lockdown initiation, move students to designated off-site assembly location

Building Administration will:

- Announce either “lockdown with warning” or “lockdown with intruder”
- Repeat announcement several times
- Call 911, identify name and address of school, describe the emergency, state the school is locking down, and provide intruder description and weapon(s) if known
- Notify staff and classes outside to immediately move to the off-site assembly location, account for all students, and be prepared to move to the pre-assigned relocation site
- Lock all exterior doors if lockdown with warning – do not lock exterior doors if lockdown with intruder
- Disable all bells
- Direct any movement by announcement only
- Notify transportation direction to stop all inbound buses and redirect them to designated relocation site(s)
- Remotely check status of classrooms via PA, telephone, computer, or other method
- Close and lock all delivery doors
- Direct any contractors, delivery drivers, vendors, or repairmen into a safe area inside the building
- Give the all clear when it's okay for students and staff to come out of their classrooms



Medical Response

Medical response provides emergency first-aid to any injury or illness that occurs at the school prior to first responders arriving on scene. The school has a school nurse licensed by the Wisconsin Department of Safety and Professional Services. A medical response team, consisting of specially trained staff does exist.

When medical response is needed on school grounds, staff will:

- Notify building administration
- Assess the ill or injured person to determine the best course of action
- Bring the student to the school nurse or the nurse to the student
- School nurse will secure the student's emergency health information from the enrollment card and bring it with to the accident site
- Render first-aid, if necessary
- Complete incident report and provide a copy to building administration

Building Administration will:

- Call Waushara County Emergency Services at 911 if not already done by an alternate staff member and describe student in distress and illness/injury, if needed
- Contact the student's parents/guardians
- Call on CPR/AED trained staff members to provide assistance if needed
- Provide an emergency medical care parent/guardian consent form to EMS
- Assign a staff member to accompany the student to the hospital if the parent/guardian is not present
- Document the incident per school policy

If the District is located more than eight minutes from the nearest hospital, then staff on-site must be CPR/AED certified. The District has trained all staff on the use of AEDs, therefore, any staff member can be called upon to respond to a medical emergency while awaiting EMS. Furthermore, all coaches, physical education teachers, and the school nurse are also trained in CPR.



Mental Health Services

Mental health counseling services provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic incident, these services will be made available to staff and students.

Mental health professionals available in the school community such as nurses and social workers will participate in the development, implementation, and evaluation of these counseling services. Additional advice may be sought from outside psychologists and mental health experts in the community.

As part of the 2018 School Safety Initiative, the District agreed to send 10% of all staff members to a Department of Justice-approved mental health training. Staff members who attended this training will be responsible for aiding in the development and implementation efforts of providing counseling services following a traumatic incident.

In the event mental health services are needed, staff will:

- Seek counseling services if experiencing difficulty coping with an incident
- Provide stress management during class to allow students to talk about what they experienced and how they feel about it
- Be prepared for outbursts and disruptive behavior
- Receive training to recognize signs of physical and/or mental stress due to trauma
- Refer students experiencing stress to counseling
- Allow for changes in normal routine activities and test schedules

Building Administration will:

- Coordinate mental health training for staff and members of the crisis response team
- Announce to the school that counseling services will be provided following a traumatic incident
- Issue prepared statements for media, parents, and other community inquiries and consult with media spokesperson for public announcements
- Hold a staff meeting to discuss logistics
- Set up crisis centers and rooms for private counseling with mental health professionals or meetings with clergy to assist with grief
- Provide guidelines and encourage teachers to facilitate class discussions about the incident
- Restore regular school functions as efficiently and quickly as possible
- If fatalities occurred, provide staff with information regarding visitation and/or funeral arrangements and encourage staff and students to attend to gain closure
- Designate a place for staff, students, and community members to leave well-wishes, messages, and other miscellaneous items
- Discuss and approve memorials with the school board's consent



Rapid Assessment

Rapid assessment is a decision-making process to help school administrators implement the appropriate protective measure prior to the arrival of first responders. Rapid assessment can be utilized in virtually every situation.

When implementing rapid assessment, staff will:

- Approach the scene with caution
- Watch for suspicious packages, injuries, objects hanging overhead, or spills
- Assess the extent of the emergency and alert building administration or call 911
- Address life-threatening injuries prior to the arrival of first responders
- Render first-aid as needed
- Set a perimeter for onlookers

Building Administration will:

- Call 911 and describe the situation
- Identify and implement protective measure(s) as needed
- Interview bystanders for information
- Notify parents/guardians of the student(s) involved
- Document the incident according to District policy



Reverse Evacuation

Reverse evacuation procedures are implemented when conditions inside the building are safer than outside. In Wisconsin, this usually occurs due to severe thunderstorm, winter storm, or tornado warnings.

When implementing reverse evacuation procedures, staff will:

- Move all students inside as quickly as possible
- Assist students and staff with special needs
- Report to the classroom
- Close and lock all exterior doors and windows
- Take attendance and report any missing persons to building administration
- Initiate additional procedures if directed, such as shelter-in-place or drop, cover, and hold)

Building Administration will:

- Initiate reverse evacuation procedures through PA announcement, megaphone, two-way radio, telephones, or runners
- Direct staff to physically notify any staff that may be too far away from the building to hear the announcement
- Monitor the appropriate media outlets for changes in the situation
- Call 911 or fire and emergency services as needed
- Maintain contact with public safety officials to consult whether additional procedures are needed
- Notify staff if implementing additional protective measures
- Announce the all clear signal when the emergency has ceased



Shelter-in-Place

Sheltering in place is used when evacuation puts people at risk. This procedure provides refuge for students, staff, and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants, such as in interior rooms with no windows. Shelters may change based on the emergency.

Shelter-in-place could last for minutes to days based upon the hazard/threat. Due to this, the District should have food, water, extra batteries, and toileting supplies ready, should the situation ever arise.

In the event of a shelter-in-place response, staff will:

- Clear the halls immediately of staff and students and report to the nearest designated shelter area
- Close classroom windows and doors when leaving
- Assist those with special needs accommodations
- Take emergency go-bag and class roster
- If outside, direct students into the nearest interior safe area or appropriate shelter
- Take attendance upon arrival to the shelter area and report any missing persons to building administration
- Do not allow anyone to leave the shelter area
- Have everyone kneel down and be ready to cover their heads to protect it from debris, if appropriate
- If there is air contamination within the shelter area, place a wet handkerchief or wet paper towel over the nose and mouth for temporary respiratory protection
- If sheltering in place because evacuation routes are blocked, seal the door, open or close windows as appropriate, limit movement and talking, communicate your situation with emergency responders and/or building administration, and stay away from all doors and windows
- If sheltering in place because of an external gas or chemical release, close and tape all windows and doors and seal the gap at the bottom of the door
- If in a mobile classroom, move students to an interior shelter area
- Remain in shelter until building administration gives the all clear to exit

Building Administration will:

- Initiate shelter-in-place procedure through all-school announcement
- Order a reverse evacuation for students and staff outside to move inside the building
- Close all exterior doors and windows, as appropriate
- Turn off ventilation system, if appropriate
- Contact custodian(s) to shut off utilities, as appropriate
- Monitor the situation through various media channels and provide instructions and updates as available
- Allow no one to leave the shelter during the emergency
- Contact and consult with public safety officials as appropriate
- Be prepared to announce additional procedures due to changing conditions if needed
- Announce the all clear signal when the emergency has ceased



THREATS/HAZARDS

What constitutes the threats/hazards listed in the table above and what are the staff responsibilities in response to these situations? Below is a brief description of respective threats/hazards and role staff will play in each scenario.

Active Shooter

If a person displays a firearm, begins shooting, or shots are heard.

Staff will:

- Seek shelter for staff and students
- Implement lockdown procedures
- Notify building administration and provide the location of the shooter, if known
- Take attendance and notify administration of missing persons once the threat is removed

Building Administration will:

- Initiate lockdown procedures
- Call 911 if not already done by an alternate staff member and provide as many details about the shooter's identity, weapon(s), location, etc.
- Escort police to the scene and work with them as directed – stay out of view of the student
- Notify District administration
- Implement media procedures
- Implement recovery procedures



Bomb Threat

Bomb threats may be received in the form of a phone call, voice mail, email, graffiti, note, or an anonymous tip. All bomb threats must be taken seriously and immediately assessed by the school. Responsibilities will vary based on the validity of the threat.

Upon receiving a bomb threat staff will:

- Notify building administration or signal someone near you to alert building administration
- Keep caller on the phone as long as possible and do not hang up
- Preserve evidence for law enforcement through photographs, preserving fingerprints, and adequate documentation
- Complete Threat Incident Report Form

Building Administration will:

- Call 911 if not already done by an alternate staff member to notify law enforcement
- Assess the threat to determine credibility
- Consult with emergency responders, as time permits
- Pass information to teachers orally by bullhorn or messenger
- Determine whether or not to evacuate or lockdown the building

If the bomb threat is credible staff will:

- Implement lockdown procedures
- Search classroom and assigned areas for suspicious items
- Not touch any suspicious devices, packages, etc.
- Notify building administration and emergency responders of findings

Building Administration will:

- Initiate lockdown procedures
- Direct staff to scan for suspicious items
- Assign staff locations to search both inside and outside the facility
- Determine if evacuation procedures should be initiated

If evacuation procedures are initiated staff will:

- Implement evacuation procedures
- Take emergency go-bags and class rosters
- Take attendance when students are assembled at a pre-determined location away from the school and report any absences

Building Administration will:

- Notify staff via the phone system, hardwired PA system, or messenger
- Not use cell phones, radios, and fire alarm systems, as these run the risk of activating the device
- Ensure evacuation routes and reunification areas are clear of suspicious items



Bullying

Harassment, intimidation, or bullying behavior by any student/school personnel is strictly prohibited, and such conduct may result in disciplinary action up to and including suspension, expulsion, or termination of employment. Bullying can consist of, but is not limited to, name-calling, graphic and written statements, physical threats, and humiliation tactics that aim to harass, intimidate, injure, threaten, or ridicule a student, group of students, or staff member. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any office school bus stops.

If bullying is observed and/or reported, staff will:

- Notify building administration of the incident
- Describe the student(s) or staff member being bullied, who the attacker is, and what methods are being used to intimidate or harass the individual(s)
- Listen to the student(s) or staff making the claim and refer him/her to the correct professional, if needed
- Keep information from the incident confidential
- Create a safe school climate by educating students about bullying

Building Administration will:

- Follow up with both the student(s) or staff and the accused bully to determine the best course of action
- Refer one or both parties to the appropriate school counselor or mental health professional if needed
- Contact parent/guardian of both the student(s) and the accused to discuss the situation and potential solutions
- Enact disciplinary action if situation warrants it
- Fill out an incident report form and document all information accordingly
- Provide training to staff to learn more about the issue of bullying
- Research good bullying prevention programs



Bus Accident

School bus accidents may occur within the geographic boundaries of the District or outside District lines during field trips or sporting events. Traffic flow, weather conditions, and limited adult supervision contribute to these accidents and requires drivers to be well trained. School buses are required to have a first-aid kit that conforms to federal standards. Two-way communication should also be present and in working order on all school buses.

During field trips, District staff will take along an attendance list of students, emergency contact information, and a list of chaperones and staff attending the field trip. This information will be relayed to building administration and local law enforcement in the event of an accident.

In the event of an accident, transportation staff will:

- Call 911 to relay the type of accident, the bus location, the number of students injured, and the severity of the injuries, if known
- Secure vehicle and display appropriate warning devices
- Communicate accident via two-way radio or cell phone to building administration
- Call radio central dispatch to report the location of the accident, any injuries, and if another bus is needed to continue the route
- Render first-aid as needed until medical emergency responders arrive
- Take all steps to protect the safety of the children until help arrives
- Evacuate the bus to a safe distance if gas or other odors are detected
- Direct all media inquiries to the media spokesperson
- Take attendance of children on the bus and notify building administration of any missing students
- Upon return to the transportation department, assist in completing all necessary accident reports and providing a copy to building administration

Building Administration will:

- Obtain records of students riding the bus
- Contact the parents/guardians of students to notify them of the accident
- Send appropriate transportation and/or other staff to the accident location
- In the event of a serious injury or fatality, send the principal or designee to the accident site or hospital
- Consult with school counselors, nurses, and other mental health professionals on recovery efforts
- Fill out an incident report form and document all actions accordingly
- Consult with media spokesperson if a press statement is needed



Fire

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation. Building occupants should assume the same roles whether smoke or fire is detected.

Staff will:

- Activate fire alarm and notify building administration
- If safe, use a fire extinguisher
- Check assigned locations where students may not hear the alarm
- Plan for accommodations for students or staff with special needs
- Evacuate students and other staff to designated areas
- Take emergency go-bags and class roster
- Close classroom doors and turn off lights as students leave
- If primary route is blocked or too dangerous, use closest, safe exit
- If trapped by fire, implement shelter-in-place procedures
- Once outside, assemble a safe distance from building, take student attendance, and report any missing persons to building administration
- Return to your classroom when the all clear has been issued

Building Administration will:

- Call 911 if not already done by an alternate staff member, confirm the school's location, and provide the exact location of fire or smoke
- Ensure fire alarm has sounded
- Notify District administration
- If fire is extinguished, notify fire department
- Advise nurse and staff to administer first aid as needed
- Ensure functional condition students have an appointed caretaker
- Ensure custodian and cafeteria have turned off all motors, fans, and other power-driven equipment
- Meet with fire officer to identify the fire's location and provide names and possible locations of injured or missing persons
- Determine if students need to be transported to an evacuation site
- Notify parents/guardians of student reunification and release procedures
- Signal all clear when it is safe to re-enter the building
- Restore calm and resume education process as quickly as possible



Hostage

A hostage situation is defined as a person taken by force to secure the taker's demand. In the event of a hostage situation where you are taken hostage – stay calm, cooperate to the fullest extent possible, be respectful to the taker, and do not argue or make suggestions. If someone close to you is taken hostage and the taker does not see you, do not attract attention! The following are roles personnel should take when witnessing a hostage situation.

Staff will:

- Notify building administration immediately
- Keep all students in classrooms until further notice
- Wait for further instructions

Building Administration will:

- Initiate lockdown procedures
- Call 911 and provide as many details about the taker's identity, the location of the incident, number and description of hostages, and the number of injuries
- Seal off area near hostage scene
- Move students to the safest area of the building
- Assign a staff member to stand outside and warn visitors of the danger, if possible
- Allow law enforcement to take control of the situation upon arrival



Medical: Bloodborne Pathogen

Bloodborne pathogens are present in human blood and can cause disease in humans. Some examples of hepatitis B (HBV), hepatitis C (HCV), and human immunodeficiency virus (HIV). Bloodborne pathogens can be transmitted through blood and other bodily fluids. Staff that may be exposed to bloodborne pathogens are required to receive annual training.

In the event of exposure to a bloodborne pathogen, staff will:

- Not touch bodily fluids without proper protective equipment
- Determine the nature of the event
- Notify building administration
- Notify nurse to do an exposure determination
- When possible, keep bleeding person contained to one area
- Render first-aid only if certified, otherwise send student to an adequately trained staff member
- Call custodian or other trained staff member to use bloodborne pathogen kit for clean up – kit should contain goggles/face protection, nitrile gloves, cleaning agent, disinfectants, medical waste disposal containers/red bags, and shoe protection

Building Administration will:

- Notify parents/guardians of incident, if needed
- Fill out incident report form and document actions accordingly
- Follow up with custodian and nurse to ensure proper clean-up
- Send student for further medical testing if needed
- Ensure trained staff places all soiled items in a biohazard bag and tags the waste receptacle appropriately



Severe Storm/Tornado

Tornado shelter areas are interior hallways and restrooms and rooms away from exterior walls and windows. Building maps should be posted in each classroom highlighting routes to safe areas. If a storm or tornado **WATCH** is issued, staff and building administration should monitor the National Weather Service (NOAA), weather radio, or emergency alert radio; move all persons inside the building; and close windows. Staff should review drop and tuck procedures with students.

If a tornado or several thunderstorm **WARNING** has been issued or a tornado has been spotted near the school, staff will:

- Implement shelter-in-place procedures
- Bring in students and staff from playgrounds and other outdoor areas
- Close classroom windows and blinds
- Ensure students are in tuck positions
- Take emergency go-bag and class roster and go to pre-determined tornado shelter areas
- Take flashlight if available
- If “Drop and Tuck” command is issued, ensure all students face the wall in the disaster position
- Remain in shelter area until an all clear is signaled
- In the event of building damage, evacuate students to safer areas
- Render first aid, if needed
- Take attendance and report any missing or injured students to building administration

Building Administration will:

- Initiate shelter-in-place procedures
- Issue “Drop and Tuck” command over PA when judgment warrants
- Notify impacted buildings and programs in the District
- Keep all exterior doors closed
- Activate appropriate members of school emergency response team
- Move students and staff out of portable classrooms and into a permanent building, if applicable
- Continue to monitor weather radio and television stations for storm changes
- Have a battery-operated radio on hand
- Notify custodian(s) that a utility shut-down may be imminent if a tornado strikes the building and gas only should be shut down during a tornado warning alarm
- Notify utility companies of any break or suspected break in lines which may cause danger
- Notify parents/guardians according to District policy
- Call 911, if warranted and not already done by an alternate staff member, to report injuries
- Assist in the search for any missing students or staff members
- If flooding occurs, determine if relocation centers are affected, notify transportation resources, and initiate evacuation procedures



Terrorism

According to the Federal Bureau of Investigation, terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in the furtherance of political or social objectives. Most terrorism events are at a national or international level.

In the event of an attack within the United States, staff will:

- Inform students of the incident in an age-appropriate manner
- Stay calm, answer questions honestly, do not exaggerate details, and limit media exposure
- Decide whether to suspend prearranged lesson plans to include discussions about the event
- Monitor student behaviors and reactions and make appropriate referrals, if needed

Building Administration will:

- Monitor the situation and consult with District administration and local law enforcement, if necessary
- Develop and implement an action plan
- Notify all staff
- Implement behavioral health crisis intervention procedures
- Allow teachers to suspend prearranged lesson plans
- Provide opportunities for students to meet with student services staff and communicate the availability of counselors to students and teachers
- If implementing student-release procedures, notify parents of the reunification plan
- If implementing lockdown procedures, instruct parents not to come to the school



Chemical Accident

In the event of a natural or propane gas leak or odor, evacuate immediately! In all other cases, first responders will take command and determine the steps to take regarding evacuation, shelter-in-place, and ventilation systems.

In the event of a chemical accident inside a school building, staff will:

- Notify building administration of chemical type (if known) and location of the accident
- Move students away from the immediate danger zone
- Close doors to the affected area
- If chemical has contacted eyes or skin, remove contaminated clothing and flush for 15 minutes
- If warranted, call the Poison Control Center
- Consult Material Safety Data Sheet (MSDS) and send with student to hospital, if needed
- Render first-aid as needed
- If implementing evacuation procedures, take go-bags and class roster and take attendance and report missing kids to building administration

Building Administration will:

- Call 911 if not already done by an alternate staff member to report the location of leak or spill and type of material (if known)
- Develop an action plan with emergency responders (e.g. evacuation, shelter-in-place, shutdown ventilation system)
- Move staff and students away from the immediate danger zone
- Report any students or staff missing or injured
- Have custodian consult MSDS during clean up efforts



Civil Disturbance/Fight

Not all fights are criminal in nature. In fact, many disturbances are spontaneous behavioral situations that do not require assistance from local law enforcement. They should be handled by school staff according to disciplinary policies and procedures.

If a fight or disturbance occurs, staff will:

- Notify building administration
- Ensure the safety of students and other staff
- Work as a team to address the issue while alerting administration
- Use a calm voice and low tones in addressing the perpetrator
- Shout "Stop!" if the behavior escalates and continue to use a calm voice to deescalate the situation
- Disperse onlookers from congregating or inciting participants
- Separate participants
- Give students a choice by asking them to accompany you to the principal's office prior to contacting police
- Render first-aid if necessary

Building Administration will:

- Assess the situation and intervene if requested by a staff member
- Address the event based on District discipline policy and procedures
- Notify parents/guardians of students involved in the fight
- Notify law enforcement as dictated by school policy if not already done by an alternate staff member
- Assist police in any way requested
- Make appropriate referrals to student services
- Follow disciplinary actions according to the Code of Student Conduct and District policies
- Complete incident reports and document all actions accordingly



Dam Failure

A dam failure is defined as an uncontrolled release of a reservoir. This could lead to flooding in areas in close proximity to the dam. While this hazard is unlikely, Districts must be prepared for any potentially life-threatening situation.

In the event of a dam failure, staff will:

- Discuss evacuation and family reunification procedures with students
- Wait for direction from building administration

Building Administration will:

- Consult with the county Emergency Management Agency on whether to close the school
- Monitor flooding progress through local and national media outlets
- Initiate evacuation procedures, if needed
- Notify staff of conditions
- Communicate family reunification procedures with parents/guardians, if needed
- Update website and social media channels as needed



Death

Death can occur suddenly and without warning. It can be caused by violence, self-harm, a medical emergency, or an accident.

In the event of a death, staff will:

- Notify building administration
- Clear the area except for those providing direct support to the victim
- Isolate witnesses
- Clear the scene of any ongoing hazards, if it can be done in a safe manner
- Evacuate the area if hazards exist that put remaining students in harm's way
- Move students to the library
- Remain calm and assess students in need of mental health assistance
- Complete incident report as soon as possible and provide to building administration
- Give age-appropriate facts about the tragedy and the different ways people deal with grief

Building Administration will:

- Call 911 if not already done by an alternate staff member and notify authorities of tragedy
- Secure emergency health information from emergency card for victim and make a copy
- Relay factual information of the identity, the location, and the cause of death
- Initiate evacuation procedures if the hazard continues to threaten the safety of other students and staff members
- Contact the parents/guardians of the victim. Notification must be made in person.
- If the victim is a staff member, notify next of kin
- Inform staff as soon as possible
- Facilitate investigations
- Write an informational note to parents/guardians
- Consider a memorial, if the death was not self-inflicted
- Appoint a liaison to be the point of contact with the victim's family
- Remove victim's name from attendance lists, mailing lists, etc.
- Provide staff with resources on grief to discuss with students
- Consult with mental health professionals on recovery efforts
- Fill out an incident form and document all staff actions accordingly



Demonstration

Demonstrations on school property could be deemed trespassing. Wisconsin State Statute 175.403 gives a District administrator authority to remove trespassers from school property if they are not authorized to be there. If a demonstration is near the school, but not on school property, administration should notify all staff, monitor the situation, and consult with local law enforcement. If a demonstration is on school property, it could be deemed a threat.

If a demonstration is on school property, staff will:

- Notify building administration

Building Administration will:

- Notify and consult with law enforcement to develop an action plan
- Identify who asks demonstrators to leave
- Notify building staff
- Encourage staff not to participate in public demonstrations and to maintain the learning environment
- Consider lockdown procedures
- Ensure safe entry and exit from the building
- Monitor the situation and make decisions based on developing information and activities
- Consider communication venues (website posting, email, social media)
- If outside, implement reverse evacuation procedures
- Consider implementing shelter-in-place procedures
- Notify parents/guardians of student reunification and release procedures



Earthquake

Earthquakes often occur without notice and can be followed by dangerous aftershocks. Although earthquakes in Wisconsin are rare, earthquakes have occurred in Illinois over the years, with the after effects reaching as far north as Port Washington, Wisconsin.

The magnitude of an earthquake can range based on the amplitude or energy of the quake. The table below lists earthquake effects based on magnitude.

| MAGNITUDE | EARTHQUAKE EFFECTS |
|------------------|--|
| 2.5 or less | Usually not felt, but can be recorded by seismograph |
| 2.5 to 5.4 | Often felt, causing only minor damage |
| 5.5 to 6.0 | Slight damage to buildings and other structures |
| 6.1 to 6.9 | May cause a lot of damage in very populated areas |
| 7.0 to 7.9 | Major earthquake, causing serious damage |
| 8.0 or greater | Great earthquake, can totally destroy communities near the epicenter |

If a measurable earthquake occurs during school hours, staff will:

- Keep all students and staff inside and away from heavy and breakable items on low shelves
- Practice drop and cover with students and enforce this protective measure if needed
- If evacuation procedure is initiated, grab go-bag and a class roster
- Take attendance of all students and provide building administration a list of missing persons

Building Administration will:

- Monitor local news reports via battery-operated radio, TV, social media, and cell phone text alerts for emergency information and instructions
- Determine whether to initiate lockdown, evacuation, drop and cover, or other procedures
- Notify staff of action plan and to stay away from elevators
- If the building is severely damaged, alert staff to initiate evacuation procedure
- Expect aftershocks to follow and plan accordingly



Explosion

Explosions can be the result of a boiler explosion, gas leak, chemical or hazardous spill, man-made bomb, or other natural hazard. See also bomb threat for a list of proactive actions staff and building administration can take prior to a man-made explosion.

If an explosion occurs on school property, staff will:

- Have students get under a sturdy table or desk for protection from falling debris during the explosion
- Once items stop falling, initiate evacuation procedures
- Grab the go-bag and class roster
- Do not use elevators
- Take posted evacuation route, if possible
- Check for fire and other hazards, stay low if there is smoke
- Encourage students to cover their nose and mouth to avoid inhaling dangerous dust
- Once safely away from the building, take attendance of students and report missing persons to building administration
- Render first-aid, if necessary, until emergency medical responders arrive

Building Administration will:

- Call 911 if not already done by an alternate staff member to report the explosion and affecting location(s) of the building, the number of people injured, and the type of injuries
- Initiate evacuation procedure and alert staff
- Alert parents/guardians of family reunification procedures through school website and social media
- Contact media spokesperson to handle media inquiries
- Report missing persons to emergency responders
- Consult with building and grounds professionals on structural damage to the facility
- Consult with mental health professionals on counseling efforts during the recovery process
- Fill out incident report form and document staff actions accordingly
- Contact parents/guardians of injured students
- Notify staff not to re-enter the building until declared safe by the fire department



Flood

Floods can occur any time of the year. Flood waters can appear suddenly or rise slowly. Floods can cause power outages, disrupt transportation, damage buildings, and create landslides. Failing to evacuate flooded areas or entering flood waters can result in injury or death. Floods are the most common natural disaster in the United States.

In the event of a flood, staff will:

- Go to a previously identified safe location
- If directed by building administration to evacuate, do so immediately
- Grab the go-bag and class roster prior to evacuation
- Do not walk or swim through flood waters
- Keep students away from fast moving water and electrical equipment
- If trapped in a building, go to its highest level
- Keep students off the roof unless absolutely necessary – once up there, signal for help
- Take attendance of students once safely evacuated and report any missing persons to building administration
- Not return to the building until directed by building administration

Building Administration will:

- Monitor EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions
- Communicate with county Emergency Response Team to form an action plan
- Notify staff if initiating evacuation procedure
- Contact parents/guardians to remind them of family reunification procedures
- Report missing persons to emergency responders
- Delegate a search team to ensure all students have been located and/or evacuated
- Coordinate District-supplied transportation, if needed, to remove staff and students from the property
- Communicate with drivers not to drive through flooded streets or cross bridges, overpasses, or tunnels that may be damaged by flooding
- Turn off electricity to prevent electric shock
- Contact building and grounds staff on the use of an outside generator
- Determine if school will be closed or remain open
- Fill out an incident report form and document actions accordingly



Gas Leak/Outage

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

In the event of a gas leak/outage, staff will:

- Report any suspected leaks or suspicious odors to building administration
- Implement evacuation procedures
- Do not operate an electrical switches
- Take go-bag and class roster prior to evacuation
- Route students around strong areas of gas odor
- Once safely away from the building, take attendance and report missing persons to building administration
- Render first aid, if necessary, to any students injured or overcome by gas

Building Administration will:

- Report suspected leak to the fire department and gas provider immediately
- Determine whether the source of the leak is inside or outside the building
- Follow fire department instructions before initiating evacuation procedures
- Notify custodian to ventilate the area, starting where the gas concentration is the strongest
- Notify custodian to shut off open flame devices and not operate any electrical switches
- Communicate with transportation coordinator, in case students need to be transported to another location
- Turn off and abandon any motorized or electrical equipment in close proximity to the leak
- Communicate family reunification procedures to parents/legal guardians
- Fill out incident report form and document actions accordingly



Injury/Health Emergency

The role of staff in an injury/health emergency is to provide care to the victim until first responders arrive. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid. Staff should not provide first-aid beyond their training.

For health emergencies related to life-threatening allergies, emergency health care plans should be completed and accessible to school personnel and bus drivers and kitchen staff should be made aware of the allergy.

In the event of a non-responsive or life-threatening injury, staff will:

- Send for immediate help and call 911
- Describe the victim, his/her injuries, and your location
- Notify building administration
- Not move the victim, especially if a head or neck injury is suspected
- If food poisoning is suspected, notify cafeteria
- Provide information to first responders
- Disperse onlookers
- Assist with pertinent information about the incident
- Complete an incident report and document all actions accordingly

Building Administration will:

- Ensure 911 was called and provide any updated information
- Secure victim(s) medical emergency profile
- Activate school emergency response team
- Ensure someone meets and directs first responders
- If needed, assign a staff member to accompany the victim(s) to the hospital
- Notify victim(s) parents/guardians/emergency contact
- Activate recovery procedures as appropriate
- Conduct a debriefing
- File appropriate reports with District and public health agencies



Intruder

An ill-intentioned intruder may possess a weapon or become violent. Early intervention may reduce or eliminate escalation of the incident. When interacting with a stranger at school, use the "I CAN" rule: intercept, contact, ask, notify.

In the event an intruder enters school property, staff will:

- Politely greet the subject and identify yourself
- Ask a co-worker to accompany you before approaching the subject
- Inform the person that all visitors must register at the reception area
- Ask the subject the purpose of his/her visit and escort him/her to the reception area
- If the subject refuses, notify building administration there may be an intruder in the facility
- Maintain visual eye contact with intruder until assistance arrives
- Keep students away from the intruder
- Note the subject's name, clothing, and other descriptors
- Observe the actions of the intruder and if he/she is carrying a weapon
- Back away from the subject if he/she is acting violently
- Allow an avenue of escape for both the intruder and you

Building Administration will:

- Respond to call for assistance from staff
- Advise the subject he/she is trespassing and needs to leave or law enforcement will be notified
- If the subject refuses to leave, call 911 and consider initiating lockdown procedures
- Provide law enforcement with intruder's location and a full description
- Attempt to keep the intruder in sight until law enforcement arrives
- Provide all staff with a full description of the intruder
- Complete an incident report form and document actions accordingly



Lost Child

A child is considered lost when a question has been raised as to his/her current location.

In the event of a lost child, staff will:

- Report the lost child to building administration
- Describe missing child's features, clothing, and last known location
- Provide any special need information, such as medical conditions, learning disabilities, etc.
- Attempt to locate the child
- Search closets, under desks, and other storage areas
- If on a field trip, work with their central office to properly adhere to onsite policies and protocols

Building Administration will:

- Use PA system to call child to the office
- Obtain registration form and photograph from school file
- Conduct a walk-through of the interior and exterior of the facility
- Pre-assign search areas and assign to staff accordingly
- Search all buses
- Contact 911 if not already done by an alternate staff member and describe missing child and how long since he/she has been seen
- Contact the parents/guardians
- Contact bus transportation, if appropriate
- If student is located, notify parents/guardians and local law enforcement immediately
- Have office keep a list of students who are not to be released to anyone except a specific parent/guardian
- Record on student's enrollment card any changes in custody
- If on a field trip, work with central office to send out a search party, designate staff to go to field trip location as needed

**Medical: Pandemic**

A pandemic is an outbreak of disease that can spread easily from person to person. While most school-based pandemics are flu related, other viruses and more serious illnesses may occur. This threat may relate to a regional or global outbreak.

In the event of a pandemic, staff will:

- Limit the spread of germs to the best of their ability
- Direct students to cover their mouth/nose when coughing or sneezing; washing their hands often; and avoid touching their eyes, nose, or mouth
- Encourage students to practice good health habits and stay home if they aren't feeling well
- Decontaminate all surfaces on a regular basis

Building Administration will:

- Close school when a significant percentage of the school population is absent
- Adjust school academic hours to ensure state academic hours are met for all students impacted
- Ensure the school nurse has an adequate supply of nonprescription drugs and other health supplies
- Maintain student health records from doctors, hospitals, pharmacies, and other sources for future reference
- If closing the school, notify parents/guardians via phone, email, the school's website, and social media sites
- Check the school's food and water supply, in the event of a global pandemic



Nuclear Incident

An accident at a nuclear power plant could result in dangerous levels of radiation. If an accident at a nuclear power plant were to occur, local authorities would activate warning sirens. Instructions would also be available through the Emergency Alert System (EAS) as well as on local television and radio stations on how to protect yourself.

Schools located near nuclear power plants are included in local emergency response plans and have tested their roles on a regular basis. There are three nuclear power stations in Wisconsin: Kewaunee Nuclear Generating Station near Carlton, WI; La Crosse Boiling Water Reactor in Genoa, WI; and Point Beach Nuclear Generating Station in Two Rivers, WI.

In the event of a nuclear incident, staff will:

- Follow EAS and building administration instructions carefully
- Minimize exposure by either evacuating or remaining indoors, based on the procedure initiated by building administration
- Go to a basement or other underground area, if possible
- Act quickly if students come in contact with hazardous radiation – change clothes and shoes, seal them in a plastic bag, seek medical treatment for unusual symptoms such as nausea

Building Administration will:

- Follow EAS instructions and notify staff of the proper procedure to follow
- Continue to stay tuned to local radio or television stations for the latest emergency information
- Contact the nearest public shelter – to find the nearest open shelter, text SHELTER + your ZIP code to 73362 (4FEMA)
- Communicate decontamination instructions from local authorities to building staff
- If remaining indoors, turn off the air conditioner, ventilation fans, furnace, and other air intakes
- If evacuating, alert parents/guardians of parent reunification procedures



Power Outage

A power outage can occur any time, for a variety of reasons, and usually without warning. Extended power outages may impact the whole community. A power outage at a school can close the school, disrupt communications, and cause food spoilage and water contamination.

In the event of a power outage, staff will:

- Notify building administration
- Avoid areas without windows such as restrooms and interior classrooms
- Use emergency radios or cell phones to communicate with building administration
- Have a flashlight handy for these types of situations
- Remain calm

Building Administration will:

- Alert staff through emergency radios or cell phones as the phone and PA systems may be down
- Make every effort to identify the source of the problem
- If downed lines, sparking, or another danger is observed, call 911 immediately
- Call electric service provider to report the outage
- For outages lasting more than two hours, contact the county EMA
- Encourage staff to keep refrigerators and freezers shut
- Notify cafeteria staff to prepare cold food menus, if possible, and monitor food storage temperatures
- Keep a sufficient supply of batteries on site
- Turn off electrical equipment prior to power being restored



Sexual Assault/Abuse

Schools should address sexual assault as a crisis or emergency when the sexual assault or rape occurs on school property, acquaintances of the victim request an intervention, or rumors of an alleged incident are widespread and damaging.

In the event of sexual assault/abuse or notification of sexual assault/abuse, staff will:

- Notify building administration immediately
- Complete all required reports
- Maintain confidentiality during the investigation
- Do not leave the victim alone
- Ensure the short-term physical safety of the victim
- Notify the school nurse or student services to provide appropriate care if needed
- If appropriate, preserve all physical evidence
- Complete incident report as soon as possible and provide a copy to building administration
- Report incident to social services if victim is under 18

Building Administration will:

- If the assault occurred on-site, notify appropriate law enforcement and the local rape crisis center
- Maintain confidentiality during the investigation
- Designate a school counselor or staff member with a positive relationship with the victim to review types of support he/she might need
- Isolate witnesses
- Notify parent/guardian
- Report any suspected abuse or neglect of a student's physical or mental health or welfare to the social services agency where the child resides
- Determine needs for peer support
- Encourage the victim to seek support from a rape crisis center
- Take action to control rumors
- Complete an incident report and document actions accordingly
- Store all records related to sexual assault in a confidential administrative file



Suicide Threat/Attempt

Writing, talking, or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

If a student is a suicide risk or has attempted suicide, staff will:

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker, or school psychologist
- Ensure short-term physical safety of the student and render first-aid if needed
- Stay calm, listen to what the student is saying, take the threat seriously, and assure the student you will find him/her help
- Listen and provide support until appropriate medical care or counseling arrives

Building Administration will:

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained, or the parent/guardian cannot be reached
- Determine a course of action with the social worker or other mental health professionals
- Contact the parent/guardian to make recommendations
- Do not allow the student to leave without his/her parent/guardian
- Ask the student to sign a "No Suicide Contract" and if they refuse, document the refusal
- Report to social services
- Provide parents with contact information for District psychologist and the National Youth Crisis Hotline (800-448-4663)
- Inform parents/guardians the student cannot return to school without proof of psychological consultation
- Follow-up and monitor to ensure student safety
- If suicide was successful, provide informational letter and person condolences to the family
- Consult "Death" response for procedures to informing staff, students, and the community
- Implement recovery procedures
- Complete an incident report and document actions accordingly

**No Suicide Contract**

I, _____, promise that I will not kill, harm or injure myself in any manner without first talking with some responsible, caring and supportive adult, either at home or at school.

I also promise that if I should become depressed or feel hopeless at any time of the day or night, I will contact someone with whom I can talk.

I acknowledge that I have received telephone numbers, names, and addresses of professional persons and organizations that can be reached 24 hours a day.

Important people in my life with whom I can talk and will contact are:

| Name | Relationship | Phone Number |
|------|--------------|--------------|
| | | |
| | | |

Student's Name

Date

Time

Witness

Title



Unidentified Substances/Illicit Drugs

The school may encounter unidentified powders or substances during routine drug sweeps, locker inspections, and searches of students/staff. Some commonly used drugs are transdermal, meaning they can be absorbed through the skin. Staff should always wear gloves when handling any unidentified substance.

If an unidentified substance or illicit drug is found on school property, staff will:

- Alert building administration immediately
- Walk the perpetrator down to the office, if known
- Describe the substance and where it was found to administration
- Not touch, taste, or handle the unidentified substance

Building Administration will:

- Contact law enforcement, if warranted
- Contact parent/guardian of perpetrator, if known
- Isolate witnesses and do not allow them to talk to each other or anyone else
- Await public officials and administrative personnel
- Have police officer bring the student to the office with backpack, purse, books, and other possessions
- Ensure at least two adults and a police officer are present at the meeting
- Tell the student what is suspected and ask them to produce the drugs
- If the student refuses, ask to search pockets and other containers
- If the initial search comes up empty, have two adults and police officer search the student's locker
- Secure the area where the unidentified substance was found until first responders arrive
- Follow law enforcement/health department instructions for cleanup
- Fill out an incident report form and document actions accordingly
- Suggest student enroll in a drug counseling program
- Enact disciplinary measures to perpetrator, if known



Water Outage/Restriction

A water outage, while rare in Wisconsin, can occur at any time for a variety of reasons. There is a difference between a water outage (no running water) and a drinking water restriction (water is not potable).

In the event of a water outage/restriction, staff will:

- Alert building administration of the problem
- Not allow students to drink water out of the fountains until they have been properly flushed (after water is restored)
- Comply with restrictions such as not flushing toilets or washing hands

Building Administration will:

- Make every effort to identify the source of the problem
- Call water service provider and report the outage
- Notify staff of the situation and any restrictions or action plans
- Provide hand sanitizer, mobile toilets, disposable dishes, and bottled water, if needed
- Comply with water provider restrictions following outage, such as running water through all taps, complying with a boil alert, using only bottled water for drinking, etc.



Weapons

A weapon can be anything designed to inflict physical damage or bodily harm. Student access to weapons creates significant risk in a school setting. Early intervention may reduce or eliminate escalation of the incident.

If a weapon is found on school property, staff will:

- Notify building administration immediately with the weapon's description, location, identity and description of the individual yielding the weapon, and if the individual has threatened harm
- Limit information to staff and students on a need-to-know basis
- Stay calm and do not draw attention to the weapon
- If weapon is visible or student is threatening, ask the student in a calm voice for permission to evacuate the rest of the class
- If evacuation is not allowed, keep talking with the student/perpetrator until the police arrive
- If perpetrator is not in your area and a lockdown is ordered, quickly move students to a corner of the room, out of sight of the door, and have class sit on floor and keep quiet

Building Administration will:

- Call 911 to report the weapon and provide descriptions and the location of the weapon and individual yielding it
- Develop an action plan for response
- Determine whether to initiate lockdown, evacuation, or other procedures
- Conduct a weapon search, if needed
- Do not approach the individual alone, but rather wait for law enforcement to arrive
- If the individual threatens you with the weapon, do not try to disarm the individual, avoid sudden moves or gestures, use a calm voice, use the individual's name while talking, persuade the individual to put the weapon down, and allow for escape routes
- If the individual is a student, notify the parent/guardian
- File an incident report and document all actions accordingly



Winter Storm/Ice Storm

Snow, ice, and wind have significant and varying impacts on schools. Winter storms can knock out heat, power, and disrupt communication. In Wisconsin, winter storms are a common occurrence and should be properly planned for.

In the event of a winter storm/ice storm, staff will:

- Monitor weather reports to stay on top of worsening conditions
- Await instruction from building administration on closing procedures
- Ensure all windows are closed and the temperature in the classroom is comfortable

Building Administration will:

- Monitor the Emergency Alert System (EAS), National Oceanic and Atmospheric Administration (NOAA), Weather Radio, and local news outlets for worsening conditions
- Consider road conditions when determining to stay open, delay, or close
- Look at long-range forecasts to stockpile adequate amounts of snow and ice removal resources
- Notify staff of decision to close and initiate proper procedures

The decision for **delaying** school for snow, ice, and wind chill is made by the District Administrator. The Administrator and Transportation Supervisor check the weather forecast and drive to different areas of the District to check on road conditions. The District Administrator makes the final decision and notice is provided to staff, parents, students and the community.

The decision for **canceling** school for snow, ice, and wind chill is made by the District Administrator. The Administrator and Transportation Supervisor check the weather forecast and drive to different areas of the District to check on road conditions. The District Administrator makes the final decision and notice is provided to staff, parents, students and the community.



Threat Incident Report Form

Use this form to record and report all threats that occur on District property.

| | |
|---|---|
| Date: | |
| Time: | |
| Location | |
| Recorded by: | |
| Means of threat: | <input type="checkbox"/> Phone <input type="checkbox"/> Written <input type="checkbox"/> Face-to-Face <input type="checkbox"/> Suspicious Package |
| Students involved: | |
| Staff involved: | |
| Phone Threat | |
| Phone number shown on caller ID: | |
| Exact words of the threat: | |
| Critical questions for the caller: | |
| Where is the bomb, chemical, or other hazard? | |
| What does it look like? | |
| What kind of bomb or hazard is it? | |
| When is it going to explode or be activated? | |
| What will cause it to explode or be activated? | |
| Did you place the bomb or hazard? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Who did? | |
| What is your name? | |
| Where are you calling from? | |
| What is your address? | |

Caller's voice (circle all that apply)

| | | | | | | |
|----------|-----------|---------|--------|---------|------------|-------------|
| Calm | Stressed | Deep | Crying | Squeaky | Incoherent | Normal |
| Stutter | Disguised | Nasal | Loud | Raspy | Broken | Young |
| Giggling | Slow | Lisp | Soft | Slurred | Rapid | Middle-Aged |
| Laughter | Distinct | Sincere | Angry | Drunken | Excited | Old |

| | |
|---|--|
| Accent: | |
| Is the voice familiar? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Who does it sound like? | |
| Where there any background noises? | |

Threat Incident Report Form continued...

| | |
|---|-----------|
| Written Threat | Describe: |
| | |
| | |
| | |
| | |
| Where was the threat found? | |
| Where there any unusual markings? | |
| Documentation and reporting trail: | |
| | |
| Face-to-Face Threat | |
| Who made the threat? | |
| Exact words: | |
| | |
| | |
| | |
| To whom was the threat directed? | |
| Documentation and reporting trail: | |
| | |
| | |
| | |
| Suspicious Package | Describe: |
| | |
| | |
| | |
| Where was the suspicious package found? | |
| Where there any unusual markings? | |
| Documentation and reporting trail: | |

SECTION 4: RECOVERY





KEY RECOVERY COMPONENTS

Recovery efforts should be implemented immediately after a school disaster or traumatic event to restore the learning environment as soon as possible. Actions taken during the first few days after an event set the tone for how the school intends to move forward.

Recovery efforts consist of four main components: academic, business/fiscal, emotional, and physical/structural. All four of these elements need to be addressed during the recovery process. Recovery may be short or long-term, depending on the circumstances surrounding the incident. Time and resources must be allocated accordingly.

Staff involved with recovery efforts must include people who have responsibilities and expertise in the four key recovery components. Core team members often include those at the District level who are in charge of buildings and grounds, curriculum and instruction, mental health and student support services, business and finance, and administration. Riverdale Junior/Senior High School's recovery team consists of the following individuals:

Academic Recovery

Name: Jeff Campbell Title: Jr/Sr Principal Cell Phone: 608-386-1259

Business/Fiscal Recovery

Name: Jon Schmidt Title: District Administrator Cell Phone: 608-393-7267

Emotional Recovery

Name: Stacey Troxel Title: Guidance Counselor Cell Phone: 608-739-3116

Physical/Structural Recovery

Name: Tim Redman Title: Maintenance Sup. Cell Phone: 608-739-2040



Academic Recovery

Academic recovery focuses on restoring the structure and routine of learning. Returning to a normal school day enhances the healing process. Based on the severity and type of the emergency, staff may need to work to create a “new normal.”

During academic recovery, short-term planning considerations will:

- Resume classes as soon as possible. Determine who makes this decision, any factors that may affect it, and how this information is communicated to staff, students, and families
- Modify the academic routine as needed to accommodate building damage, safety concerns, and the social/emotional needs of students as staff as they cope with the incident
- Replace academic materials, supplies, and equipment as needed to resume classes
- Communicate teaching modifications and counseling services available often with staff through supplemented emails and printed materials
- Communicate with parents/guardians on an ongoing basis

During academic recovery, long-term planning considerations will:

- Arrange for homebound instruction or tutoring services for students unable to attend school
- Reschedule tests or assignments as needed due to building limitations, loss of instruction time, or lack of necessary materials
- Allow for periodic visits to counseling services



Business/Fiscal Recovery

Following a disaster, critical business functions of a school must be restored as soon as possible. This includes payroll systems, accounting, and access to personnel and student data. The District keeps electronic files of all of these functions with a backup of the system. Unexpected expenditures will arise when dealing with disastrous situations. The District may need to manage grant funds or donations to help deal with the damages.

Business/Fiscal recovery also includes planning for lines of successions for key administrators. This continuity of operations plans (COOP) ensures a smooth transition of authority and responsibility should top leadership be unable to fulfill their role following an emergency situation.

During business/fiscal recovery, planning considerations will:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop COOP succession plans
- Track expenditures and payments for the incident including overtime hours, rentals, supplies, and equipment
- Determine who is responsible for recovery activities and how these tasks are reported and separated from normal school business
- Expedite contracting services as needed to clean up and remove debris and restore utilities
- Apply for and administer recovery grant programs
- Back up electronic data files and determine where the files will be stored and who is responsible for maintaining them



Emotional Recovery

Emotional recovery promotes coping and resiliency for students, staff, and their families following a 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. Some of these symptoms alleviate with time, while others are more deeply affected. These emotional reactions are normal responses to a traumatic event.

The District's student support staff (nurses, school social workers, counselors, school psychologists) will work with teachers, administrators, and key community mental health agencies to provide counseling services following an emergency incident. These partnerships and policies will be in effect long before a tragic situation ever occurs in the District. This proactive approach will ensure the District is well-prepared should an unexpected incident arise.

During emotional recovery, planning considerations will:

- Assign teachers, school resource officers, and others to assess the emotional needs of students and staff and recommend the appropriate assistance
- Organize emotional support systems with student support services personnel District-wide
- Establish partnerships with mental health agencies and faith groups
- Promote messages of resiliency and hope
- Create and disseminate communications such as fact sheets and web-based materials and arrange parent/guardian meetings
- Train staff to recognize symptoms of extreme stress in children and provide a class on Psychological First Aid, if needed
- Determine intervention methods for students, staff, and families in need of emotional support
- Determine support service staff availability and the allotment of time with counselors
- Plan for memorials and prepare District response to requests for permanent memorials
- Plan for first anniversary events and consider holding events during the school year to allow students to express themselves



Physical/Structural Recovery

Ensuring the safety and usability of a facility is the goal of this recovery effort. Physical damages will be assessed to determine the cost and feasibility of repairing or replacing structures or equipment. Building and grounds personnel will work with the business manager and insurance carrier to perform this function.

During physical/structural recovery, planning considerations will:

- Assess the building structure and scope of damages
- Schedule OSHA and DSPS inspections, if needed
- Provide for temporary relocation of classes or activities if needed
- Resume transportation and food services – reroute buses and reconfigure drop off and loading zones if needed
- Assess damages and replace furniture, equipment, and learning materials as needed
- Clean up damaged facilities
- Record hours spent on cleanup efforts
- Determine if the location of the traumatic event should be used for a different purpose, based on the extreme trauma associated with that room



RECOVERY COMMUNICATION

Communication will be very active in the days following a major emergency. The media spokesperson will coordinate with building administration to navigate these waters. Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors. The District will designate one phone number for all recovery calls and provide an email contact on their website for recovery inquiries.

During recovery, communication considerations will:

- Identify stakeholders, their need for information, and the best delivery methods to use to reach the intended audiences
- Determine authorship of communications (i.e. from administrators, school psychologist, transportation coordinator, etc.)
- Update the school's website, voice mail, messages to parents/guardians, and frequently asked questions in a timely fashion
- Determine who will answer recovery calls and respond to emails
- Add links to outside resources on the school's website
- Control rumors, track down misinformation, and respond with corrections
- Convey message of resilience and a return to normalcy

CONTINUATION OF OPERATIONS PLAN (COOP)

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period of time, typically weeks or months. Plans will vary based on the circumstance and duration of unavailability.

School districts are required to be open for instruction for a minimum of 910 hours for students in full-day kindergarten through Grade 6 and 1,001 hours for students in Grades 7-12. If the facility is unavailable, the school is still responsible for providing instructional hours that meet the annual requirement.

COOP planning considerations during short-term unavailability will:

- Add an extra hour to each school day
- Hold classes on Saturdays
- Extend the school year
- This works best with a temporary closure with building restoration occurring within two weeks

COOP planning considerations during long-term unavailability will:

- Contact Emergency Management Agency to assist with resources
- Contract the Department of Public Instruction to provide assistance on how to meet the requirements
- Locate an alternate facility such as a local church or community center
- Share a building with another school by running on split schedules
- Establish a Memorandum of Understanding (MOU) for any coordinated facility partnerships
- Transition to an online educational format and ensure all students have computer and Internet access
- If transitioning to an online format, contact the local library to provide assistance



CONTINUATION OF OPERATIONS PLAN (COOP)

COOP planning considerations during permanent closure will:

- Transfer student records to the Department of Public Instruction
- Communicate closure to parents/guardians as quickly as possible

Delegation of authority and management responsibilities should be determined prior to an incident. COOP procedures should address responsibilities before, during, and after an incident. Below is a list of responsibilities for different roles within the District.

Principal or Superintendent will:

- Determine when to close schools and/or send students/staff to alternate locations
- Disseminate information internally
- Communicate with parents/guardians, the media, and the larger school community
- Identify a line of succession, including who is responsible for restoring business functions for school

Principal/Assistant Principal and/or Department Heads will:

- Ensure systems are in place for rapid contract execution after the incident
- Identify relocation areas for classrooms and administrative operations
- Create a system for registering students
- Train staff regarding their additional responsibilities
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
- Identify strategies to continue teaching
- Re-evaluate the curriculum

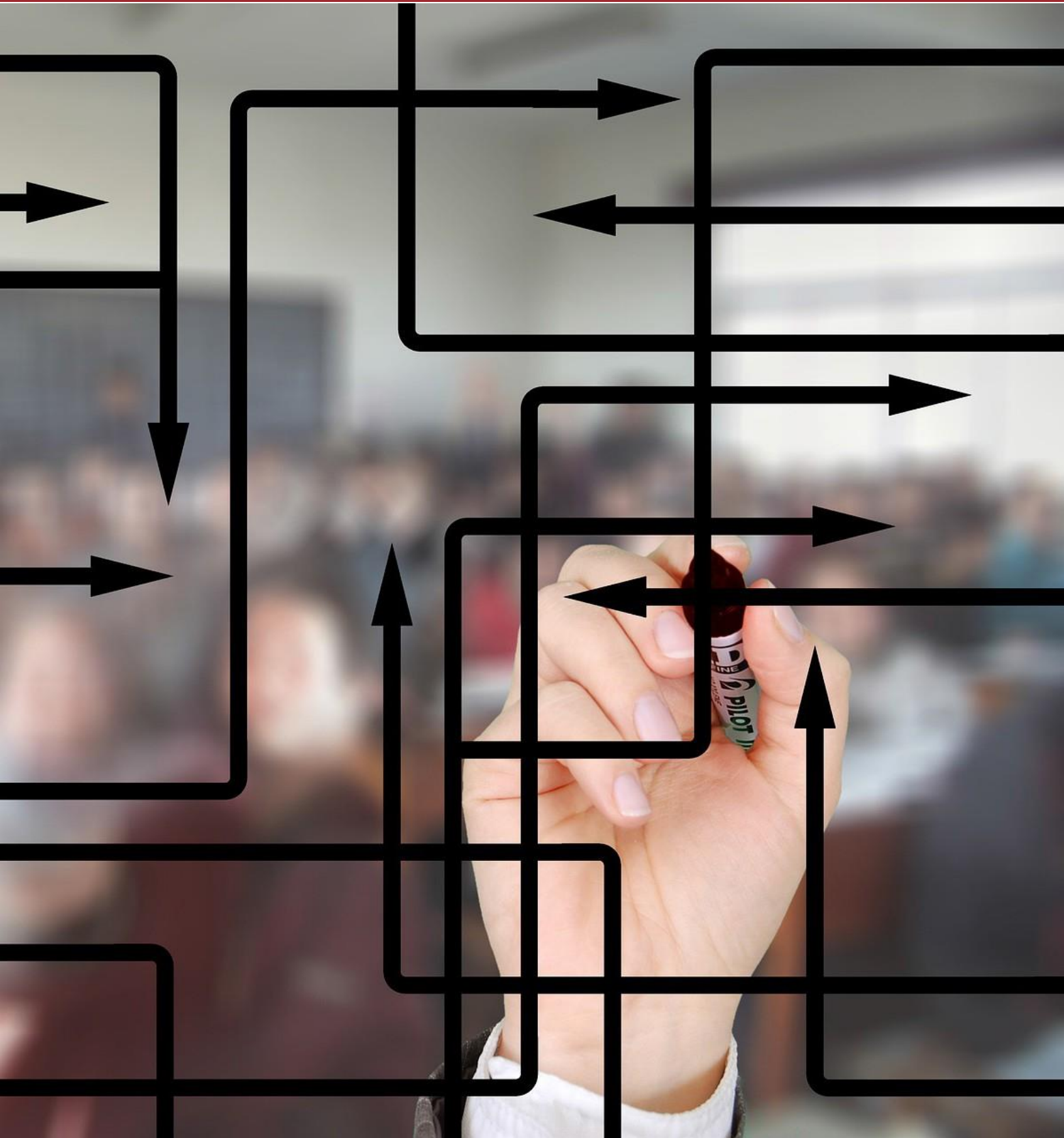
Custodians/Maintenance personnel will:

- Work with local government officials to determine when it is safe for students and staff to return to the school building(s) and grounds
- Manage the restoration of school building(s) and grounds – remove debris, repair/replace equipment and supplies, repaint, re-landscape, etc.

School Secretary/Office staff will:

- Maintain inventory and essential records, including the school's insurance policy
- Ensure redundancy of records
- Secure classroom equipment and materials
- Restore administrative and record-keeping functions such as payroll, accounting, and personnel records

PLAN ADMINISTRATION





APPROVAL OF THE PLAN

While developing this School Safety Plan, the District took into consideration the requirements of Wisconsin Act 143, specifically language from Statute 118.07 (d)(e) which states:

- (d) Each school board and governing body of each private school shall review and approve the school safety plan at least once every 3 years after the plan goes into effect*
- (e) Before January 1, 2019, and before each January 1 thereafter, each school board and the governing body of each private school shall file a copy of its school safety plan with the office of school safety. At the time a school board or governing body files a school safety plan, the school board or governing body shall also submit all of the following to the office of school safety:*
- 1. The date of the annual drill or drills under par. (cp) held during the previous year.*
 - 2. Certification that a written evaluation of the drill or drills under par. (cp) was reviewed by the school board or governing body under par. (cp).*
 - 3. The date of the most recent school training on school safety required under par. (c) and the number of attendees.*
 - 4. The most recent date on which the school board or governing body reviewed and approved the school safety plan.*
 - 5. The most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct on-site safety assessments required under par. (b).*

All of these requirements are fulfilled throughout this document.

RECORD OF DISTRIBUTION

Copies of the School Safety Plan and floor plans will be distributed to emergency organizations with a role in responding to incidents. A record of distribution will be kept as proof the organizations have acknowledged their receipt, review, and acceptance of the plan.

The School Safety Plan is also disseminated to all new employees during employee orientation. All employees are provided with this information to learn how to respond to an emergency situation. This document contains sensitive, security-related information and should not be shared with those who do not have a need to know the details of the plan.

| NAME | ORGANIZATION | TITLE | DATE | NUMBER OF COPIES |
|------|--------------|-------|------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

The more a plan is practiced and stakeholders are trained, the more effective they will be in its implementation. Exercises provide opportunities to practice with community partners as well as identify gaps and weaknesses in the plan. Any changes to the plan must be tracked, checked for compliance, and implemented accordingly. In order to remain compliant, the school board will review and approve this School Safety Plan at least once every three years.

[illegible]

APPENDIX





SAFETY AND SECURITY ASSESSMENT

Riverdale School District

Riverdale Junior/Senior High School

November 2018

Prepared by:
CESA Facilities Management
725 W Park Avenue
Chippewa Falls, WI 54729
888-947-4701
<http://facilities.cesa10.org>





A photograph of a red brick building facade with several windows, serving as a background for the title.

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REPORT SUMMARY

INTRODUCTION

The 2017 Wisconsin Act 143 requires every school board and governing body of a private school to file a School Safety Plan by January 1, 2019, and before every January 1 thereafter. Wisconsin Statute 118.07(4) states:

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.

The Riverdale School District contacted CESA 10's Facilities Management Department in the summer of 2018 to help them fulfill this requirement. CESA 10 utilized the technical expertise of facility and law enforcement professionals and a 100+ question checklist to assess each facility commonly occupied by students. This report identifies vulnerabilities found during the walkthrough, provides photographic evidence of each finding, offers helpful guidance to reduce liability, and illustrates best practices in each identified area. CESA 10 and local law enforcement met with district staff on November 5-6, 2018, to conduct this on-site assessment.

Areas observed during this assessment include:

| EXTERIOR | INTERIOR |
|---|--|
| Fences | Exit Signs and Emergency Lights |
| Lighting | Interior Lighting |
| Building and Grounds – General | Identification Badges |
| Surveillance Cameras | Check-In/Check-Out |
| Security Alarm Systems | Two-Way Communication |
| Landscaping | Entrance Lobby |
| Signage and Entrances | Hallways |
| Doors | Restrooms |
| Windows | Classrooms |
| Walkway Covers, Ledges, Other Roof Access | Gymnasiums and/or Auditorium |
| Modular/Portable Classrooms | Custodial Closets and Mechanical Rooms |
| Traffic and Parking Lot Safety | Offsite/Athletic Buildings |
| Bus Loading Area(s) | |
| High-Risk Traffic Areas | |

This report is meant to assist the district in strengthening their current safety plan. Results from this assessment should be discussed with district administration, the School Safety Intervention Team, and the Threat Assessment Team and addressed in a timely fashion. This assessment, or one similar in scope, should be repeated on an annual basis to ensure the district continues to keep safety and security on the forefront and identify and remedy any vulnerabilities on an ongoing basis.



REPORT SUMMARY CONTINUED

EXECUTIVE SUMMARY

CESA 10 conducted an on-site safety assessment of the Riverdale School District on November 5-6, 2018, as required under Wisconsin Stats 118.07(4). Prior to the walk-around survey, CESA 10 Consultants held a district pre-assessment meeting with Bryce Bird, District Administrator, and Tim Redman, Buildings and Grounds Supervisor. While at the high school the CESA 10 Consultants held a school assessment meeting with Jonathan Schmidt, High School Principal. While at the transportation building the CESA 10 consultants held a transportation assessment meeting with Pat Clark, Transportation Supervisor.

The purpose of the pre-assessment and site meetings were to discuss the safety and security measures currently in place, measures that are in the process of being implemented, and any security concerns that district personnel have. Following the meeting, the CESA 10 Security Assessment Teams conducted exterior and interior walkthroughs of the district's schools.

Riverdale Elementary School is approximately 82,000 square feet in size. When the school was constructed, the design of schools did not include many of the security measures that are an integral part of today's buildings. Measures such as access control systems, main entrances passing through the school office, separate areas for bus drop-off and pick-up, areas of the building being able to be closed off, and fenced in playgrounds and fields. The district continues to put many of these security measures in place in all its schools.

Overall, Riverdale High School has few security gaps and is generally a safe and secure building. Most of the security gaps that the CESA Security Assessment Team found were already identified by school administration and were the process of being addressed.

The following CESA 10 Safety and Security Audit identifies the buildings' security strengths and gaps based on the U.S. Department of Homeland Security and U.S. Secret Service document, Enhancing School Security Threat Assessment Model. The district may feel that the security gaps listed are extremely low risk or that other security measures mitigate the risk and therefore may or may not choose to make changes. For example, the district may feel that having surveillance cameras, and other access control measures, mitigates the risks caused by the location of the school office and the openness of the building. Therefore, the high cost of moving the office or opening up an exterior wall may not be necessary. The CESA Security Assessment Team identified security gaps based on the Enhancing School Security Threat Assessment Model, but the district is responsible for determining the risk, if any, and response to the report.



REMARKS

This report utilized information provided by the client as well as observations by our technical experts. All attempts were made to collect information prior to the walkthrough and to perform a comprehensive assessment. Certain vulnerabilities may exist in district facilities that were not stated by the district or discovered through the walkthrough. CESA 10 urges the district continue to conduct ongoing assessments of threats and liabilities that exist internally and externally in all regularly-occupied student areas.

Thank you for choosing to work with CESA 10's Facilities Management Department on this endeavor. If you have any questions or concerns, please contact 888-947-4701 or facilities@cesa10.k12.wi.us.

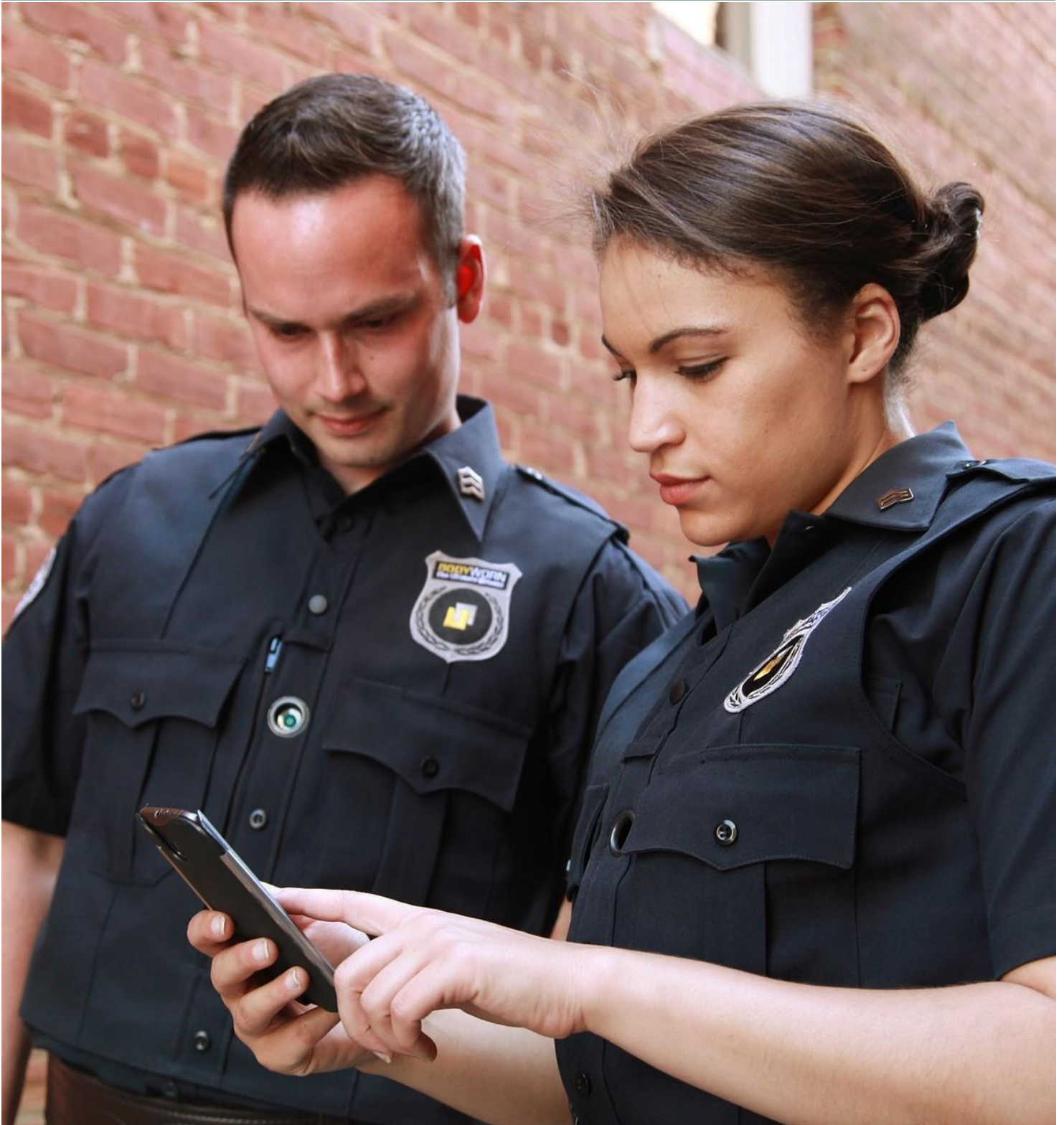
STANDARD OF CARE

The recommendations in this report represent CESA 10's professional opinions. No other warranty is implied.





APPENDIX







School Safety and Security Audit

conducted for

Riverdale High School

Completed on

07 Nov 2018 10:22 AM

Conducted on

06 Nov 2018 07:00 AM

Client / Site

Riverdale High School

Prepared by CESA 10 Facilities Consultant

Reinders/Berget Riverdale High School

Prepared by CESA 10 Security Consultant

Harlan Reinders

Location

235 East Elm Street
Muscodia, WI 53573

**Disclaimer**

The assessors believe the information contained within this risk assessment report to be correct at the time of printing. The assessors do not accept responsibility for any consequences arising from the use of the information herein. The report is based on matters which were observed or came to the attention of the assessors during the day of the assessment and should not be relied upon as an exhaustive record of all possible risks or hazards that may exist or potential improvements that can be made. Information on the latest workers compensation and OHS / WHS laws can be found at the relevant State WorkCover / WorkSafe Authority.

Confidentiality Statement

In order to maintain the integrity and credibility of the risk assessment processes and to protect the parties involved, it is understood that the assessors will not divulge to unauthorized persons any information obtained during this risk assessment unless legally obligated to do so.













AUDIT






| Question | Response | Details | | |
|---|--|---|--|--|
| General Information | | | | |
| District Personnel (Name, Title) | Bryce Bird, District Administrator | | | |
| Jonathan Schmidt, Principal | Tim Redman, Buildings and Grounds Supervisor | | | |
| Pat Clark, Transportation Supervisor | Bill Schramm, Muscoda Police Chief | | | |
| Exterior | | | | |
| Fences | | | | |
| <p>Fencing is oftentimes a school district's first layer of defense. Not only do fences protect young children and others from leaving school grounds or roaming into traffic, they also create an obstacle for trespassers to overcome, enable surveillance by district staff and local law enforcement agencies, and restrict entry points to well monitored areas.</p> <p>Fencing should:</p> <ul style="list-style-type: none"> •Include two points of entry, in case one is blocked during an emergency situation •Be five to eight feet in height •Consist of non-toxic materials •Have openings wide enough for grounds maintenance and emergency vehicles •Contain wrought iron, chain link, cable, corral, separated pickets, or split rails <p>A fence's purpose is to protect, deter, and reveal. While fences won't stop someone from entering school property, they certainly will draw attention to them. CESA 10 recommends having adequate fencing around your facility that follows these best practices.</p> | | | | |
| Are areas commonly occupied by students fenced? | No | <p>Outdoor areas commonly occupied by students include playgrounds, courtyards, physical education fields, walkways between the main building and separate classroom buildings, and outside work areas for technical education, agriculture, automotive, or other CTE programs.</p> <p>No fencing exists on the north and west side of the property on North 2nd St.</p> | | |
| Height of Fencing? | | | | |
| No fencing, but border definition exists | Yes | | | |

Safety and Security Assessment



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| Appendix 1 | | Appendix 2 | |
| Appendix 3 | | Appendix 4 | |
| Border Definition type | | Streets, vegetation and tree line are the borders. | |
| Are all athletic fields fenced? | | Yes | <p>District athletic fields house large groups of students and spectators during events and may be used by physical education classes during the school day. Traffic or unauthorized entry into the area is the major safety concern for this area.</p> <p>All of the athletic fields at the high school are fenced which reduces this threat for students and spectators.</p> |
|       | | | |
| Appendix 5 | | Appendix 6 | |
| Appendix 7 | | Appendix 8 | |
| Appendix 9 | | Appendix 10 | |
| Height of fencing? | | 6 ft. | |
| Are fences properly maintained? | | Yes | <p>The district maintenance staff has done an excellent job of maintaining the existing fencing in all areas of the school grounds and athletic fields.</p> <p>CESA 10 recommends adding fencing around the utility and service areas for better security. The fencing, locked gate, and bollards around the generator and chiller are excellent. The same steps should be taken to protect the transformer, gas main meter, supply sheds, service shed areas, and dumpsters. Consider relocating the dumpster further away from the building prior to installing fencing.</p> |



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| Appendix 11 | Appendix 12 | Appendix 13 | Appendix 14 | Appendix 15 |

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| Do fences have gates? | Yes | The small fenced utility areas have gates. |
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Lighting

Security around parking lots, walkways, and other areas around the building and grounds is a commonly raised issue among school districts. Enhanced exterior lighting can reduce crime, aid law enforcement patrols, and provide comfort to staff, students, and visitors walking to their cars during the evening hours.

CESA 10 recommends having adequate lighting in the form of wall packs and pole lights to enhance video camera effectiveness and reduce shadows where persons or objects may be hidden. Light fixtures are often a target of vandalism. Mount lighting fixtures as high as possible while still providing adequate illumination to avoid tampering.

LED lighting requires less maintenance while also reducing energy costs. Lights should be inspected on a regular basis to ensure they are in proper working order.



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| Is there lighting at all building entrances? | Yes | <p>Entrance lighting provides security and comfort to anyone entering and exiting the building and deters unlawful entry during non-daylight hours.</p> <p>Most entrances and emergency exits have adequate lighting. The exterior door between the commons area and band room needs additional lighting.</p> |
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Appendix 16

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| Is there lighting at all potential intrusion sights? | Yes | <p>Areas of possible intrusion, including exit-only doors and ground level windows, should be well lit to deter break-ins and to allow monitoring by law enforcement patrols.</p> <p>The wall pack lighting at the high school illuminates most potential intrusion sites.</p> |
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| | | CESA 10 recommends adding lights on the exterior northeast wall of the building. |
|  <div> <div>Appendix 17</div> <div>Appendix 18</div> <div>Appendix 19</div> <div>Appendix 20</div> </div> | | |
| Do exterior lights reduce shadowed areas near the school? | Yes | Shadowed areas near the building pose a security risk to staff, students, and visitors when walking on sidewalks or to parking lots during evening events. Where exterior lights exist, adequate lighting is in place which reduces shadowed areas. The current wall pack lighting illuminates most areas near the school. |
| Is there adequate lighting in each parking lot? | No | <p>Parking lots are prime areas for crime, especially if there is inadequate lighting. Lighting in these areas deter crime and provide comfort to students, staff, and visitors returning to their vehicles.</p> <p>The parking lots and driveways are lit. The lighting is not adequate at the end of the driveway in the front of the school and the southwest corner of the parking lot near the multi-purpose room entrance.</p> |
|  <div> <div>Appendix 21</div> <div>Appendix 22</div> <div>Appendix 23</div> <div>Appendix 24</div> <div>Appendix 25</div> <div>Appendix 26</div> </div> | | |
| Is there adequate lighting for walkways? | No | <p>Lighting in walkways not only helps prevent trips and falls but also provides a level of security to pedestrians on foot. The district has pole lights in designated walkways, which provide adequate lighting to these areas. Wall pack lights and pole lights in the parking lot provide lighting for pedestrian traffic. CESA 10 recommends adding lighting in the parking lot.</p> |



Building and Grounds-General

Ladders and roof access means should be properly secured. Ladders can become fall hazards if they are not securely attached. Some districts apply slippery finishes to pipes or other architectural elements to avoid unauthorized access to the roof. In addition to limiting roof access to only authorized individuals, the district should empty or inspect their exterior trash receptacles on a daily basis. Trash cans on school grounds can be used to hide weapons or other contraband. Ongoing inspection of these containers will serve to deter crime.






All exterior doors should be designed to prevent unauthorized access into the building. This can be done through:

- Keeping all exterior doors locked during the school day
- Exposing as little hardware as possible
- Equipping exterior doors with hinges with non-removable pins
- Mounting door locks flush to the surface of the door
- Constructing exterior doors of steel, aluminum alloy, or solid-core hardware
- Protecting panic bar latches with pick plates to prevent tools or plastic cards from releasing the bolt
- Tying key-controlled doors into a central monitoring and control system
- Enhancing security by installing door alarms, delayed opening devices, sensors, or cameras monitoring doors from the main office






CESA 10 recommends the aforementioned best practices to help reduce vulnerabilities on the exterior building and grounds.

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| Are ladders and roof access means secured? | Yes | There are no exterior roof access points with easy access. |
| Are exterior electrical, maintenance, and mechanical rooms kept locked? | Yes | Intruders typically look for entry through an unlocked side door, often propped open |



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| | | by maintenance, food service, or teaching staff to carry items in or out of the school. District policy requires that all doors remain locked during the school day. CESA 10 recommends regular monitoring of these areas through cameras, visual checks, audible door alarms, or electronic door alert systems to prevent propping open of doors for extended periods. |
|  Appendix 34 |  Appendix 35 | |
| Are all other exterior doors locked? | Yes | Utility rooms that have outside access can be areas for hiding people or weapons, or for tampering with major utility operations. Break-ins for the purpose of disrupting essential utilities are possible with exterior access. |
|  Appendix 36 |  Appendix 37 |  Appendix 38 |
| Are trashcans emptied at the end of each school day? | Yes | Trashcans may conceal explosive devices or weapons. Emptying trash each day and daily monitoring of seldom used trash cans will lessen the likelihood of hidden items going unnoticed. The district policy is to empty all trash cans at the end of each day. |
| Surveillance Cameras | | |
| The District should have a clear policy on the use of security cameras and audio surveillance on school property. This includes ongoing communication through student and staff handbooks that surveillance may occur on district property and on vehicles used for district-provided transportation. The district should have a designated individual who is responsible for viewing recordings, changing and storing | | |



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| <p>media, and storing recordings. The district's policy should include reasonable procedures to preserve data if it captures an unlawful activity.</p> <p>The district should follow state and federal video surveillance laws, including Wisconsin state statute 942.08 on the Invasion of Privacy. Acceptable security camera placement in schools includes:</p> <ul style="list-style-type: none"> •Main entrance/administrative office areas •All building exits •Near lockers, trophy cases, bookcases, and storage areas •On buses •Parking lots •Playgrounds, athletic fields, and cafeterias •Hallways •Classrooms <p>Security cameras may not be used in restrooms, staff offices, athletic locker rooms, or other areas where clothes may be changed.</p> | | |
| Are there exterior surveillance cameras? | Yes | Exterior surveillance cameras aid in the first three phases of school safety: preparedness, prevention & mitigation, and response. |
| <div>      </div> <div> Appendix 39Appendix 40Appendix 41Appendix 42Appendix 43 </div> | | |
| Are there interior surveillance cameras? | Yes | <p>Interior surveillance cameras aid in the first three phases of school safety: preparedness, prevention & mitigation, and response.</p> <p>The high school has operational cameras throughout the building. CESA 10 recommends adding cameras in the hallway between the gym and fitness center and between the gym and multi-purpose room corridor.</p> |



Appendix 44

Are school buses equipped with security cameras?

Yes

Security cameras on school buses can have recording capabilities, live feed capabilities, or both. Recordings provide school personnel with the ability to identify misbehavior, and the students involved, but only after an incident has occurred. Live monitoring offers the bus driver a second set of eyes on the students. In addition, both can help identify vehicles that pass the bus illegally, erratic drivers, or dangerous driver behaviors.

The district buses have cameras in the front and back of the bus. Each bus has a memory SD card that holds 100 hours of recording time. The bus records approximately 3 hours per day equating to over 30 days of recording time.



Appendix 45

Appendix 46

Are the surveillance cameras monitored?


Yes

Surveillance cameras are monitored with a separate large monitor in the office. Office staff can scroll through different camera locations as needed. The system is web based and authorized live feed is enabled for administration.









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|  <p>Appendix 47</p> | | |
| Are the surveillance cameras recording? | Yes | The current storage system space is limited. Recordings are retained for at least two weeks. |
| Are recordings retained for 30 days or more? | No | The current storage system space is limited. Recordings are retained for at least two weeks. |
| Are the surveillance cameras positioned to allow for coverage? | Yes | The coverage of the exterior cameras is limited and does not allow for complete coverage of the school and grounds. CESA 10 recommends adding exterior surveillance cameras to cover the area north of the commons, the exterior of the library, playground, FFA Advisor Memorial site, shed area on the east side of the building, the shop and agriculture area, and the athletic fields. |
| Can camera access be made remotely to law enforcement emergency response? | No | IP-access live video feed can be accessed by school administration and law enforcement on any Wi-Fi device at any time. Live video access enables law enforcement to determine the best course of action during emergency situations. In addition, live video saves valuable time and resources by enabling law enforcement to deploy personnel directly to problem areas of the school. The school cameras are web based and could be programmed for live feed. |
| Security Alarm Systems | | |
| CESA 10 recommends all schools install a central security alarm. At a minimum, rooms that contain sensitive information or valuable equipment should be tied to a centrally monitored alarm system. Additionally, zoned alarm systems can be beneficial in tracking intruder movements, especially in larger facilities. Alarm systems should have battery backup for power failures and be tested every six months. | | |
| Is there a security alarm system? | No | Security alarm systems with a centralized call center decrease the time required for law enforcement to respond to break-ins |








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| | | and the fire department to respond to fire alarms by several minutes. Combined with proper signage, alarm systems deter criminal break-ins and false fire alarms. |
| Landscaping | | |
| CESA 10 recommends shrubs be trimmed to three feet in height, particularly those in close proximity to the building. This ensures people passing by have the opportunity to spot and report suspicious activity. Trees should be trimmed up to eight feet to the lowest branch, with the closest branch being at least 10 feet from the building. This will deter individuals from climbing trees, therefore reducing the risk of intruders and the liability of falls. Prickly shrubs should be planted to deter individuals from gathering in undesirable locations and trimmed to the specifications listed above. | | |
| Are all shrubs trimmed to a maximum height of three feet? | Yes | CESA 10 recommends trimming shrubs be to three feet in height, particularly those in close proximity to the building, to prevent concealment of people, weapons, or explosives. |
|  Appendix 48 | | |
| Are all trees trimmed up to eight feet to the lowest branch? | Yes | <p>A clear view of the school is essential for law enforcement, custodians, and administration who are performing a visual check of the building from a sidewalk or road. Trimming trees to a minimum of eight feet allow officers in patrol vehicles to see the building and the immediate surroundings.</p> <p>All trees near the school have been trimmed to an appropriate height for unobstructed views of the building.</p> |
| Are all trees at least ten feet from any buildings? | Yes | Trees close to the building may provide hiding places for intruders or access to the roof. All trees are greater than ten feet from the buildings. |
| Is pedestrian traffic in unsafe areas managed safely/appropriately? | No | The drop off area is very congested. Students are dropped off on the far side of Elm Street in front of the main entrance. Students cross the street, traffic, and the bus driveway while busses are unloading students. Students are dropped off next to the busses in the bus drop off area. |










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| | | <p>CESA 10 recommends separating the bus drop off area from the private vehicle drop off area. The west side of the school parking area is a potential second drop off site.</p> <p>CESA 10 recommends extending the no parking area on Elm Street, identified with a yellow curb, from the 1st crosswalk with North 3rd Street to the 3rd crosswalk. Paint the entire area between the first and third crosswalk and install flashing warning signs.</p> | | | |
|  |  |  |  |  |  |
| Appendix 49 | Appendix 50 | Appendix 51 | Appendix 52 | Appendix 53 | Appendix 54 |
| <h3>Signage and Entrances</h3> | | | | | |
| <p>CESA 10 recommends signs are posted on all doors directing visitors to report to the main office. Signs should also be posted in the parking lot directing visitors where to park and pointing them in the direction of the main office. Additional signs include notices that no drugs, weapons, gangs, or trespassing are allowed on the premises, as well as signs stating the buildings and grounds are equipped with electronic surveillance for the safety of the students, staff, and visitors.</p> | | | | | |
| <p>Is there signage designating the primary public access point?</p> | <p>No</p> <p>Signs that providing clear information regarding public access and protocol should begin at the school’s driveway entrance and continue as necessary so that school visitors know exactly where to drive, park, and enter the facilities. Vehicle or foot traffic by visitors in other areas would attract attention and be reported to the office. This also makes it safer for students and staff during outside activities.</p> <p>There were no signs that provided visitors with information for parking or the location of the main entrance. However, the structure of the entrance makes it very clear that it is the main entry.</p> | | | | |



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| <div>     </div> <div> <p>Appendix 55</p> <p>Appendix 56</p> <p>Appendix 57</p> <p>Appendix 58</p> </div> | | |
| <p>Is there signage instructing all visitors that they must report to the office?</p> | <p>Yes</p> | <p>Signage at the main entrance should inform visitors of the district’s protocol for entering the building and checking in at the main office.</p> <p>A sign is posted at the main entrance directing visitors to report to the office.</p> |
| <div>  </div> <div> <p>Appendix 59</p> <p>Appendix 60</p> </div> | | |
| <p>Are signs visibly posted listing items not allowed in the school (weapons, drugs, etc.)?</p> | <p>No</p> | <p>Signs such as “No Firearms” or “Drug and Alcohol Free School Zone” notify the public that the district is committed to the safety of the students, staff, and public. Other signs may include “No Bully Zone” and “No Smoking on School Property.” CESA 10 recommends installing a variety of safety signs in several locations around the school.</p> <p>There were no signs stating “No Firearms” or “Drug and Alcohol Free School Zone” at the school.</p> |
| <p>Are signs posted giving notice that surveillance cameras and recordings are in use or in periodic use to prevent liability issues arising from their presence?</p> | <p>Yes</p> | <p>Signage which informs the public of surveillance cameras in and around the buildings has been shown to deter criminal behavior in and around the school. Signage also provides a greater sense of security to students, staff, parents, and visitors to the school. Liability may arise when dummy cameras are used and the public has a false sense of security, or when the public believes that cameras are being constantly monitored. CESA 10</p> |






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| | | recommends that accurate signage is installed in conspicuous places wherever cameras are used. |
|  <p>Appendix 61</p> | | |
| <h2>Doors</h2> <p>All exit doors should be constructed of steel, aluminum alloy, or solid-core hardwood and provide direct and unobstructed access to a sidewalk for ADA compliance. Exposed hinges should have non-removable pins. Minimum one-hour burn rated fire doors should be installed where specified by fire code. All exterior doors leading into the facility should be numbered in a sequential, clockwise order starting with the main office. According to Section 505 of the International Fire Code, all numbers should be:</p> <ul style="list-style-type: none"> •Arabic numbers (1, 2, 3...) •At least six inches in height for the aid of first responders •Visible from the street or closest traffic way •Contrasting with their background •Retro-reflective for low light or smoky conditions •Placed at the top right of the door | | |
| Do all exit doors provide direct and unobstructed access to a sidewalk? | Yes | Sidewalks clearly differentiate areas meant for foot traffic and other types of traffic, such as bicycles or motor vehicles. Direct access to sidewalks prevents accidental or purposeful pedestrian-vehicle collisions. |
|       <p>Appendix 62 Appendix 63 Appendix 64 Appendix 65 Appendix 66 Appendix 67</p> | | |
| Do all exterior doors “self-close” and lock properly? | Yes | The installation of automatic door closers helps prevent doors from accidentally being left open and tailgating by intruders (following an employee or student into the building). Door closers must be inspected |



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| | | <p>regularly to keep them in good working order.</p> <p>There are door closers on all of the exterior doors in the district and they are in good working order.</p> |
| Are all doors numbered with signs at least six inches in height for aid of first responders? | No | <p>Numbering or lettering exterior doors reduces the time needed for emergency personnel to get to appropriate parts of the building. Doors should be numbered on the inside and outside of the entrance so that both callers and responders can quickly identify the nearest entrance. CESA 10 recommends numbering systems starting with the number 1 at the main entrance and additional numbering clockwise around the building, since this is the training protocol for emergency personnel.</p> <p>There were no numbers on the inside or outside of the exit doors.</p> |
| Windows | | |
| <p>Basement and first-floor windows are often the main target for intruders. Make sure basement windows are secured by grills or window well covers and first-floor windows have functional locks. Second-floor windows do not need to be secured if they are inaccessible.</p> <p>Numbering windows allows for emergency workers to quickly identify the location of an incident and act accordingly. According to the Division of Homeland Security and Emergency Management, four-inch numbers should be affixed to all outward facing windows. Classrooms with multiple windows and large meeting spaces should have a number affixed to the first window and the last window to ensure first responders understand the windows are all part of one space. Window numbers should correspond with room numbers and be affixed to the bottom right portion of the window and visible from the roadway.</p> <p>CESA 10 also recommends putting a piece of reflective tape on first-floor windows. This allows law enforcement and district administration to easily spot a broken window during night time patrols.</p> | | |
| Are all ground floor window locks functional? | Yes | All of the ground windows were locked. |
| Are all windows numbered for aid of first responders? | Yes | <p>Clearly visible room numbers on exterior windows allow emergency workers to quickly identify the location of an incident and act accordingly. CESA 10 recommends installing room numbers on all exterior windows that are at least 4 inches high.</p> <p>There were numbers on some of the exterior windows but not all of them were</p> |



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| | | <p>clearly visible. CESA recommends installing numbers in the lower right corner of the windows that correspond to the room number.</p> <p>When a room had multiple windows only one of the windows was numbered. CESA 10 recommends installing the same number on the first and last window when a room has multiple windows.</p> <p>The same numbers should be clearly visible on the inside of the rooms. The interior numbers provide the room occupants with the number of the room.</p> |
|  <p>Appendix 68</p> |  <p>Appendix 69</p> |  <p>Appendix 70</p> |
| <p>Do first floor windows have a piece of reflective tape on them?</p> | <p>No</p> | <p>Ground level windows are common access points for intruders. During night patrols, law enforcement often shine spotlights on and around the school. Reflective tape allows law enforcement to easily spot broken windows during these patrols.</p> <p>The windows at the school do not have reflective tape on them.</p> |
| <p>Walkway Covers, Ledges, Other Roof Access</p> | | |
| <p>CESA 10 recommends alarming the windows, especially those on the first floor, and removing natural climbing facilitators such as ladders, dumpsters, stacked pallets, and other such items. Roof access should be secured at all times to prevent access to unauthorized individuals.</p> | | |
| <p>Are natural climbing facilitators removed from areas where they may provide access to walkway covers, lower roofs, awnings and/or ledges?</p> | <p>Yes</p> | <p>There are no roof access points.</p> |
| <p>Are ladders secured to prevent access to walkway covers, lower roofs, awnings and/or ledges?</p> | <p>N/A</p> | |



Modular/Portable Classrooms

Portable units should be carefully thought out to optimize security both internally and externally. This includes:

- Windows from the main building overlook the portable classrooms and walkways leading to them
- Portables are located within security fencing with direct access to the main school
- Power and computer cabling are run underground to avoid vandalism
- Ramps meet ADA requirements, running one foot in length for every one inch of rise
- Walkways are monitored by CCTV cameras and communication devices, including the PA system, that allows teachers and the main office to reach each other
- Windows permit people inside the classroom to view people outside the classroom
- Classrooms can be locked from the inside by staff and are secured at all times when not in use

Are there modular classrooms in this facility? (If no, skip entire section)

No

Traffic and Parking Lot Safety

All parking lots and walkways should be monitored by placing them adjacent to the main office or other staffed area, performing routine patrols, and, if necessary, installing security cameras. Parking lots used for evening activities should have adequate lighting and proper signage designating proper after-hours usage.

It is recommended students and staff share a parking lot. This will deter bullying and other unlawful acts as the students know staff members occupy the same space. Reserved parking for certain teachers and administrators should be avoided, to prevent targeted attacks or vandalism. Some schools may choose to embrace a decal system. This would allow staff to easily differentiate between student and staff vehicles, alert patrols of a car parked where it shouldn't be, allow for additional revenue from ticketing cars parked in the wrong lot, and ensure the district has up-to-date descriptor cards on all staff and student vehicles.

Visitor parking should be located next to the main building and visible from the office. Exterior signage directing visitors where to park should be clearly visible when entering the school grounds. Pedestrian crossing areas should also be clearly marked and, if possible, separated from crossing vehicle traffic. If pedestrians must cross traffic, the district should have lighting, traffic signals, flags, painted crosswalks, signs, and crossing guards that are visible to drivers. The district should have designated bicycle parking areas that are monitored on a regular basis to deter from theft, vandalism, or unauthorized items.






Parent drop-off and pick-up areas should be separate from bus traffic to avoid congestion. Both parent drop-off and bus loading areas should be away from other high traffic areas and, if possible, visible from the main office and monitored by staff. Signage should clearly indicate and direct parents and bus drivers to the appropriate zones. No student should have to walk in front of the buses or other traffic to enter the school.

Are there designated staff/student/visitor parking areas?









No

Designated parking areas for staff, students, and visitors make it possible for staff to monitor these areas. The best practice for parking has staff and students




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| | | <p>share a parking lot, which deters bullying and other unlawful acts.</p> <p>There is no visitor designated parking area at the school. Most visitors park on the street. The staff and students have designated parking areas.</p> |
| Is access to school property controlled by fencing, walls, signs, natural materials, landscaping, security barriers, etc. | No | <p>Controlling access to school property with signage and physical barriers is important for monitoring individuals on school property. Any staff that observes people in restricted or unauthorized areas can report their observations to the office.</p> |
| Are parent drop off and pick up areas clearly marked? | No | <p>Student drop off and pick up times can be the most hazardous time of the day for students. Traffic accidents or near accidents between students and vehicles occur somewhere every school day. The more traffic is regulated and controlled during this time the safer it is for students. All drivers need to know the traffic procedures for student drop off and pick up times, not only the parents dropping off their children.</p> <p>There are no signs at the school that indicate pick up or drop off areas.</p> |
| <div>      </div> <div> Appendix 71 Appendix 72 Appendix 73 Appendix 74 Appendix 75 </div> | | |
| Are parent drop off and pick up areas away from high traffic areas? | No | <p>High traffic areas around schools generally include parking lots and busy roads.</p> <p>The high school is set back from any main roads. The buses and private vehicles share a drop off lane. Parent pick up and drop off takes place on the street in front of the building.</p> |
| Are parent drop off and pick up areas visible to the main office or monitored by staff? | Yes | <p>Having staff monitor traffic during drop off and pick up times can help districts identify hazardous traffic patterns and unsafe driving behaviors. Any unsafe behavior</p> |





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| | | <p>can be reported to the appropriate personnel.</p> <p>The high school staff members are present during drop off and pick up times. The main entrance is used for bus and private vehicle drop off causing congestion in the driveway, street, and walkway.</p> |
| Are bus loading zones away from other high traffic areas? | Yes | <p>High traffic areas around schools generally include busy parking lots and roads.</p> <p>The high school is set back from any main roads. Private vehicles drop off students in the bus loading area. The bus pick up and drop off area is located at the driveway in front of the school.</p> |
| <div>       </div> <div>   </div> | | |
| Are bus loading zones clearly marked? | No | <p>Providing traffic control during bus loading or unloading times is essential to student safety. Signage that directs traffic flow should be in place in all areas of student loading and unloading.</p> <p>The bus loading zones are not clearly marked and isolated from other traffic.</p> |
| Are bus loading zones visible to the main office or monitored by staff? | Yes | Staff members are present during drop off and pick up times. |
| Is visitor parking close to the main entrance? | Yes | Visitors should have the most direct path from the parking area to the building so they can easily find the main entrance. |



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| | | Visitor parking at the high school is close to the main entrance and is shared with staff. Since specific visitor parking is not identified, staff parking often interferes with visitors having the most direct path to the main entrance. |
| Do the parking lots have signs to direct staff, students, and visitors to designated parking areas? | No | Signage for staff, student, and visitor parking reduces driver confusion of where to park and lessens the chance of vehicles driving into unauthorized areas. There is inadequate signage for parking at the high school. Staff, student, and visitor parking should be identified and separated. |
|  <div> Appendix 84 Appendix 85 Appendix 86 </div> | | |
| Are parking lots clearly observable from the school? | Yes | When people know they can be seen, they are less likely to engage in dangerous, suspicious, or unlawful behavior. Parking lots are common areas for this type of behavior to occur. The staff, student, and visitor parking lots are in the front and on the side of the school. They can be monitored from the building. |
| Are walkways clearly observable from the school? | Yes | Pedestrians are less likely to walk in areas they are not supposed to, and engage in suspicious behaviors when they know they can be seen. |
| Are parking lots monitored during the day? | No | CESA 10 recommends visually monitoring parking lots from the school office or with live stream video on a separate computer monitor in the school office. Other than staff periodically physically checking the parking lots, and limited camera coverage, the lots are not adequately monitored during the day. |
| Is parking controlled by a decal system? | No | Several districts have chosen to implement a decal system to allow staff to easily differentiate between student and staff |



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| | | vehicles, and to alert them to vehicles that should not be in the lot. |
| Are surveillance cameras used to monitor parking lots? | Yes | Camera monitoring of parking lots during school hours is often used when lots are not visible from the school office. CESA 10 recommends adding surveillance cameras for this purpose. |
| If yes, does the camera system allow for recording? | Yes | The recordings are available for approximately 15 days. |
| Are there designated bicycle parking areas? | Yes | There is a designated bicycle parking area near the main entrance of the school. |
| <div>   </div> <div> Appendix 87 Appendix 88 </div> | | |
| Are bike racks monitored or observed? | Yes | <p>Theft and vandalism can occur at bike racks and unauthorized items can be hidden there. Monitoring this area reduces the likelihood of such occurrence.</p> <p>The area by the bike rack is monitored by a camera on the front of the building and can be viewed from various windows.</p> |
| Are all building perimeters / areas accessible to patrol vehicles, or, secured during non-school hours? | Yes | <p>After school break-ins are more likely to occur in areas that are not accessible to patrol vehicles. Law enforcement can usually tell that a window has been broken or a door left open during patrols.</p> <p>Law enforcement is able to access all areas of the building and grounds.</p> |
| Is staff on duty in the morning and afternoon to monitor lots? | Yes | <p>While parking lots may be areas for intruders to hide, the more dangerous scenario comes from students driving recklessly, delivery vehicles arriving during arrival or dismissal times, or parents hurrying to drop off or pick up their child. Staff monitoring during these times will allow immediate reporting of dangerous driving behaviors to the office or police. Lots that are not clearly visible from the building should be monitored by staff via live stream surveillance cameras.</p> |



| Bus Loading Area(s) | | |
|--|-----|--|
| The district should have a loading zone that is adjacent to the school entrance to prevent children from walking in front of buses to gain access to the facility. This can be best achieved by having buses park in a single row while leaving enough space between each bus to perform an emergency evacuation. The bus loading zone should be clearly marked with proper supervision provided during arrival and dismissal times. | | |
| Are bus loading areas clearly marked and restricted to other vehicles during use? | No | <p>If a bus loading area is not completely separate from other vehicle traffic, such as parent pick up or thru-traffic, the area should be restricted during loading times.</p> <p>The bus loading areas at the school are not separate from other vehicle traffic. CESA 10 recommends adding signage and separating the bus loading area from other vehicles.</p> |
| Is staff assigned to monitor bus areas? | Yes | The bus areas are monitored by staff members that are assigned to assist students, direct visitors to the office, and to report any dangerous or suspicious behaviors. |
| Is staff assigned to all other areas during drop off and pick up of students? | Yes | Staff is assigned and was observed monitoring all areas during the inspection. |
| High-Risk Traffic Areas | | |
| With the recent influx in funding toward securing school buildings, concerns have been voiced over the lack of security that exists in parking lots and loading zones. Districts should consider anti-ram protection in the form of bollards, street furniture, fences, walls, sculptures, landscaping, concrete planters, and fountains. These anti-ram devices are meant to slow down a vehicle's impact. Curved driveways and speedbumps can also aid in this endeavor. | | |
| Are measures in place to deter or prevent damage or injury to students (in areas of common congregation) from vehicles? | No | Common high risk areas include walkways, student drop off and pick up areas, parking lots, LP gas storage tanks, glass entryways, and other areas where groups of students gather. In these areas, vehicles may go out of control, or in worst case scenarios, be used as weapons. CESA 10 recommends installing bollards, heavy planters, traffic control devices, or natural protections such as trees, decorative boulders, or earthen berms to prevent vehicles from crashing into people or structures. |



Appendix 89

Interior

Exit Signs and Emergency Lights

Evacuation procedures and maps should be placed throughout the facility and encased in a protective cover. These maps should have room numbers, stairwells, and hallways clearly marked. A copy of the district's blueprint should be shared with local law enforcement agencies, per Wisconsin Act 143 Section 118.07.

Exit signs and emergency lights should be checked regularly to ensure they are functional and will provide adequate lighting during an emergency situation. Investing in LED lights for exit signs will increase the light's longevity, decrease utility costs, and reduce maintenance time.

Are clear and precise emergency evacuation maps posted in critical locations?

No

NFPA recommends that every room in the school have a map posted identifying two ways out. CESA 10 recommends posting evacuation maps in hallways, classrooms, offices, cafeterias, gymnasiums, auditoriums, libraries, teacher workrooms, labs, distance learning rooms, and other areas used by students and staff.

The high school does not have maps posted in all critical locations. In most areas there are instructions posted but they were not always clearly visible or complete.



Appendix 90

Appendix 91

Appendix 92

Appendix 93

Interior Lighting

Adequate lighting not only prevents slips and trips, it can also reduce eye strain and boost productivity. IESNA recommends the following foot-candles per room type:









| | | |
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| <p>Cafeteria 20-30 Classroom 30-50 Corridor 5-10 Gymnasium 30-50 Kitchen 30-75 Library 30-50 Lounge/Break Room 10-30 Office 30-50 Restroom 10-30 Storage Area 5-20 Existing lighting levels can be measured using a light meter. Districts should check their lighting levels and be sure to include interior lighting in their annual maintenance plan and update light bulbs and fixtures as needed.</p> | | |
| Do all rooms, stairwells, and halls have proper lighting? | Yes | <p>All areas of the school commonly occupied by students and staff should have proper lighting not only for general safety and emergency evacuations, but also to reduce shadowed areas for hiding persons, weapons, explosives, etc.</p> <p>There is adequate lighting in all interior areas of the school.</p> |
| Do you have motion lighting? | Yes | <p>It is well known that motion lighting saves energy, provides immediate lighting in dark areas, deters people from being in undesignated areas, and provides lighting in emergency situations without having to search for a switch.</p> |
| Identification Badges | | |
| <p>Districts should institute a photo identification badge for faculty, which requires them to display their badge outside of their clothing while on school property. Substitute teachers can be given a different badge that needs to be turned in at the end of each day. Badges should be accounted for daily by office staff. The district should include language in the employee handbook requiring staff to turn in their identification badges upon termination of employment.</p> | | |
| Are ID badges issued to all full- and part-time faculty and staff? | No | <p>Most school photo companies offer ID badges for staff at no extra cost. ID badges may be required to be worn during the school day, at special events, or just available.</p> |
| Are faculty and staff required to display the badge while on school property? | No | <p>ID badges for staff, including substitute staff, have two safety and security purposes: 1) to identify adults in the building, and 2) so visitors and students can identify staff for directions in an emergency. CESA 10 recommends implementing an ID badge system in all districts.</p> |





| Check-In/Check-Out | | |
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| The district should only allow student access to the parking lot during designated times. This will allow the parking lot to be adequately monitored for truancy, theft, and other illegal activities. Not allowing students to visit their personal vehicles also alleviates the possibility of a student retrieving contraband such as a weapon or drugs during the school day. All visitors are required to sign-in and sign-out while at the school. | | |
| How do you handle students coming and going throughout the day? | | The check-in/check-out protocol at the school requires students that arrive late or leave early to sign in or out at the office before going to their classroom or leaving the building. CESA 10 recommends monitoring the side door exits with cameras to prevent students from sneaking out and from letting others in through locked exit doors. |
| Is student access to parking areas controlled/tracked during the school day? | No | Students often forget items they need for school in their vehicles. Students are allowed to return to their vehicle with permission from the office and are required to report to the office when returning. |
| Are students allowed to get materials from their cars during the day? | Yes | Students are permitted to get materials from their cars with permission from the main office. |
| Two-Way Communication | | |
| Two-way communication is essential for reporting an injury, illness, or emergency situation. Two-way communication can include public address systems/intercoms, wired telephones, cellular telephones, and two-way radios. The principal, vice principal, front office staff, crossing guards, and school resource officers should all have access to these devices. Districts should be sure to include modular classrooms, offsite athletic facilities, common areas, practice fields, hallways, bathrooms, and playgrounds in their communication system. These systems should be tested on a regular basis. | | |
| What type of two-way communication does the school use? | | The school uses personal cell phones, hard-wired telephones, and two-way radios for communication. The phone system has an all call feature that Staff dial 8-911 to call emergency services. A call button in the technical education shop is used to call the office. |






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| Appendix 94 | Appendix 95 | Appendix 96 | Appendix 97 | Appendix 98 |
| Does the facility have the ability for two-way communication between staff in commonly occupied student areas and the office? | Yes | CESA 10 recommends that districts have multiple ways for staff to communicate with each other, the office, and other parts of the building. This includes personal and school issued cell phones, radios, classroom phones, intercoms, and two-way PA systems. The radio system will be updated in the near future. The technical education shop does not have a PA visual strobe light to notify occupants of PA announcements. | | |
|  | | | | |
| Appendix 99 | | | | |
| Does the facility have the ability for two-way communication in commonly occupied student areas between district facilities? | Yes | Similar to communications within the building, CESA 10 recommends providing multiple ways for staff to communicate between facilities and with law enforcement, bus drivers, emergency workers, or 911 dispatch. | | |
| Are athletic facilities, outside, and inside common areas equipped with a means of two-way communication? | No | The school does not have two-way communication at their athletic facilities. Personal cell phones are the only means of communication at these sites. | | |




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|  <p>Appendix 100</p> | | |
| Are these systems checked regularly? | Yes | All systems are routinely and frequently used and problems are corrected when reported. |
| Is someone identified who is responsible for checking two-way communication systems and is it in policy? | Yes | Contractors maintain the phone and network systems. Staff, office personnel, and bus drivers regularly use the radios. Any issues are reported to the transportation supervisor. The two-way radio base station is located in the transportation office. |
|  <p>Appendix 101 Appendix 102</p> | | |
| <h3>Entrance Lobby</h3> <p>The district should have one main point of entry at the front of the school. This entrance should be well lit, clearly identified by signage, and easily monitored by the principal, administrator, or other trained personnel. All exterior doors should be locked during the school day, with the exception of student arrival and departure times, which should be monitored by appropriate staff.</p> <p>The counter in the main office should be equipped with a panic button, a telephone, and a radio base station if radios are used. Windows are also a nice protective shield that allows the receptionist to conduct natural surveillance prior to granting entry to the facility.</p> <p>The district should have a written visitor policy that includes signing in and out at the main office. Visitors should be required to wear a visitor's badge while on school property. These badges should be inventoried by office staff on a daily basis. If a visitor arrives to pick up a student, identification must be provided and checked against the student's emergency data card.</p> <p>All deliveries should be documented using a sign-in process and only accepted at designated receiving</p> | | |




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| <p>areas. If possible, deliveries should only be accepted during a specific timeframe set by the district to avoid trucks driving through heavily student-occupied areas at arrival, departure, or recess times.</p> | | |
| <p>Is the entrance lobby visible from the main office?</p> | <p>Yes</p> | <p>Older school designs often had the main office in the center of the building and not near the main lobby entrance, requiring visitors to walk through the building to get to the office. Since more recent events have raised security concerns about unauthorized people in schools, newer designs locate the office adjacent to the main entrance for better security.</p> <p>The Comelit Intercom camera at the main entrance does not work well. The office staff can view the entrance from the front office work area.</p> |
| <div>  <p>Appendix 103</p> </div> | | |
| <p>Do you have controlled staff/student/visitor entrances?</p> | <p>Yes</p> | <p>Visitors enter the lobby corridor before they enter the main office to sign in. The entrance doors are kept locked during the school day and visitors are required to check in at the main office. There is a panic lock on the entry door that can be locked from the office.</p> |
| <div>  <p>Appendix 104</p>  <p>Appendix 105</p> </div> | | |
| <p>Are visitors notified by signage of the required sign-in and sign-out?</p> | | <p>Visitors come through the first set of doors into the vestibule lobby area where signage directs them to sign-in at the office.</p> |





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|  <p>Appendix 106</p> | | |
| Are all visitors required to wear a visitor's badge while on school property? | Yes | After signing in, visitors are given a visitor badge, which they are required to wear on school property. |
| Are all exterior doors locked during school hours? | Yes | The exterior doors in the school are locked. The main entrance is the only access point during school hours. The front entrance is unlocked from 11:15 to 11:45 am so students may come and go for lunch. |
| Are student arrival and departure times monitored? | Yes | During morning arrival and after school departure times, staff is assigned to monitor areas where students enter and leave the building. Students that arrive or leave during the school day are required to report to the main office. |
| Are deliveries documented using a sign-in process and only accepted at designated receiving areas? | No | <p>Delivery areas typically include the main office for general deliveries, the food service delivery area, and the custodial/maintenance delivery area. CESA 10 recommends allowing only authorized personnel to accept deliveries in these areas and that all deliveries are documented.</p> <p>The district's policies do not require documentation of all deliveries.</p> |
| Does staff confirm visitor identification and check against a student's emergency data card? | No | <p>It is often difficult for staff to know who is authorized to pick up a child at school; non-custodial parent, grandparent, relatives, neighbors, etc. This is especially true during emergency situations when phone communication is not possible. Office staff and classroom teachers should know who is authorized to pick up a child.</p> <p>When a staff member does not recognize or does not know if a person is authorized to pick up a child, the staff member will notify the office to identify adults who are authorized to pick up students.</p> |



| Hallways | | |
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| <p>Lockers should be mounted flush in the wall and bolted in place. Whether assigned to a student, staff member, or vacant, lockers should be locked at all times. This will help prevent the concealment of weapons, drugs, or other contraband. Consider electronically monitoring locker bays to deter theft, bullying, and other unlawful acts.</p> | | |
| Are unused lockers secured? | No | The school uses metal chain connectors to secure unused lockers. The connectors are easily opened by unscrewing the connector. A more secure lock is recommended. |
|  <p>Appendix 107</p> | | |
| Hallways-Additional Issues, Observations, or Notes | | |
| <p>Riverdale HS may want to consider mounting room numbers projecting into the hallway versus in addition to the ADA flat against the wall room signs. The projected signs provide more immediate and distant room identification for first responders and staff. In order to keep the room numbers less accessible a potential location is on the hallway air exchange boxes located above the classroom doors.</p> | | |
| Restrooms | | |
| <p>Restrooms often illicit unwanted behavior due to their private nature and weakened supervision. The most common occurrences are bullying, fighting, disorderly conduct, smoking, alcohol, and drug use. Entrance doors should not be able to lock from the inside. Some districts choose to remove entrance doors entirely and instead replace them with a privacy panel.</p> <p>The district should monitor restrooms on a regular basis throughout the school day. Any suspicious graffiti should be photographed, reported to administration and local law enforcement, and removed within 24 hours. Lights and fixtures should be operational, and mirrors should be intact.</p> <p>All restrooms should have fixed ceiling tiles to avoid the use of drop ceilings as a place to conceal weapons, alcohol, or drugs. Trash should be checked on a regular basis for the same reasons. Smoke detectors should have protective cages or vandal alarms.</p> | | |
| Are restrooms monitored by faculty and/or staff regularly throughout the school day? | Yes | In most schools, custodial staff regularly enter restrooms for maintenance purposes. Custodians should be trained in recognizing suspicious items, tampered ceiling tiles, or places where weapons or explosives may be hidden. |




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| | | The custodians at the high school inspect the restrooms during the day for maintenance and safety purposes. |
| Are communal restroom entrances unable to be locked? | No | <p>Unlike unisex or family bathrooms which should be lockable, communal restrooms can be areas of bullying, fighting, or other violence and should remain unlockable so staff can quickly intervene. The communal boys and girls bathrooms are unlockable.</p> <p>The doors in the girls and the boys locker rooms had dead bolts that should be disabled or replaced so they remain unlockable, except when empty and locked from the outside by authorized staff.</p> |
|  <p>Appendix 108</p> | | |
| Are restrooms equipped with fixed ceiling panels? | No | <p>Ceiling panels can be areas to hide weapons, drugs, and explosives and if present, should be fixed with security clips.</p> <p>The school has a mixture of fixed ceiling panels and moveable tiles. CESA 10 recommends securing the moveable tiles with security clips in areas where a person could stand on a sink or commode to reach the ceiling.</p> |
|  <p>Appendix 109 Appendix 110 Appendix 111</p> | | |
| Is suspicious graffiti photographed, reported to law enforcement, and removed within 24 hours? | No | Graffiti that rises to the level of law enforcement notification includes bomb threats, threats to a specific person or group, a terroristic threat such as a school shooting, threats of arson, or a suicide |



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| | | <p>threat. Threats may be in written, pictorial, or symbolic form.</p> <p>CESA 10 recommends erring on the side of caution by immediately reporting any of these threats to law enforcement and allowing them to determine the plausibility of the threat being carried out.</p> |
| Classrooms | | |
| <p>Classrooms should be a space where students feel protected. To achieve this, rooms should be easily secured during an emergency situation without requiring someone to move into harm's way. Additionally, administrators or staff with keys or electronic access is essential, in the event a student locks him or herself in a classroom to cause harm to him or herself or others.</p> <p>Visual access into the hallway through observation panels is desirable. Posters, pictures, blinds, or other materials should not cover more than 20% of this window. Blinds may be lowered during a lockdown if it is noted in the district's procedures manual. All classroom doors should be locked when not in use, to prevent vandalism, theft, or other illicit activities.</p> <p>Door and window security hardware should allow egress from classrooms at all times. Evacuation maps should be posted that clearly indicate the primary and secondary routes of egress. Windows designated for escape should be operable and not blocked by grills or screens. These windows should be examined on a regular basis to ensure they are not painted shut or barred in any manner.</p> <p>Districts should not post student names and photos outside of classrooms. This could facilitate child abduction by estranged parents, relatives, strangers, or others.</p> | | |
| Are door vision panels clear and unobstructed? | No | <p>CESA 10 recommends that windows in doors remain uncovered, or that there is a clear and unobstructed view into the classroom, during normal school operations. This allows administration and other staff, during building walkthroughs, to visually monitor classrooms to see if dangerous or violent behavior is occurring within the room, whether the teacher is or is not present.</p> <p>Many windows in the high school doors are partially or completely blocked. The windows are often blocked by blinds that are used during lockdown situations.</p> |



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|  <p>Appendix 112 Appendix 113</p> | | |
| Are door vision panels capable of being covered during a lockdown? | Yes | <p>During a lockdown situation, it is important that students and teachers remain out of sight from an intruder. Rooms that can be seen from the hallway should have panels, shades, or curtains that can be closed.</p> <p>The classrooms at the school have blinds that cover windows in doors during lockdown situations.</p> |
| Do interior doors shut and lock properly? | Yes | The interior doors shut and lock. |
| Are all unoccupied rooms/areas secured? | Yes | <p>When classrooms are unoccupied by staff or students, they should remain locked to prevent access by students or unauthorized adults. Most of the rooms were locked when not in use.</p> <p>The utility room containing laundry equipment and chemicals was found propped open and unlocked during the inspection.</p> <p>The door between the multi-purpose room and gym was missing a key core and not lockable.</p> |
| Are evacuation maps clearly posted with primary and secondary routes of egress? | No | <p>NFPA recommends that every room in the school should have a map posted identifying two ways out. CESA 10 strongly recommends that evacuation maps be posted in every room, including classrooms, offices, cafeterias, gymnasiums, auditoriums, libraries, teacher workrooms, labs, shops, distance learning rooms, modular classrooms, and other areas used by students and staff. The high school does not have evacuation maps and written plans posted in all areas. The teacher lounge is an example of a room without a map.</p> |



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| Do you have student names/photos posted in the hallway? | No | The U.S. Department of Homeland Security recommends that student full names or photos are not posted for public view outside of the classrooms or on classroom webpages or other public media. Although first names are admissible, any further identifiable information may be used by others for malicious purposes. |
| Gymnasium, Auditorium, IMC, Cafeteria, and Kitchen Areas | | |
| <p>Separate, secure entrances should be provided for after-hours use of the auditorium or indoor athletic facilities. This eliminates the need for visitors to access other areas of the school. Retractable bleachers, seating, and partitions should be fully recessed and/or locked in place to prevent intruders from utilizing these structures for concealment.</p> <p>In an auditorium, catwalks, scaffolding, and upper platform access should be limited to authorized staff. In the gym, equipment and staff offices should only be accessed by district staff. Acoustical ceiling tiles should not be used in the locker rooms to prevent individuals from hiding weapons, stolen property, or illegal substances.</p> <p>Similar to classrooms, indoor athletic facilities and the auditorium should lock from the inside in the event of an emergency situation. A designated individual should also be responsible for walking through the space immediately following after-hours usage or use by an outside party. This walkthrough should include walking the stage, staging area, changing rooms, restrooms, ticket stand, and seats in the auditorium and observing the locker rooms, equipment, storage, bleachers, offices, restroom, press box, concession stand, and gym floor in the athletic facilities.</p> | | |
| Is a designated individual responsible for conducting a walk-through check and securing the facility after use by outside entities? | No | <p>In several districts, especially small districts, the school gymnasiums and auditoriums are the only facilities available to the public and are often used by outside groups. CESA 10 recommends that districts have well written policies about who may use the facilities, the times that the facilities are available, and the specific procedures, rules, and regulations for groups using the building. Before giving keys to the responsible adult in charge of an event, they should be trained in security procedures, including after event walkthroughs. Groups using the building must agree to adhere to all district procedures, rules, and regulations.</p> <p>Maintenance staff members secure the building after some events. The authorized user of the building is required to secure the building after the event. CESA 10 recommends that staff members</p> |



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| | | or law enforcement provide a building check after an event. |
| Can the gym be locked from the inside in the event it is necessary to go into lockdown when occupied? | Yes | |
| Can the auditorium be locked from the inside in the event it is necessary to go into lockdown when occupied? | No | CESA 10 recommends installing a secure method for locking these areas from the inside. |
| Can the IMC be locked from the inside in the event it is necessary to go into lockdown when occupied? | No | CESA 10 recommends installing a secure method for locking these areas from the inside. |
| Can the kitchens be locked from the inside in the event it is necessary to go into lockdown when occupied? | No | CESA 10 recommends installing a secure method for locking these areas from the inside. |
| Custodial Closets and Mechanical Rooms | | |
| <p>All rooms containing mechanical, electrical, communication, water, fire, security, or other critical equipment should be identified by number or room name and locked at all times. These rooms should use hinges with non-removable pins and strike plate covers to reduce the possibility of break-ins. Additionally, these areas store many chemicals and are often at high risk for fires. Districts should consider using fire doors for these spaces to limit the spread of fire and to significantly reduce potentially affected areas. A notice that these areas are restricted should be published in the district's student and employee handbooks.</p> <p>The district should have a hazardous response team in place to deal with problematic situations. Oftentimes, the city or county where the district resides will have a protocol in place. These partnerships and procedures for dealing with a hazardous situation should be put in place immediately, to ensure the district is prepared should a hazardous incident ever occur on district property.</p> | | |
| Are all custodial closets and mechanical rooms kept locked? | | All of the closets, storage areas, and mechanical rooms on the main floors of the building are kept locked during normal school hours. Several doors were checked during the assessment and none were found unlocked. |
| Do you have a hazardous response team? | | There is a committee that reviews any issues that may need action. |
| Off-site/Athletic Buildings/Fields | | |
| <p>Parking for large-scale events can often cause congestion, confusion, and conflicts. District should ensure there is adequate parking for these events; clearly marked signage directing attendees where to enter, exit, and park; and adequate lighting and fencing surrounding these offsite facilities. Parking lots should have ample walkways and deter attendees from walking in front of traffic if possible. If not possible, the district should have clearly marked pedestrian crossings.</p> <p>The district should have policies in place designating the individual(s) in charge of after-hours</p> | | |



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| <p>emergency situations. Evacuation maps should be clearly displayed and two-way communication should be available. Radio frequency may require repeaters if the school's construction incorporates many steel components. Visitors utilizing the athletic facilities during non-school hours should be provided with emergency procedures and contact information prior to using the facility.</p> | | | |
| Do you have the parking capacity to deal with large-scale events? | | Yes | The district utilizes streets and all of the parking lots for large-scale events. |
| Are athletic facilities and other offsite buildings equipped with a means of two-way communication? | | No | |
| Do you have emergency procedures in place for offsite/athletic buildings? | | No | |
| Do offsite buildings have adequate fencing? | | N/A | |
| Are offsite buildings adequately lit? | | N/A | |
| Are evacuation maps made and displayed in offsite facilities? | | N/A | |
| Sign Off | | | |
| District Designee | Bryce Bird | | |
| CESA 10 Facilities Consultant | John Berget | | |
| CESA 10 Security Consultant | Harlan Reinders | | |



Media



Appendix 1



Appendix 2



Appendix 3



Appendix 4



Appendix 5



Appendix 6



Appendix 7



Appendix 8



Appendix 9



Appendix 10



Appendix 11



Appendix 12



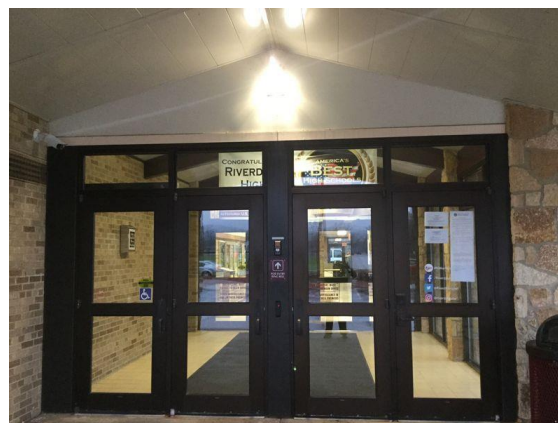
Appendix 13



Appendix 14



Appendix 15



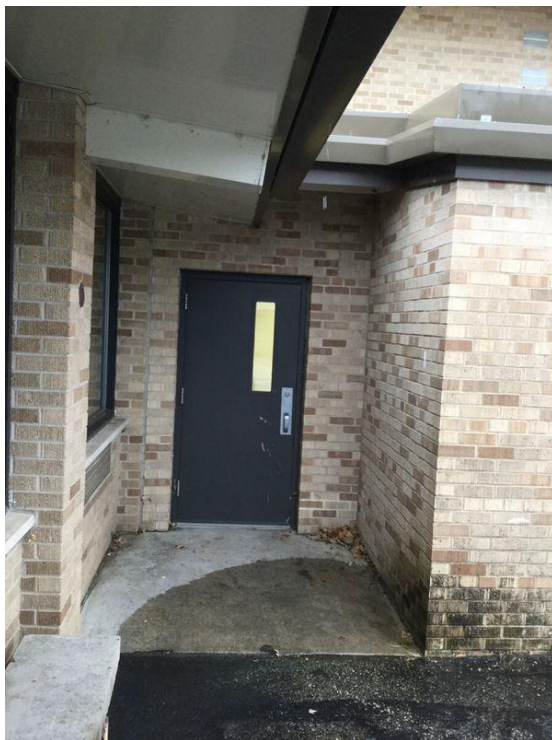
Appendix 16



Appendix 17



Appendix 18



Appendix 19



Appendix 20



Appendix 21



Appendix 22



Appendix 23



Appendix 24



Appendix 25



Appendix 26



Appendix 27



Appendix 28



Appendix 29



Appendix 30



Appendix 31



Appendix 32



Appendix 33



Appendix 34



Appendix 35



Appendix 36



Appendix 37



Appendix 38



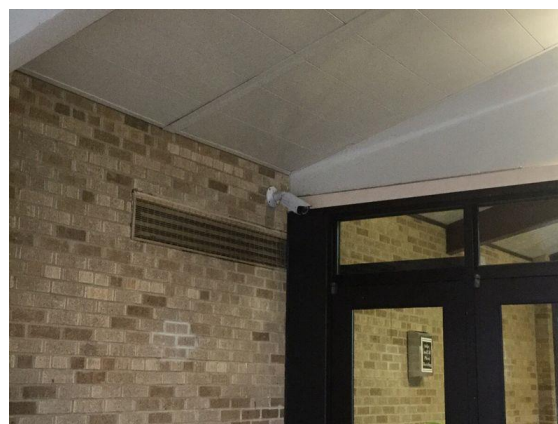
Appendix 39



Appendix 40



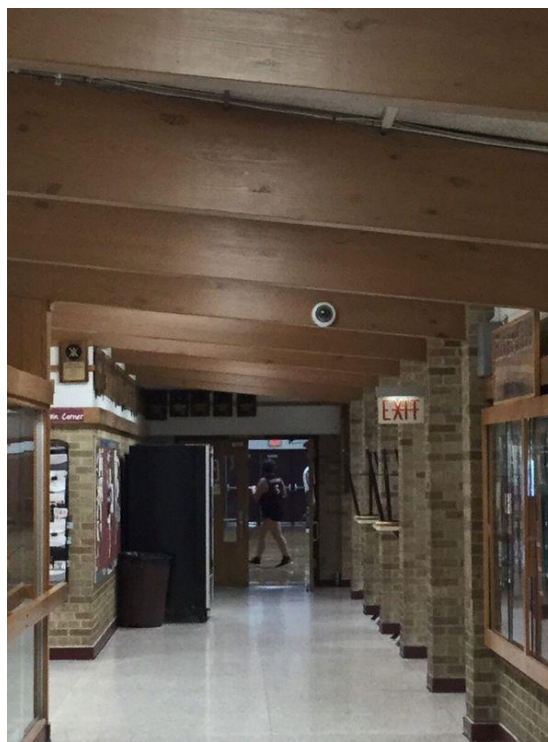
Appendix 41



Appendix 42



Appendix 43



Appendix 44



Appendix 45



Appendix 46



Appendix 47



Appendix 48



Appendix 49



Appendix 50



Appendix 51



Appendix 52



Appendix 53



Appendix 54



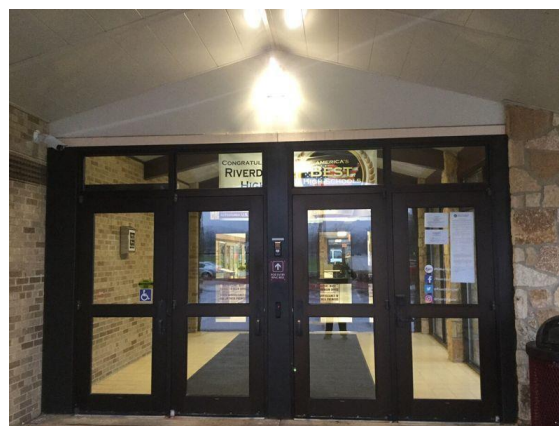
Appendix 55



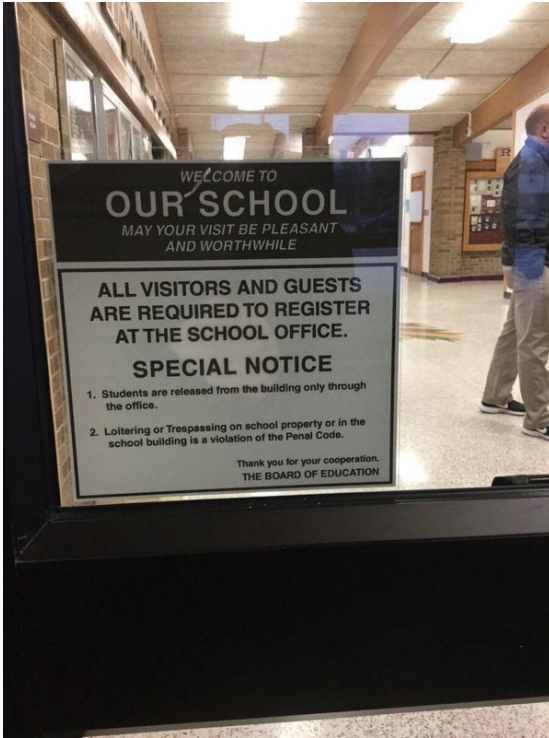
Appendix 56



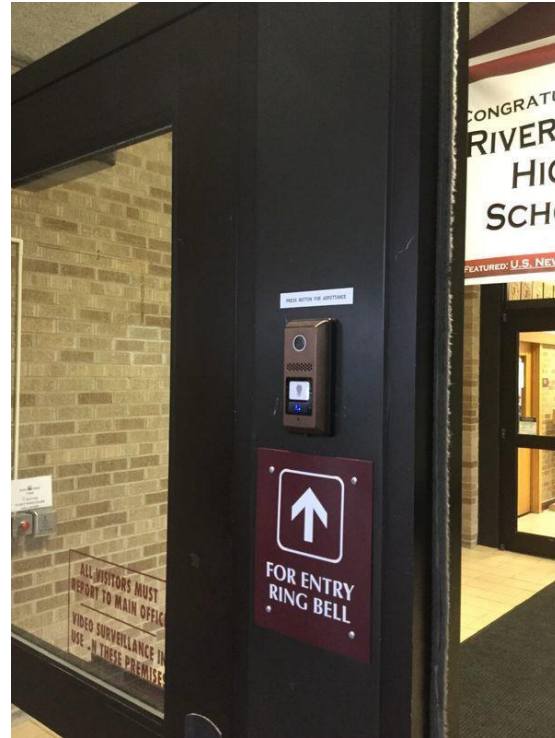
Appendix 57



Appendix 58



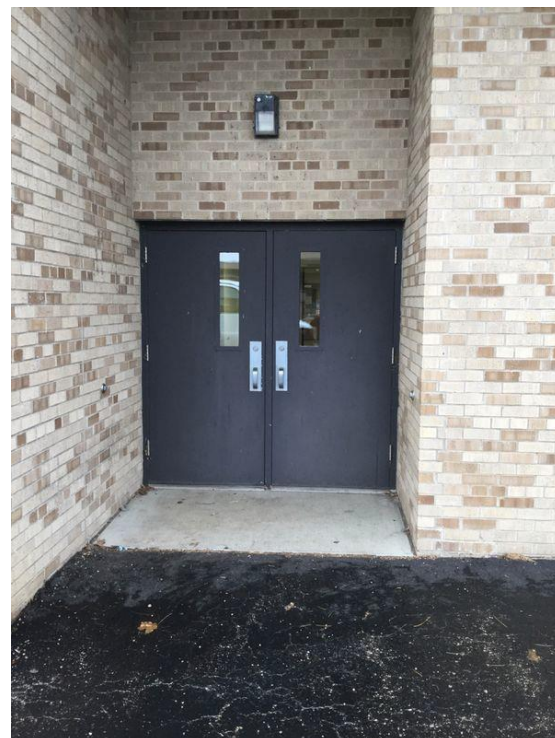
Appendix 59



Appendix 60



Appendix 61



Appendix 62



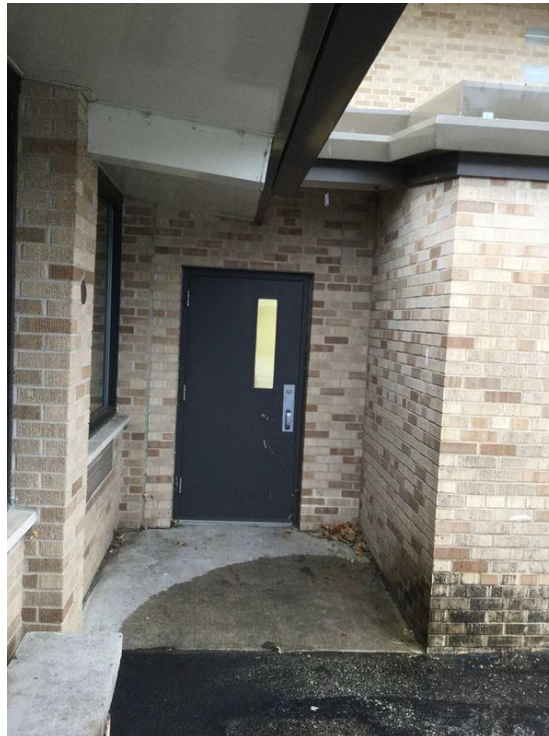
Appendix 63



Appendix 64



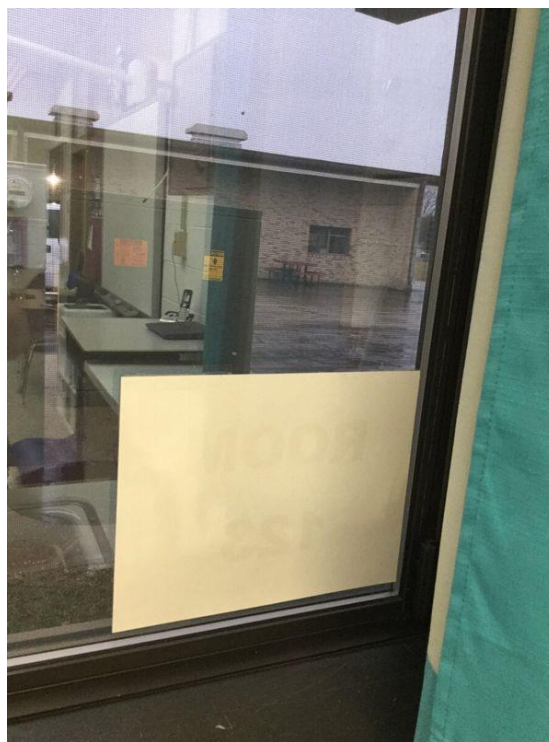
Appendix 65



Appendix 66



Appendix 67



Appendix 68



Appendix 69



Appendix 70



Appendix 71



Appendix 72



Appendix 73



Appendix 74



Appendix 75



Appendix 76



Appendix 77



Appendix 78



Appendix 79



Appendix 80



Appendix 81



Appendix 82



Appendix 83



Appendix 84



Appendix 85



Appendix 86



Appendix 87



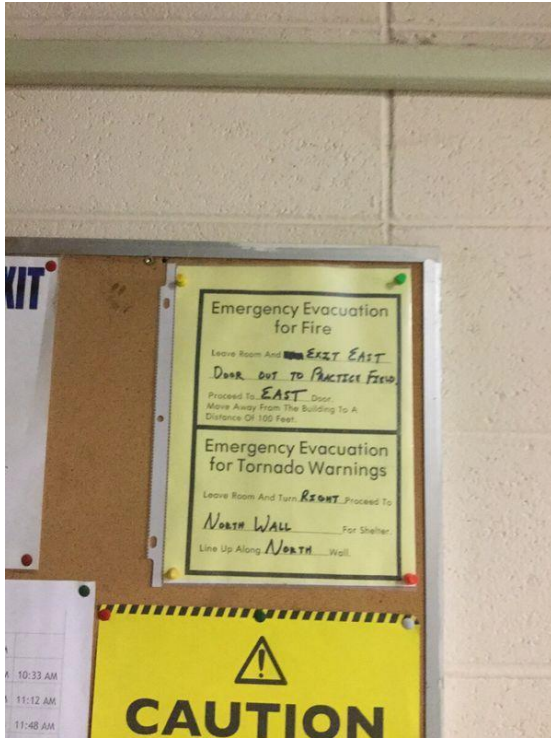
Appendix 88



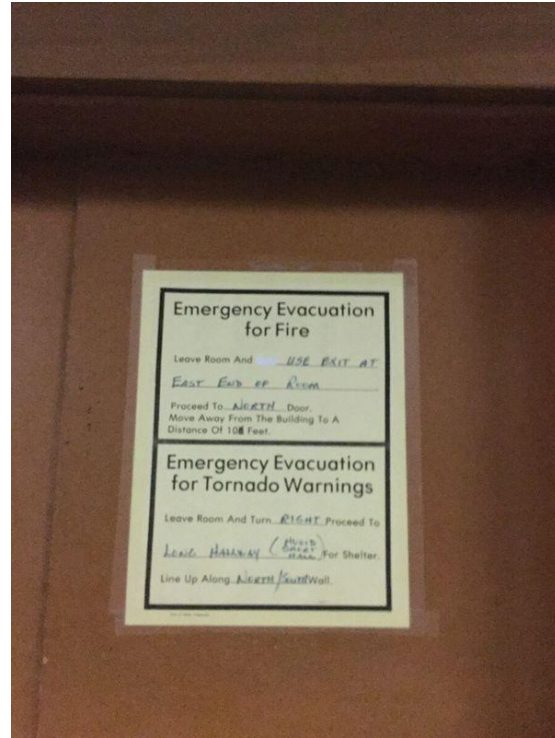
Appendix 89



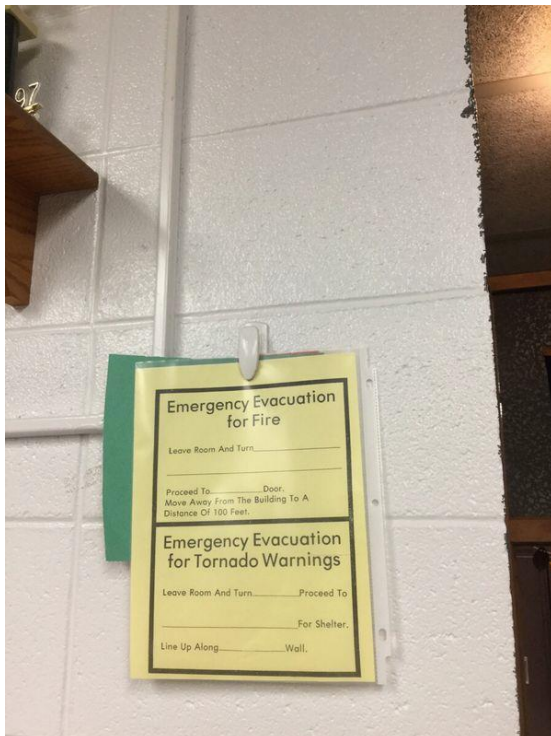
Appendix 90



Appendix 91



Appendix 92



Appendix 93



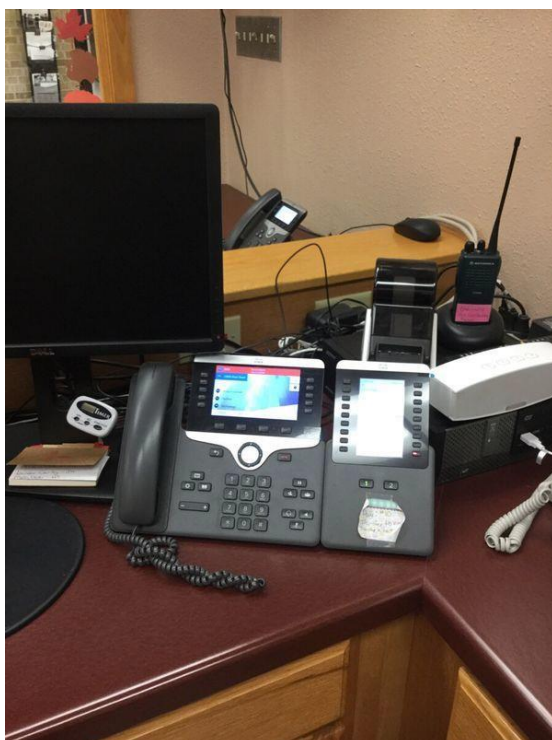
Appendix 94



Appendix 95



Appendix 96



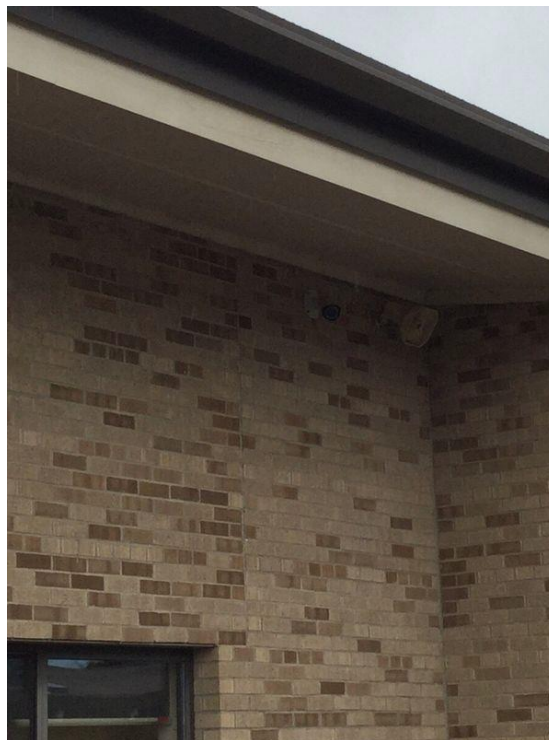
Appendix 97



Appendix 98



Appendix 99



Appendix 100



Appendix 101



Appendix 102



Appendix 103



Appendix 104



Appendix 105



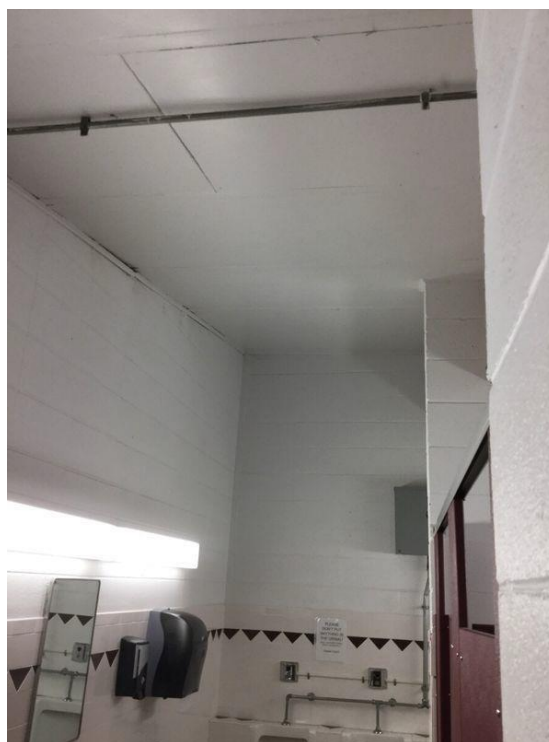
Appendix 106



Appendix 107



Appendix 108



Appendix 109

Appendix 110



Appendix 111

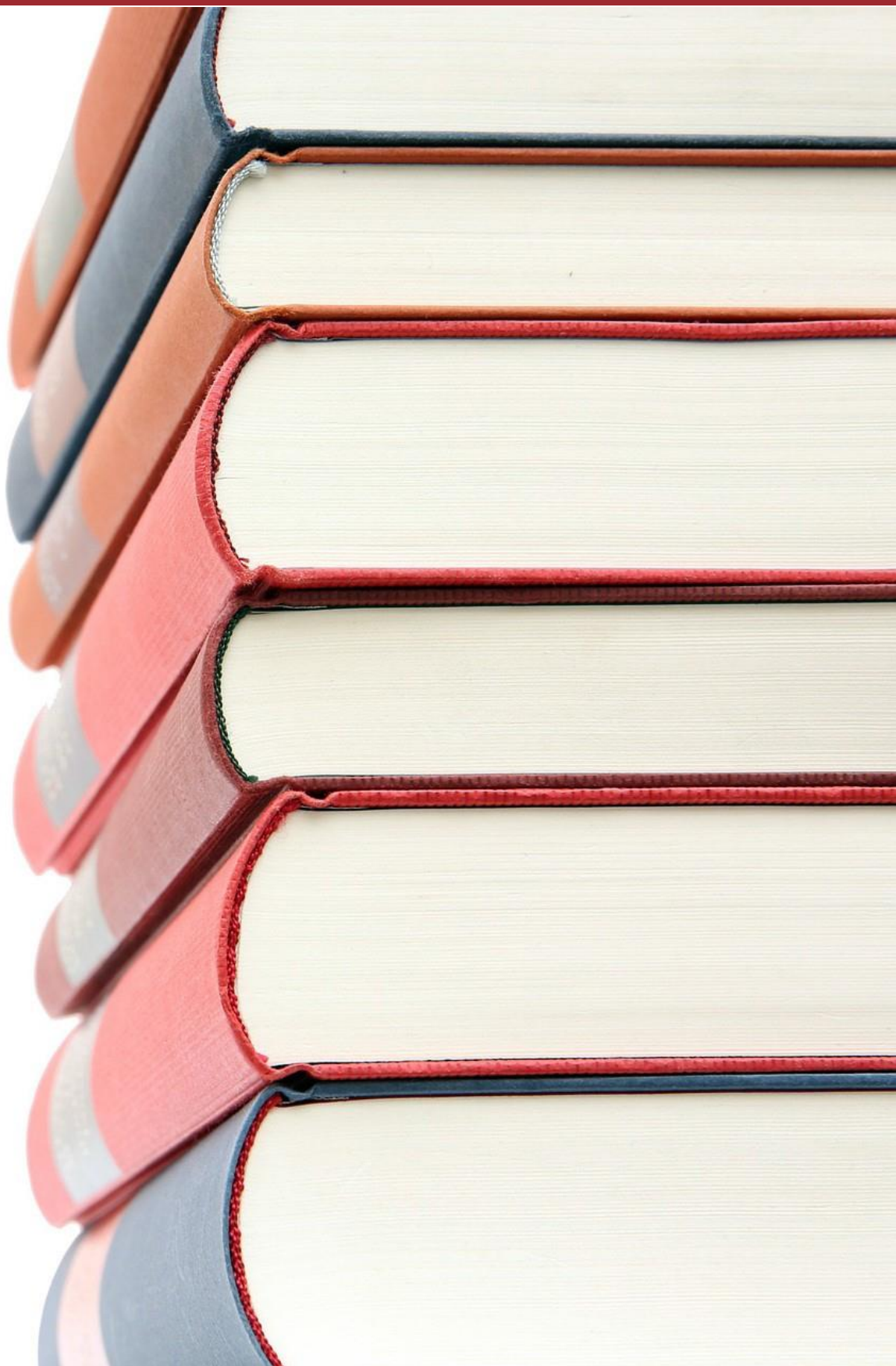


Appendix 112



Appendix 113

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