



**District Safety Plan**  
2023-2024

Updated September 7, 2023



# School District of West Salem

West Salem Elementary School  
West Salem Middle School  
West Salem High School  
Panther Den Multi-Purpose Events Center  
Bus Garage  
Swarthout Pool  
West Salem Outdoor Education Center (OEC)

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

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

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the School District of West Salem’s community.

\_\_\_\_\_  
Catherine Griffin, School Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kyle Holzhausen, Chief of Police

\_\_\_\_\_  
Date

\_\_\_\_\_  
John Siegel, La Crosse County Sheriff

\_\_\_\_\_  
Date



# School District of West Salem

**Promulgation Date:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

Review Date: \_\_\_\_\_

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

## Planning Team

Superintendent: Ryan Rieber

Board President: Catherine Griffin

Other Board Members: Tom Grosskopf, Sean Gavaghan, Robin Fitzgerald, Erik Peterson, Chris Peterson, and Bob Minard

District Safety Coordinator: Scott Johnson, Director of Buildings and Grounds

Mental Health Representative: Heidi Horton, Director of Pupil Services

Law Enforcement: West Salem Police Department

Fire: West Salem Fire Department

Emergency Management:

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

School Safety Coordinator Name: Scott Johnson, Director of Buildings and Grounds

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# Introduction

The purpose of the School District of West Salem Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the School District of West Salem and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the School District of West Salem has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The School District of West Salem regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases the School District of West Salem's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

## Scope

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

# Authority

## Wis. Statutes 118.07 (4)

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

(b) A school safety plan shall be created with the active participation of appropriate parties, as specified by the school board or governing body of the private school. The appropriate parties may include the department of justice, local law enforcement officers, fire fighters, school administrators, teachers, pupil services professionals, as defined in s. 118.257 (1) (c), and mental health professionals. Before creating or updating a school safety plan, a school board or governing body of a private school shall, in consultation with a local law enforcement agency, conduct an on-site safety assessment of each school building, site, and facility that is regularly occupied by pupils. The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.

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

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

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

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

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

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

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



# Authority

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.

# Prevention/Mitigation

## Prevention Programs/Initiatives

School District of West Salem requirements and protocols for:

- Child abuse reporting
- Threats and violence reporting
- Mental health issues
- Substance abuse awareness
- Suicide prevention, response, and recovery
- Harassment and bullying prevention
- Supervision of students

## Board Policy Statements

- [Administration of Medication/Emergency Care - Board Policy 5330](#)
- [AODA - Board Policy 5530](#)
- [Bullying - Board Policy 5517.01](#)
- [Child Abuse and Neglect - Board Policy 8462](#)
- [Crisis Intervention - Board Policy 8410](#)
- [Facility Security - Board Policy 7440](#)
- [School Safety - Board Policy 8420](#)
- [School Visitors - Board Policy 9150](#)
- [Student Supervision - Board Policy 1213](#)
- [Threats of Violence - Board Policy 8462.01](#)
- [Volunteers - Board Policy 8120](#)
- [Weapons - Board Policies 7217, 5772](#)

Please note, board policy supersedes any and all procedures and information listed throughout this plan. Board policies can be found at the following link: <https://go.boarddocs.com/wi/wsalem/Board.nsf/Public?open&id=policies>





# Site Assessment Dates

Site Name	Date of Site Assessment

# Preparedness/Protection

## District Safety and Security Team

The District Safety Team will consist of the following members:

- Director of Buildings and Grounds and District Safety Coordinator
- Building Principals
- Director of Special Education and Pupil Services
- Superintendent
- Human Resources Director
- Public Relations Specialist
- School Resource Officer
- Technology Director

## Responsibilities

### District

- Develop a plan for school emergencies and crises
- Obtain legal advice on recommended policies and procedures
- Execute agreements with local governments regarding the use of district equipment and personnel during a disaster
- Coordinate with other agencies in developing general standards for local school system emergency plans
- Establish a district/school emergency/crisis plan review committee to approve and coordinate all school disaster plans
- Require all students participate in emergency preparedness training, drills and exercises
- Review school construction, renovation projects and general operations for safety

The review committee should include:

- The local emergency manager
- A school system emergency coordinator
- Individual school and building representatives
- Parents, students, teachers, and association representatives

# Preparedness/Protection

## Responsibilities

### Superintendent and other administrative staff

- Recommend school safety, violence prevention (including bullying/cyberbullying prevention programs) and emergency preparedness programs to the local school board
- Assign selected faculty members to be a part of the District Response Team
- Appoint an emergency coordinator to assist with planning, monitoring and implementation of the plan
- Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans
- Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel
- Implement change in school emergency plans based on evaluation of local policies, needs and experiences
- Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including Community Education or Early Childhood
- Be informed of neighboring school system emergency management policies and make mutual aid agreements
- Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers
- Arrange notification systems for staff and families

### Building Safety and Security Teams

Each school will have a Building Safety Team consisting of at least the following members:

- Principal
- Associate Principal
- Counselors
- Psychologist
- Teachers
- School Resource Officer (SRO)
- Custodian
- Food Service Worker (as needed)
- Others as deemed necessary

The Building Principal will establish and facilitate the Building Safety and Security Team.

# Preparedness/Protection

## Principals

- Appoint designee or act as the school emergency coordinator
- Assign selected staff to be a part of the Building Response Team
- Ensure the building emergency plan coordinates with the district's mission/vision
- Assign school emergency activities to staff as required
- Monitor staff participation in training and competencies
- Encourage incorporation of school safety, violence prevention, and emergency preparedness into curriculum
- Conduct drills and initiate needed plan revisions based on drill evaluations.
- Arrange for procurement, storage, and maintenance of emergency supplies and equipment.
- Keep parents informed of the emergency notification system
- Supervise periodic safety checks of school facilities and transportation vehicles
- Provide copies of the school emergency plan to the district superintendent and local emergency manager
- Keep the district superintendent informed of actions taken and resources needed

## Teaching Staff

- Participate in developing the school emergency plan
- Participate in the execution of school emergency plan exercises, drills and trainings
- Provide instruction and practice in universal emergency response procedures
- Help students develop confidence in their ability to care for themselves and help others
- Provide leadership and activities for students during a period of enforced emergency confinement
- Be familiar with the psychological needs of children in the stress of an emergency situation

## Buildings and Grounds Staff

- Inspect facilities for structural safety and report areas of concern
- Identify shutoff valves and switches for gas, oil, water, electric, etc. and post charts for reference in an emergency
- Provide emergency protocol for ventilation systems (HVAC)
- Post location of all protective equipment
- Maintain and inventory of tools and equipment needed for emergency response
- Advise the building response teams of hazardous and shelter areas of school facilities, available emergency equipment and alternate power sources

# Preparedness/Protection

## Transportation Staff

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

## Food Service Staff

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

## Parents

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

## Students

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



# Preparedness/Protection

## **Incident Command System**

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

The incident commander is responsible for carrying out the ICS function of command-managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

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

## **Course Overview**

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

<https://emilms.fema.gov/IS100c/curriculum/1.html>

## **Planning for Emergencies: Students with Disabilities and Other Special Needs**

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

# Preparedness/Protection

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

## **Identifying Students and Staff with Special Needs**

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

## **Developing an Individual Emergency Plan**

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

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

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

# Preparedness/Protection

## Considerations Specific to Evacuation Planning

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

## Interagency Agreements

Memoranda of understanding with any partner agencies, organizations or evacuation sites.

## Drills

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

## Purpose

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

Drills provide schools with the opportunities to:

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

# Preparedness/Protection

## Planning for Drills

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

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

## Documenting drills

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

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

After action reports are a detailed analysis of the drills. The reports document the process; identify successes, challenges, and failures; and make recommendations. A sample after action report is found in Appendix O.

## Planning for Student Reunification

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

## Planning for Reunification

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

## Pre-selecting a reunification site

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

# Preparedness/Protection

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

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

## **Planning transportation and site set up**

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

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

## **Additional considerations for reunification site set-up:**

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

## **Reunification Process**

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



# Preparedness/Protection

## **Reunification materials and supplies**

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

## **Administrative Go-Kits**

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

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

# Response

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

## **Procedures for Specific Emergency Situations**

Please direct all questions regarding the following information to:  
Scott Johnson, Director of Buildings and Grounds

# Response

## Specific Situations

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## Abduction/Unauthorized Removal of Student

Follow the actions below.

### **Preemptive/Supportive Actions**

- The administrative assistant should have at their desk a list of students who are not to be released to anyone except a particular parent or guardian.
- The Student Enrollment/Emergency Data of such students should be tagged in Skyward.
- Before releasing a child to anyone except the parent or guardian on the list, the administrative assistant should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
- When a parent telephones the request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. If there is any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the Student Emergency Data.

### **Teacher & Secretary**

- Notify principal immediately
- Check Student's Skyward profile for legal custody.
- Phone police for emergency help. They will contact the parents as needed. Be able to document where and when student was last seen, a description of their clothing and close friends.

### **Principal's Office**

- Speak calmly to abductor and attempt to detain
- Get license plate number
- Call 911
- Call school resource officer
- Call parent
- Consult with your Superintendent or designee
- Assist police
- Provide media information in consultation with District Designated Media Contact

### **Police Role**

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

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Abuse/Neglect Reporting

Wisconsin state law requires that school personnel, who in the performance of their duties, encounter a child they suspect has been physically or sexually abused, is experiencing neglect or emotional damage, or is threatened with injury to report to the appropriate authorities. The person who observes the child is ultimately responsible for making the referral to Social Services or law enforcement officials and is liable if referral is not made. Anyone who in good faith is participating in the making of a report or is participating in an investigation pursuant to this section shall be immune from any liability.

When child abuse or neglect is suspected, follow this procedure and refer to [Board Policy #8462 - Child Abuse and Neglect](#)

### **Immediate Actions**

The referring staff member and/or school counselor or school resource officer shall contact the La Crosse County Human Services Department, Child Protective Services Intake at (608) 784-4357. This referral shall be made as early in the day as possible so that a social worker from the La Crosse County Human Services Department has time to begin his/her investigation by interviewing the child at school.

The referring staff member informs their building principal or designee of referral as soon as possible (if principal is not already informed.)

### **Documentation**

Each school district employee shall participate in a yearly training on this topic. For reporting procedures, please see [Board Policy #8462 - Child Abuse and Neglect](#)



# Armed Intruder

## Follow the actions below

### Emergency Announcement

In the event of an active threat on school grounds (i.e., school shooter) a secretary or staff member from the Office will announce on the PA system “Active Threat, Active Threat, Active Threat”. If able, staff should give appropriate information on the PA regarding the type of threat, any description(s), and location(s) of what is occurring.

During an active threat situation, staff and students should utilize the following options outlined below as part of the Standard Response Protocol. It is crucial to note that one does not have to follow these procedures in any specific order.

### **HOLD:**

IN YOUR CLASSROOM OR AREA. CLEAR THE HALLS.

A HOLD IS ANNOUNCED WHEN THE SCHOOL NEEDS TO KEEP THE HALLS OR ANOTHER AREA CLEAR OF STUDENTS. THIS COULD BE DUE TO A MEDICAL EMERGENCY, A DYSREGULATED INDIVIDUAL, AN ALTERCATION, OR ANOTHER SITUATION.

### **Principal**

- Announce clearly and repeat: “Hold in your classroom or area. Clear the halls.” - pause - “Hold in your classroom or area. Clear the halls.”
- Activate Incident Command System, establish a command post, and delegate tasks to staff.
- Provide periodic updates to staff and appropriate information to students.
- Lift the Hold when appropriate and return to regular school operations.

### **Staff**

- Hold students in your classroom. Allow students or staff to enter who need to clear the hallway or area.
- Close the door.
- Take attendance; note the time and any missing or extra people.
- Continue teaching; business as usual.
- Be aware and prepared to **LOCKDOWN**, if directed.
- Until Hold is lifted, stay in your classroom or area with your students.

### **Students**

- Return to your classroom or area and stay there.
- Follow staff directions.
- Until Hold is lifted, stay in your classroom or area.

## Armed Intruder continued...

### **SECURE:**

GET INSIDE. LOCK OUTSIDE DOORS.

IMPLEMENT SECURE WHEN A THREAT OR HAZARD

EXISTS OUTSIDE OF THE SCHOOL BUILDING (E.G., POLICE ACTIVITY IN AREA).

### **Principal**

- Announce clearly and slowly and repeat: “Attention students and staff, we are going into Secure. Get Inside. Lock outside doors.” - pause - “We are going into Secure. Get Inside. Lock outside doors. Staff, check your email for details.
- Bring students and staff indoors immediately.
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- Direct staff to ensure all exterior doors are closed and locked.
- If law enforcement is not aware of threat or hazard, assign someone to call 911.
- Coordinate with law enforcement and be prepared to **LOCKDOWN**, if needed.
- Do not let anyone enter or leave the building unless authorized to do so.
- Notify Superintendent to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students.
- When directed, lift the Lockout and return to regular school operations.

### **Staff**

- Bring students indoors immediately.
- Take attendance; note the time and any missing or extra people.
- Continue teaching; business as usual.
- Be aware and prepared to **LOCKDOWN**, if directed.
- Assure students who want to contact their families that the principal will update families on the incident as soon as possible. Ask for their help in avoiding incomplete and misinformation spreading on social media.

### **Students**

- Get indoors immediately
- Follow staff directions
- Continue learning; business as usual

## Armed Intruder continued...

### **SHELTER:**

#### HAZARD AND SAFETY STRATEGY

INITIATE THE SHELTER PROTOCOL IN THE EVENT OF SEVERE WEATHER, SUCH AS A TORNADO, OR IF THERE IS SOMETHING HAZARDOUS IN THE ENVIRONMENT, SUCH AS A CHEMICAL SPILL NEARBY.

### **Principal**

- Announce clearly and slowly and repeat the hazard and safety strategy. For example, “Attention students and staff, the National Weather Service has issued a tornado warning. At this time, everyone needs to move to your shelter area.” - pause - “We are under a tornado warning. Move to your shelter area now.”
- Bring students and staff indoors immediately.
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- Check building to ensure everyone is sheltered.
- Coordinate with district and local agencies and be prepared to **EVACUATE**, if needed.
- Provide periodic updates to staff and appropriate information to students.

### **Staff**

- Bring students indoors immediately.
- Direct students to leave equipment where it is.
- Follow principal directions.
- If directed to leave the classroom, bring the Go Bag: class roster, cell phone, radio, emergency-health information, flashlight, etc.
- Direct students to the shelter area.
- Take attendance; note the time and any missing or extra people.
- Be aware and prepared to **EVACUATE**, if directed.
- Stay sheltered until “all clear” is announced.

### **Students**

- Get indoors immediately. Leave equipment where it is.
- Follow staff directions.
- Go to shelter area.
- In a tornado, sit with your back against the wall, head down against knees, and cover your neck and face with your arms.
- Stay sheltered until staff gives “all clear.”

## Armed Intruder continued...

### **LOCKDOWN:**

LOCKS, LIGHTS, OUT OF SIGHT

IMPLEMENT A LOCKDOWN WHEN AN ACTIVE OR IMMINENT THREAT SITUATION EXISTS INSIDE THE SCHOOL BUILDING OR ON SCHOOL GROUNDS THAT COULD CAUSE DEATH OR SERIOUS BODILY INJURY TO STAFF OR STUDENTS (E.G., PERSON ARMED WITH A WEAPON).

If you're outside when a Lockdown is announced, move to your school's evacuation site and wait there for directions.

### **Principal**

- Announce clearly and slowly and repeat: "Attention, students and staff, we are in Lockdown. Locks, Lights, Out of Sight!" - pause - "Lockdown. Locks, Lights, Out of Sight!"
- Assign someone to call 911 and stay on the line.
- Lock main office and interior doors.
- Prepare to defend.
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- Coordinate with law enforcement.
- Assign someone to monitor video surveillance system.
- Notify District Safety Coordinator to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students. You may be able to update staff via email if you are in a position to do so safely.
- If and when directed by law enforcement, go door to door with law enforcement to unlock each door.

### **Staff**

- Direct all students in hallways, bathrooms, and common areas into safe, lockable rooms immediately. If a lockable room is not available, students may need to self-evacuate.
- Close and lock classroom doors.
- Turn off lights.
- Go to the classroom safe zone. Stay low and out of sight, away from windows and doors.
- Keep students calm and quiet.
- Turn off or silence phones so they do not show light or make sound.
- If the fire alarm sounds, stay in your classroom unless you see fire or smoke is filling your classroom. If you must **EVACUATE** due to a fire or smoke, consider using an alternate door, window, or any other exterior exit.
- Assure students who want to contact their families that the principal will update families as soon as possible and that they may use their phones to text families, with your permission, once the situation stabilizes.
- Take attendance; note the time and any missing or extra people.
- Prepare to defend
- Do not open the door for anyone. Law enforcement will unlock each door when it is safe.



## Armed Intruder continued...

### Students

- Enter the nearest classroom or safe, lockable room. If a lockable room is not available, you may need to self-evacuate.
- Go to the classroom safe zone. Stay low and out of sight, away from windows and doors.
- Follow staff directions.
- Prepare to defend.
- Do not open the door for anyone. Law enforcement will unlock each door.
- If you're outside when a Lockdown is announced, move to your school's evacuation site and wait there for directions.

## Armed Intruder continued...

### **EVACUATE:**

TO ANNOUNCED LOCATION

TYPICAL CAUSES FOR AN EVACUATION INCLUDE THE DETECTION OF SMOKE OR FIRE OR A SUSPECTED GAS LEAK.

### **Principal**

- Announce clearly and slowly and repeat: “Attention students and staff, at this time you need to calmly and quickly Evacuate to [location].” - pause - “Evacuate to [location].”
- If it would not cause panic or escalated emotions, consider stating the reason (e.g., “Evacuate to the water tower due to a possible gas leak”).
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- If law enforcement is not aware of threat, assign someone to call 911 to tell them why you are evacuating and where you are evacuating to.
- Make an announcement directing support, security, custodial staff to check building (bathrooms, stairwells, and remote areas) on their way out, to ensure everyone is evacuated.
- You may use elevators, if needed, to evacuate those with physical disabilities.
- Coordinate with law enforcement or other first responders.
- Notify Superintendent to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students.
- Work with district and local agencies to assess next steps (return to building, relocate, or begin family reunification plan). Return to building only when directed.

### **Staff**

- Follow principal directions.
- Remind students of expectations for Evacuation.
- Initiate evacuation procedures for students and staff with individualized plans.
- Bring the Go Kit: class roster, cell phone, radio, emergency health information, flashlight, etc.
- Lead students to the evacuation site.
- Take attendance; note the time and any missing or extra people.
- When directed, return to building, relocate, or begin family reunification plan.
- Assure students who want to contact their families that the principal will update families on the incident as soon as possible. Ask for their help in avoiding incomplete and misinformatio spread- ing on social media.

### **Students**

- Follow teacher directions.
- Bring only what is in your pockets.
- Do not leave the evacuation area.

## Armed Intruder continued...

### Run, Hide, Fight

#### Run

1. If you think you can safely make it out of the building, do so.
2. Have an escape route and plan in mind.
3. Run in a zigzag pattern with your hands up so that law enforcement knows you are unarmed.
4. Keep any objects you can between you and the hostile person(s) while in the building.
5. Use trees, vehicles or any other object(s) to block you from view as you run.
6. When away from the immediate area of danger, summon help any way you can and warn others.
7. If you are in a classroom escape through a window if able. If necessary, break the window. The weakest spot on the window is the corner.
8. Once outside the building students and teachers should head to the established rallying point which is the Panther Den – 601 Mark St N.
9. Staff should now take attendance of their assigned homerooms so we can determine who is accounted for.
10. Parents will park along the road next to the Panther Den for reunification with their child(ren). Law Enforcement will instruct us when it is ok to release students to their parents.

#### Hide

1. Barricade yourself and students in (and the intruder out of) the rooms you are in at the time of the threatening activity provided it is a semi-secure location.
2. Barricade the door with tables, desks, and chairs from the inside.
3. Keep your door locked at all times.
4. Silence mobile devices. Stay away from windows, and stay calm and quiet.

#### Fight

1. As a last resort and only when your life is in imminent danger, fight back.
2. Attempt to incapacitate the shooter - act with physical aggression and throw items at the active threat (i.e., coffee mug, pens, books).
3. Create noise, movement, distance, and distraction with the intent of reducing the intruder's ability to do harm or shoot accurately. By creating a dynamic environment, it decreases the chances of the intruder shooting accurately. Although fighting an active shooter is not encouraged, when confronted with a life or death situation individuals should use any actions necessary to defend themselves.



## Armed Intruder continued...

### Initial Response Team

- Call 911 (May be asked to stay on the line).
- Notify Principal or Building Leader.
- Make Emergency Procedure Announcement.
- Notify and Direct Staff/Students in areas with poor or no communications. Ex: those outside of building, rooms with no intercom, arriving transportation, students on field trips, etc..
- Lockdown appropriate entrances, hallways.
- If safe, send personnel to monitor affected area of school.
- If safe, send personnel to oversee the rest of the school.
- Notify District Office.
- Communicate with rooms as necessary (Intercom, e-mail, phone).
- Send Representative to meet First Responders.
- Account for students and staff.
- Recovery
- Restoration

### Teachers/Staff

- Secure area and notify the office if you have found the emergency.
- Immediately direct students to the protection of a room that can be locked and secured.
- Direct and help any unsupervised students in nearby common areas or hallways.
- Lock all doors and release no one. Ignore the bell schedule and continue classroom activities.
- Report missing, injured, and other vital information to office. Use the intercom and telephone sparingly, keeping communication lines clear. (May monitor email).
- Stay locked down until contact by emergency personnel.
- After being cleared by emergency personnel, report student accounting results to office
- Available Communications: E-Mail for office information updates, intercom, telephone.
- Consult with District Designated Media Contact
- Announce counseling services available for staff and students
- Inform parents and visit parents as needed

### Areas of Special Concern in an Lock Down

- Students in common areas, hallways or in bathrooms
- Alerting students and staff in areas with poor communication or OUTSIDE.
- Limited ability to safely move around building to assemble crisis team, monitor situation and assist injured.
- Timely locking/unlocking of classrooms, hallways, outside entrances/exits.
- Possible inability to access or use school office for communications.
- Accounting for students and staff during the crisis.
- Persons wanting entry after room is locked and secured.

# Assault

## Critical Information

Assault: Committing an act when on school property or school-sponsored activities with the intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.

## When an Assault Occurs

### Staff

- Phone 911 for emergency help in an active emergency
- Notify building administration
- Ensure the safety of students and other staff
- Check for:
  - a. Skyward information on file for student.
  - b. Personnel Emergency Card if staff member .
- Work as a team in response
- Use a calm voice and low tones in addressing the assailant
- If behavior escalates, shout “Stop!” and continue to use a calm voice
- Disperse onlookers and keep others from congregating
- Ensure first aid is rendered to all injured parties (see Medical Emergency procedures)
- Do not leave the victim alone
- Seal off area to preserve evidence for law enforcement
- Identify the assailant by name and description (e.g. clothing, height)
- If the assailant has left the building, determine direction and mode of travel
- If assailant leaves in a vehicle, provide description of the vehicle and license number
- Identify any witnesses

### Building Administration

- Call 911 and notify school resource officer
- Give type and number of injuries
- Advise if assailant is still in the building or on the property
- Give name and description of the assailant
- Give direction and mode of travel (vehicle type and description)
- Consider security procedures for a violent critical incident
- Notify your Superintendent or designee.
- Notify parents or legal guardians of students involved
- Make appropriate referrals to student services or student assistance team
- Document all actions taken by staff and complete incident reports
- If the student needs to be transported to a medical facility, assign an adult to accompany the student to act as a liaison and to relay progress reports.

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Bomb Threat Overview

### Reporting Procedure

- The primary goal in regard to bomb threats is to protect human life. All bomb threats shall be treated as authentic meaning an investigation will be conducted.
- Person receiving a threat, either by phone or by any other means of communications, indicating a bomb or bomb threat shall immediately notify the principal or designee.
- If a bomb threat is received via the telephone, proceed as follows:
  - Do not hang up. Immediately notify someone else to call 911 (Police Communication Center) on another phone. This will notify the Police/Sheriff and Fire Department. Law enforcement personnel will immediately discuss with the Fire Department officials the need to dispatch fire/rescue vehicles. After obtaining as much information as possible through the use of the Bomb Threat, place your receiver on the desk and leave it there.
  - The person calling shall give 911 Communication Center personnel the phone number over which the threat was received as well as the caller identification number noted on the Caller ID screen and should be prepared to answer questions relating to the caller's voice characteristics. (I.E., sex, age, excitement level, language group, speech peculiarities, and any distinguishable background sounds.) Refer to Threat/Incident Reporting Form.
  - Do not allow anyone except a police officer or school official to replace the receiver on the phone. The receiver will be replaced after the call is traced.
  - Notify the Superintendent or designee.
- If a bomb threat is received via a written message of any type, school staff need to preserve it for law enforcement officers. The site of the message and the written message itself needs to be handled as little as possible.
- If a threat is sent via social media, text, or email, school staff need to document it for law enforcement officers (example: photograph, screen shot, etc.)
- Law enforcement role once the call comes in on 911.
  - A search will be completed.
- All bomb threats should be reported to the police department even if they are believed to be a hoax. This information can be valuable to law enforcement officials in stopping such calls. Law enforcement personnel will consult with school officials in determining how to address the bomb threat.

## Bomb Threat Overview continued...

### Visual Inspection by School Personnel

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

### What to Look for:

- Anything that would look out of place in the areas which you are providing a visual inspection
  - Example: 2” x 12” piece of pipe in a library or office.
  - 8” x 10” x 12” package in restroom, briefcase, or suitcase any place in a building.

### Where to Look:

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

### How to Look:

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

## Bomb Threat Overview continued...

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

- The principal or his/her designee should be notified immediately of any suspicious object.
- When an object has been located and is known not to have been there previously or the object is suspicious, inasmuch as it cannot be accounted for or identified, an immediate evacuation of the facility will follow via the school's all-call system.
  - The building administrator and police will determine when to terminate the visual inspection.
- Suspicious object(s) shall remain undisturbed and not touched. If an object has been positively identified by representatives of law enforcement, a determination will be made as to its removal. The area where a suspicious object has been identified should be secured by an administrator or designee until the arrival of emergency personnel.

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Evacuation for Bomb Threat

### Evacuation

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

### Evacuation Announcement:

The Administration/Crisis Team or secretary from the office or LMC announces:

“There is a (describe emergency) in the area of\_\_\_\_\_. Move away from and avoid that area. Evacuate the building and go to student rally locations\_\_\_\_\_ and\_\_\_\_\_.”

### NOTIFY DISTRICT STAFF/STUDENTS IN AREAS WITH POOR OR NO COMMUNICATIONS: EX: THOSE OUTSIDE OF THE BUILDING, ARRIVING TRANSPORTATION, ETC.

- If evacuation is needed, the same procedures used for fire drills should be utilized. Police assistance should be requested.
  - Predetermined emergency routes should be followed. Have occupants of the facility listen for special instructions on PA system/phone speakers if available or by voice from those in charge.
  - Leave as quickly as possible and move to a location a reasonable distance away from the building as designated in advance by principal or his/her designee.
  - Aid all building visitors.
  - Discourage panic.
  - Teachers should take their class lists. Teachers are responsible for students that are with them at the time of evacuation. Staff not assigned students should assist those assigned to students. It is critical that all students be accounted for as part of the evacuation.
  - Law enforcement officers will provide traffic control.
- After the building has been evacuated, a more complete visual inspection will be conducted under the direction and with assistance of the law enforcement and fire department services (when appropriate).
- Do not re-enter the building until law enforcement personnel declares emergency is over.
- Each school should identify and confirm location to take students to should the evacuation be prolonged. Areas should be identified to spread students around in a safe manner. Caution should be exercised not to have students stand outside immediately next to the school building.
- Arrangements need to be made in advance for addressing the needs of students with disabilities.
- Students being held in evacuation sites will be released to only their parent/guardian unless written permission is provided by the parent/guardian.

## Evacuation for Bomb Threat continued...

- Key building staff such as custodians and administrators should be readily identifiable by law enforcement officers.
- School and Emergency Management Establish Command Post
  - School, police, fire and emergency management move to Command Post. Review situation and begin to mitigate emergency.
- The school gym or auditorium may be appropriate evacuation sites in some circumstances following the proper inspection.

### Restoration

- Administration directs restoration through appropriate personnel: Local law enforcement, Crisis Team, Counselors, Buildings & Grounds, School Board, School Attorneys, Business Office, etc.
- Emphasis on helping students and staff recover. Repair and restore building to original condition.

### Prevention

- Rooms should be locked at all times.
- Keep all unused rooms, closets, storage areas and areas of limited use, locked at all times to minimize the search area.
- Teachers should check room on arrival in morning, or upon return to room during day, and report to principal any unusual circumstances.
- Teachers should stay in rooms until all students leave, then lock the door upon departure.
- Custodians should secure rooms after cleaning.
- Keep all exits, passageways, and doors easily accessible for immediate evacuation if necessary
- Do not obstruct any passageway or door for any reason.

### Training

- All employees will receive training on general bomb threat procedures and how to conduct a visual inspection yearly.

### Bomb Threat Form

Following an appropriate investigation, the Threat/Incident Reporting Form (Appendix P) must be finalized with a copy kept by the principal and school resource officer. A copy should be emailed to the Director of Buildings and Grounds/Safety Coordinator.

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**



# Bomb Threat Visual Inspection

## Visual Inspection Procedures

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

### What to look for:

- Anything out of place

### Where to look:

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

### How to look:

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

### If object located:

- Notify principal/designee
- Evacuate building

### Evacuation

- Follow predetermined routes
- Teachers take roll books to account for all students
- After evacuation, police and fire department will direct next steps
- If prolonged evacuation, each school has location to take students
- Student will be released only to their parent/guardian or individuals authorized by parent/guardian

## Bomb Threat Procedure

### Staff:

- If you receive bomb threat via phone:
  - **Do not hang up.**
  - Listen carefully to everything that is said, including background noises.
  - Notify the office/administration.
- If you find a suspicious object or note:
  - Do not touch or move this object.
  - Immediately notify the office.
- If notified to check your area:
  - Search classroom or workspace for any object that looks suspicious or any object that you know is not normally in your area.
  - In your classroom, note any missing/unaccounted for students.
  - Take attendance list, safety plan, medications, cell phone, etc.
  - Notify office/administration if anything suspicious is found.
- You may be notified to evacuate in one of the following two ways – take class roster and pen.
  - Through use of the fire drill procedure
  - Through the use of the formal Evacuation Process (see Evacuation directions)
  - Quickly survey your room and exit route out of building for any “suspicious” objects.
  - Immediately report any missing/injured students once outside of the building.
  - Move to the Student Evacuation Rally Locations, and again account for students.
- You will be notified by administration when it is safe to return to the building.
- Stay with students until “All clear” or further announcement.

### Principal’s Office

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

## Bomb Threat Procedure continued...

### Areas of Concern in an Evacuation

- Ability to alert rooms door-to-door if intercoms are inoperable.
- Accommodating special needs students.
- Taking necessary medications (Ex: Insulin, allergic reaction kits).
- Confirming that all are evacuated from the building.
- Accounting for students not going to evacuation locations.
- Communication to students and staff that are in route and at evacuation locations.
- Parents picking up children at evacuation locations.
- Injured individuals or medical emergencies in the school building, in route to, or at evacuation locations.
- Disabling the district fob system.
- Food service needs in an extended event.

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Bus Accident

**In case of a bus accident (driver, if able) shall:**

- Shut off the engine, remove the key, turn on hazard lights. Do not move the bus unless instructed to do so by emergency personnel.
- Report the accident to the authorities
- Report the accident to the Transportation Office
- Check for injured passengers
- Assess the damage
- Be prepared for police by providing the insurance, registration and seating chart

\*In the event the driver is unable to provide assistance, a responsible student should call 911 and remain seated until help arrives.\*

## Bus Driver Safety Procedures

- Complaints on hazardous road conditions should be reported to the transportation office, and then relayed to the appropriate authorities for correction.
- In the event of an illegal passing of a school bus, the driver should notify the transportation office so they can mark the time of the incident, pull camera footage, complete the pink form and then notify the authorities.
- The driver is responsible for maintaining overall control of anyone who rides the bus. Staff who ride the bus should be managing their students' behavior, and ensure all of the students are behaving appropriately.
- Addressing behavioral issues- If needed, check traffic and pull the bus over at a safe location, put the bus in neutral, apply the brake, address the situation. Call the transportation office, or emergency services if needed (911).

### **Fire- In case of fire the bus driver will do the following:**

- Pull over to a safe location, turn off the bus and activate the hazards
- Report the fire to transportation department or the fire department immediately (911)
- Evacuate the bus from the front, rear, windows, or roof as needed
- When evacuating, ensure that the passengers are a safe distance and safe location
- Place reflectors as trained to warn other motorists

### **Active Threat - Identify the Threat**

- Remain calm
- Secure the bus if possible, lock doors if the threat is outside.
- If the threat is credible, contact (911) immediately.
- Run, Hide Fight as a last resort

### **Severe Weather- Tornado, Hail, Blizzard, Heavy Winds, Flood.**

Each scenario has different procedures to follow to ensure the safety of passengers and driver.

### **Severe Storm ("no tornado" strong winds, hail, heavy rain)**

- Remain at school if possible and seek shelter inside the school
- If you are in a remote area, pull the bus over to a safe location, preferably off the roadway
- Turn on Hazards, place the bus in neutral, set the brake, turn off the engine
- Remain inside the bus until the storm has subsided before continuing.

### **Flood**

- Never travel over water covered roadways
- Look for an alternate route
- Report to the transportation department

## Bus Driver Safety Procedures continued...

### **Tornado**

- Remain at school if possible and seek shelter inside the school.
- If you are in a remote area (if time permits) look for a structure or building that appears to be in good shape. Find a location inside the building nearest a stairway, closet, or bathroom. Have the passengers lay flat on the floor and cover their heads.
- If there is no structure, find a low lying ditch free from trees, equipment or other obstacles. Instruct the passengers to lay flat on the ground and cover their heads until the tornado passes.
- Check for any missing persons or injuries and call (911) if needed.
- If there isn't enough time, remain on the bus. The driver and passengers should stay seated with their heads between their legs and hands over their heads.

## Fight/Disturbance

### Critical Information

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

### When a fight or disturbance occurs:

#### Staff

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

#### Building Administration

- Address the event according to school district discipline policy and procedures
  - As deemed necessary, call 911 for emergency help
  - Alert all staff who do not have classes in session.
- Notify parents or legal guardians of students involved in fight
- Notify your Superintendent or designee.
- Make appropriate referrals to student services or student assistance team
- Isolate all students from the disruption-curtail class changes.
- Inform students and staff through intercom system of schedule changes.
- Document all actions taken by staff and complete incident reports

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

### When a disruption occurs and classes are out or in the process of changing:

- Inform staff and students over the intercom system to follow instructions for their own personal safety. (HOLD)
- Direct all students to classrooms or classroom settings.
- Do not authorize the release of any individual (student or staff) unless cleared by building administrator.



## Fight/Disturbance continued...

### **Structural Damage or Vandalism**

Principal or designee shall:

- Evacuate the building if necessary.
- Phone the school resource officer or call 911 for emergency help.
- Alert the building head custodian.
- Alert the Superintendent.



# Fire

## Secure Area

The instructor or closest staff evacuates students from the affected area, closing doors.  
Notify Office immediately of the emergency.

## Call 911

Secretary or Classroom Teacher calls from Office, LMC or classroom.  
Reports fire, where fire is, size, how long ago it happened and injuries.

## Assemble Crisis Team and Make Emergency Procedure Decision

The Principal or Initial Response Team determine action or procedure (Evacuate).  
Notify and consult District Office/Initial Response Team if they are not aware of the emergency.

## Ring Fire Alarm

(Or if announcement is also needed:) The Administration/Crisis team or secretary from the office announces:

“There is a (describe emergency) in room/area of \_\_\_\_\_.

Move away from and avoid that area: \_\_\_\_\_.

Evacuate the building and go to student rally points \_\_\_\_\_ & \_\_\_\_\_.

**NOTIFY DISTRICT STAFF/STUDENTS IN AREAS WITH POOR OR NO COMMUNICATIONS. Ex: those outside of the building, arriving transportation, etc.**

## Evacuate Building

Teachers and staff lead students to evacuation fire rally points.  
Supervise and account for students at rally locations.

## School and Emergency Management Establish Command Post (IC)

School, police, fire, and emergency management move to Command Post.  
Review the situation and begin to mitigate emergency.

## Recovery

Lead students back to school if “All Clear” or facilitate transport home.

## Restoration

Administration directs restoration through appropriate personnel: Local law enforcement, Crisis team, Counselors, Buildings & Grounds, School Board, School Attorneys, Business Office, etc.  
Emphasis on helping students and staff recover.  
Repair and restore building to original condition.

## Hazardous Materials/Chemical Agent Release

Follow the actions below.

### Initial Response Team

- Emergency Management and School Administration decide on Emergency Procedure.
- Make Emergency Procedure Announcement.
- Notify and Direct Staff/Students in areas with poor or no communications. Ex: those outside of building, rooms with no intercom, arriving transportation, students on field trips, etc..
- Lockdown building entrances.
- Send personnel to monitor affected area of school.
- Send personnel to oversee the rest of the school.
- Send Representative to meet First Responders
- Account for students and staff.

### Principal's Office

- Call 911 according to procedure posted on the telephone being used if necessary.
- Receive instruction from Fire Department.
  - Move students to safe area immediately
  - Isolate problem area
  - Evacuate if necessary
- Consult with your Superintendent or designee.

### Teacher/Staff

- Notify office immediately of the nature of the spill/incident.
- Immediately direct students to a room that can be locked and secured.
- Direct and help any unsupervised students in nearby common areas or hallways.
- Report missing, injured, and other vital information to office. Use the intercom and telephone sparingly, keeping communication lines clear. (May monitor email).
- Stay secured until "All Clear" or further announcement, or until contact by emergency personnel.
- After All Clear, report student accounting results to office.

### Areas of Special Concern in a "Hold" or "Secure" protocol

- Alerting students and staff in areas with poor communication or OUTSIDE.
- Accounting for students and staff during the crisis.
- Length of time it may take for Emergency Responders/Health Officials to analyze, and identify possible exposure while school remains quarantined.
- Ability of "biologicals" to be spread by air, by contamination from those exposed, etc.

## Hazardous Materials/Chemical Agent Release continued...

### Chemical Release

#### Inside of Building

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

#### Duties/Responsibilities if Chemical Inside: Evacuation

##### Initial Response Team

- Notify Principal or Building Leader who will call local law enforcement.
- Notify District Office and other building principals.
- Work with local authorities on Emergency Procedure.
- Make Emergency Procedure Announcement as needed. Notify and Direct Staff/Students in areas with poor or no communications. Ex: those outside of building, rooms with no intercom, arriving transportation, students on field trips, etc.
- Send personnel to oversee evacuation of the school.
- Send Representative to meet First Responders.
- Get office resources together: Laptop, student attendance lists, Crisis Response Plan, walkie talkie, cell phone, necessary medications.
- Forward phones to the rally location.
- Confirm that the building is evacuated.
- Account for students and staff outside of building.
- Account for students and staff at evacuation location.
- Lead students back to school if “All Clear” is given by law enforcement or facilitate transport home by contacting the Transportation Director and organizing parent/guardian pick-up.

##### Teachers/Staff

- Secure area and notify the office if you have found the emergency.
- In your classroom note any missing/unaccounted for students.
- Take attendance list, safety plan, medications, cell phone, etc.
- Exit the building away from threat/danger avoiding the use of elevators.
- Immediately report any missing/injured students once outside the building.
- Move to Student Evacuation Rally Locations and again account for students.
- Stay with students until “All Clear” or further announcement.

##### Areas of Special Concern in a “Hold” or “Secure” protocol

- Alerting students and staff in areas with poor communication or OUTSIDE.
- Accounting for students and staff during the crisis.
- Length of time it may take for Emergency Responders/Health Officials to analyze, and identify possible exposure while school remains quarantined.
- Ability of “biologicals” to be spread by air, by contamination from those exposed, etc.

## Hazardous Materials/Chemical Agent Release continued...

### Duties/Responsibilities if Chemical Inside: Evacuation

#### Initial Response Team

- Notify Principal or Building Leader who will call local law enforcement.
- Notify District Office and other building principals.
- Work with local authorities on Emergency Procedure.
- Make Emergency Procedure Announcement as needed. Notify and Direct Staff/Students in areas with poor or no communications. Ex: those outside of building, rooms with no intercom, arriving transportation, students on field trips, etc.
- Send personnel to oversee evacuation of the school.
- Send Representative to meet First Responders.
- Get office resources together: Laptop, student attendance lists, walkie talkie, cell phone, necessary medications.
- Forward phones to the rally location.
- Confirm that the building is evacuated.
- Account for students and staff outside of building.
- Account for students and staff at evacuation location.
- Lead students back to school if “All Clear” is given by law enforcement or facilitate transport home by contacting the Transportation Director and organizing parent/guardian pick-up.

#### Areas of Concern in an Evacuation

- Ability to alert rooms door-to-door if intercoms are inoperable.
- Accommodating special needs students.
- Taking necessary medications

#### Teachers/Staff

- Secure area and notify the office if you have found the emergency.
- In your classroom note any missing/unaccounted for students.
- Take attendance list, medications (Ex: Insulin, allergic reaction kits), cell phone, etc.
- Exit the building away from threat/danger avoiding the use of elevators.
- Immediately report any missing/injured students once outside the building.
- Move to Student Evacuation Rally Locations and again account for students.
- Stay with students until “All Clear” or further announcement.
- Confirming that all are evacuated from the building.
- Accounting for students not going to evacuation locations.
- Communication to students and staff that are in route and at evacuation locations.
- Parents picking up children at evacuation locations.
- Injured individuals or medical emergencies in the school building, in route to, or at evacuation locations.
- Disabling the district fob system.
- Food service needs in an extended event.

## Hazardous Materials/Chemical Agent Release continued...

### Chemical Release Inside School

- Call 911
- Secretary or Classroom Teacher calls from Office or LMC.
- Reports chemical, amount, how long ago it happened and injuries.

### Secure Area

- The instructor or closest staff evacuates students from the affected area, closing the doors behind them.
- The Director of Buildings & Grounds shuts down the building ventilation.
- Notify District Office.
- If danger of chemical exposure, cover mouth with handkerchief, cloth, paper towel or tissues.

### Make Emergency Procedure Decision

- The Principal or Building Crisis Team determine action or procedure (Evacuate).
- If expedient, may also consult Superintendent or District Crisis Team.

### Evacuation Announcement

- The Administration/Crisis Team or secretary from the Office or LMC announces: “There is a chemical spill/release in room/area of \_\_\_\_\_. Move away from and avoid that area \_\_\_\_\_. Evacuate the building and go to student rally points \_\_\_\_\_ and \_\_\_\_\_.”
- NOTIFY DISTRICT STAFF/STUDENTS IN AREAS WITH POOR OR NO COMMUNICATIONS. Ex: those outside of the building, arriving transportation, etc.

### Evacuate Building

- Teachers and staff lead students to student evacuation rally points \_\_\_\_\_ and \_\_\_\_\_.
- The office updates 911 on the situation, evacuation and student rally locations \_\_\_\_\_ and \_\_\_\_\_.
- Supervise and account for students at rally locations.

### School and Emergency Management Establish Command Post (IC)

- School, police, fire, and emergency management move to Command Post.
- Review the situation and begin to mitigate emergency.

### Recovery

- Lead students back to school if “All Clear” or facilitate transport home.
- Repair and restore building to original condition.



## Hazardous Materials/Chemical Agent Release continued...

### **Restoration**

- Administration directs restoration through appropriate personnel: Local law enforcement, Crisis Team, Counselors, Buildings & Grounds, School Board, School Attorneys, Business Office, etc.
- Emphasis on helping students and staff recover.
- Repair and restore building to original condition.



## Hazardous Materials/Chemical Agent Release continued...

### Outside of Building

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

### Initial Response Team

- Call 911 if emergency is discovered by the school. Or follow Emergency Government instructions if contacted by them to “Take Shelter.”
- Notify Principal or Building Leader.
- Decide on Emergency Procedure.
- Make Emergency Procedure Announcement.
- Notify and Direct Staff/Students in areas with poor or no communications. Ex: those outside of building, rooms with no intercom, arriving transportation, students on field trips, etc.
- Send Custodians to shut down ventilation and open shelter doors.
- Send personnel through the school to assist students/staff.
- Notify District Office if they are not aware of the emergency.
- Get office resources together: student attendance lists, Safety Plan, walkie talkie, cell phone, necessary medications, radio, flashlights.
- Confirm that all in building have taken shelter.
- Account for students and staff outside of building.
- Take an accounting of students and staff at shelter locations.
- Recovery
- Restoration

### Teachers/Staff

- Secure area and notify the office if you have found the emergency.
- In your classroom note any missing/unaccounted for students.
- Close all windows and doors tightly.
- Take attendance list, safety plan, medications, etc.
- Move to Shelter Locations, avoiding the use of elevators.
- Report any missing/injured students.
- Stay with students until “All Clear” or further announcement.

### Areas of Concern in an Evacuation

- Alerting students and staff in areas with poor communication or OUTSIDE.
- Availability of personnel to quickly shut down ventilation system.
- Ability to shut all windows, doors and other outside air infiltration points.
- Possible loss of utilities: no intercom/lights/elevator.
- Making sure all are sheltered.
- Accounting for students.
- Shelter area safety: Ex: Kitchen, boiler room, etc.

## Hazardous Materials/Chemical Agent Release continued...

### Secure Area

- If an area or wing of the school is directly threatened; move or direct personnel away from that area and to the shelter.
- Buildings & Grounds staff shuts down ventilation and notifies staff to shut all windows.

### Call 911 if discovered by school

- (May start with warning from emergency management).
- Secretary or Classroom Teacher calls from Office or LMC.

### Assemble Crisis Team and Make Emergency Procedure Decision

- The Principal or Building Crisis Team determine action or procedure (Shelter in Place).
- If expedient, may also consult Superintendent or District Crisis Team.

### Emergency Procedure Announcement

- The Administration/Crisis Team or secretary from the Office announces that there is a non-emergency shelter-in-place and gives details as needed.

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

**NOTIFY DISTRICT STAFF/STUDENTS IN AREAS WITH POOR OR NO COMMUNICATIONS. Ex: those outside of the building, arriving transportation, etc.**

### Shelter

- Teachers and staff lead students to SHELTER locations.
- Office updates 911 on situation and status. (Not necessary in case of tornado warning).
- Supervise and account for students at Shelter locations allowing no one to leave.

### School and Emergency Management Establish Command Post (IC)

- School, police, fire, and emergency management move to Command Post.
- Review the situation and begin to mitigate emergency.

### Recovery

- Lead students back to school if “All Clear” or facilitate transport home.

### Restoration

- Administration directs restoration through appropriate personnel: Local law enforcement, Crisis team, Counselors, Buildings & Grounds, School Board, School Attorneys, Business Office, etc
- Emphasis on helping students and staff recover.
- Repair and restore building to original condition.

# Medical Emergency

## Critical Information

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

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

### Staff

- Call 911 immediately
- Send for immediate help (notify health office staff or school nurse)
- Describe injuries, number of victims and give exact location
- Notify building administration
- DO NOT move the victim(s), especially if you suspect a head or neck injury, unless safety is a concern
- Check victim for medical alert bracelet or necklace
- Provide information to first responders
- Disperse onlookers and keep others from congregating in the area
- If possible, isolate the victim(s)
- Direct someone (e.g. staff, student) to meet and guide the first responders
- Assist emergency medical services personnel with pertinent information about the incident
- Complete an incident report and document all actions taken

### Building Administration

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

## Medical Emergency continued...

### **For Medical Emergencies Related to Life-Threatening Allergies**

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

### **Ambulance Transportation of a Child to the Hospital**

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

### **Principal/Designee**

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

### **Police**

- May be called to assist

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Medical Emergency continued...

### Allergic Reactions

**In the event a student or employee has an allergic reaction, follow the below procedures:**

#### Immediate Actions

- Contact the District Nurse and Main Office, who will contact the Emergency Response Team.
- Consult the student's Skyward account or employee's enrollment/emergency management card.
- Does the student or employee have his/her own allergic reaction kit? If so, use this kit and follow the known care plan.
- If the student or employee does not have his/her own allergic reaction kit, use school district Epi-pen or junior Epi-pen. Be certain to follow school district policy utilizing trained school personnel to administer and then call 911 in case the reaction continues.
- Keep the student or employee awake, warm and positioned if necessary, to prevent shock.
- Monitor for the need to provide basic CPR.
- Phone the parent or guardian if student has an allergic reaction and needs to use an allergic reaction kit. Follow up with doctor visit.
- Phone the emergency contact(s) on enrollment/emergency management card if parent or guardian is not available. Call the individual's doctor if emergency contact is not available.
- Monitor the student or employee in case they lose consciousness, stop breathing, and/or their heart stops beating.
- If a student needs to be transported to a medical facility and the parent/guardian is not present, assign an adult to accompany the student to act as a liaison and relay progress reports.

#### Preventative/Supportive Actions

- Encourage parents and guardians to list health situations on the Student Enrollment/Emergency Card in Skyward
- Provide each teacher, bus driver, and if applicable, the Food Service Department with special medical information about any student in his/her classroom having special medical or physical needs. (Individualized Health Plans-IHPs)
- Encourage staff who may have health situations affecting them to alert their building administrator and other close workers about their situation and possible remedies

## Medical Emergency continued...

### Poisoning

**In the event of student/employee poisoning or suspected poisoning:**

#### Immediate Actions

- Phone 911 for emergency help.
- Contact building Emergency Response Team to administer first aid suggested by Poison Control Center.
- Phone the Poison Control Center in Madison at (1) 800-222-1222.
- Phone the student or employee's parent/guardian/spouse. If this contact cannot be reached, phone the next emergency contact listed in the student or employee's emergency database.
- If the student needs to be transported to a medical facility, assign an adult to accompany the student to act as a liaison and to relay progress reports.
- Notify the Superintendent.
- Notify the kitchen if applicable.

#### Preventative/Support Actions

- List in the nurse's office the names of building personnel who have special paramedic, first aid training, or other special life-saving or life-sustaining training.
- Provide staff with information on possible poison materials in the building.
- Post in nurse's office information from Poison Control Center regarding emergency numbers.

## Missing Child (During School)

### Teacher/Other

- Report missing child to the office/administration. If administration is not available, call 911.
- If appropriate, assist with search.

### Principal or Designee

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

- Do a preliminary search in school and on school grounds.
- Call student to the office using the PA system.
- Secure the building to limit any student travel in the building.
- If, after approximately no more than five minutes, the child has not been found, collect the following information.
  - Name
  - Grade/Age
  - Last seen when/where.
  - Situation.
  - Detailed description of child—sex, race, height, weight, hair color, eye color, and clothing.
  - Student's last known location.
- **Notify police**
- Notify your Superintendent or designee.
- Initiate a comprehensive building and grounds search.
  - Search all areas, even areas assumed to have been locked.
  - Notify parent and police when child is found.
  - Search concluded – file incident report.

## Missing Child (After School)

### In the event of a kidnapping or missing child:

#### Immediate Actions

- Notify Main Office and Building Principal
- Check Student's Skyward profile for legal custody.
- Phone police for emergency help. They will contact the parents as needed. Be able to document where and when student was last seen, a description of their clothing and close friends.

#### Preemptive/Supportive Actions

- The administrative assistant should have at their desk a list of students who are not to be released to anyone except a particular parent or guardian.
- The Student Enrollment/Emergency Data of such students should be tagged in Skyward.
- Before releasing a child to anyone except the parent or guardian on the list, the administrative assistant should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.
- When a parent telephones the request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. If there is any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the Student Emergency Data.

#### School Staff Member

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

#### Principal/Designee

- If a child has been reported missing and a preliminary search has been done in school and on school grounds:
- The school must then contact police immediately
- Notify parent and/or guardian (if not already notified)
- Collect the following information:
  - Name
  - Grade/Age
  - Last seen when/where
  - Situation
  - Detailed description of child – sex, race, age, height, weight, hair color, eye color, and clothing.
  - Student's last known location.
- Notify your Superintendent or designee.
- Initiate a comprehensive building and grounds search
- If appropriate, help police search neighborhood.
- Assist in search by calling friends and classmates of missing student.



## Power Failure

If there has been a power failure at a school, or if lines are down in the area of a school:

### Power Failure

- Notify the Director of Buildings & Grounds-check to see if problem is internal (fuses, circuit breakers, etc.)
- Notify Superintendent
- District office staff will phone Xcel Energy at (1) 800-895-1999
- Attend to student/staff safety by providing back-up lighting.
- Have non-classroom staff (Superintendent, principals, guidance, psychologists, transportation and maintenance supervisors, school secretaries) meet in the school office to get facts-set up communication system to teachers and students.
- Teachers keep students in class, if there is enough light. If not, go into a quiet hallway and continue class until notified of situation and plan.
- Keep hallways clear-"Business as usual" atmosphere.
- After initial communication with classroom teachers, Superintendent, and principals meet in the District Office to finalize plans.
- Determine if school will continue to 3:10
  - If not, what time will school be dismissed?
  - Notify Transportation Director so arrangements can be made for early dismissal.
  - Food Service
- Communicate plan with teachers.
- Evaluate activities outside of the regular school day. The Director of Athletics should:
  - Determine seriousness and whether or not to cancel the activity.
  - Notify the Superintendent, parents and media.

## Severe Weather, Tornado Watch/Warning

### Critical Information

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

### Watches

Indicate conditions are right for development of a weather hazard.

### Warning

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

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

### District Administration

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

### Building Administration

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

### Staff

- Review “Drop and Tuck” procedures with students



## Severe Weather, Tornado/Severe Thunderstorm/Flooding

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

### District Administration

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

### Building Administration

- Activate appropriate members of the Building Safety Team of a change in weather status.
- Initiate Severe Weather Shelter Area procedures
- Notify parents and legal guardians according to district policy.

### Staff

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

# Severe Weather, Tornado/Severe Thunderstorm/Flooding

## Other Severe Weather Emergencies

### District Administration

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

### Building Administration

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

### Staff

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



## Tornado & Severe Weather Shelter Areas-WSES

**A-Wing** (Kindergarten, 4K, Early Childhood, Office, Grade 3 Hallway)

**B-Wing** (Grade 1 Hallway/Grade 4 Hallway)

**C-Wing** (Kindergarten/IDS Hallway/Grade 2 Hallway)

4K - stay in rooms, in closets and storage space, and assume safety position

A-Wing Rooms - proceed to Assembly Room and assume safety position

B-Wing Rooms - proceed to first floor B hallway and assume safety position

C-Wing Rooms - proceed to first floor C hallway and assume safety position

Music Room - remain in music rooms and assume safety position

PE - proceed to the locker rooms and assume safety position - if you need more room, proceed to the music rooms

LMC/Downstairs Tech - proceed to first floor C hallway and assume safety position

Kitchen Staff - proceed to the music rooms and assume safety position

Note: Classes outside or in the Multi-Purpose room are to proceed to their shelter area assigned to their homeroom

### **Outdoor Rally Points**

- North Blacktop
- South Blacktop
- Northeast Playground

## Tornado & Severe Weather Shelter Areas-WSMS

All students and staff should proceed to the Boys and Girls Club in the basement and go to their designated areas as listed below.

5th Grade: Rooms 027, 028, 029

6th Grade: Room 024 (workout room)

7th Grade: Rooms 025, 026

8th Grade: the hallways that wrap around the workout room.

## Tornado & Severe Weather Shelter Areas-WSHS

Protection from high winds, flying debris, broken glass, and falling roofs should be the primary concern in any tornado and severe weather protection plan. To accomplish the protection, we will move students in the following manner:

- A. Basement Classrooms: will stay in the classroom and sit along an interior wall.
- B. 1st Floor Classrooms: will move down to the basement and sit in the hallway.
- C. 2nd Floor English and Health Classrooms: will move to basement hallway.
- D. 2nd Floor All Other Classrooms: will move to the tunnel.
- E. Music Area: will move downstairs into the dance studio.
- F. Gym and Fitness Center: will move downstairs and into the dance studio.
- G. Technology and Agriculture Education Classrooms/Labs: will move downstairs and into the dance studio.
- H. Commons: will move downstairs into the dance studio.
- I. Office: will move to dance studio.
- J. Student Services, CDS, and LMC: will move to the basement hallway.

Office staff will monitor weather conditions and provide further updates. Please remind everyone we **SHOULD NOT BE USING CELL PHONES** as it slows down the ability of emergency personnel to communicate.

Assigned staff will direct basement activities.

Assigned staff will direct tunnel activities.

Assigned staff will direct dance studio activities.

## Tornado Drill Script

### **Information: Tornado Watch/Warning Drill**

**The School District of West Salem cooperates annually with the La Crosse County Emergency Government and the Department of Public Instruction by participating in a stateside Tornado Watch/Warning Drill in April. These procedures are followed:**

12:07 p.m. - An announcement will be made over the intercom that a “simulated” tornado watch has been issued for our area. Teachers should take a few moments to review drill procedures. Please have those ready. Our building procedure is outlined in the Emergency Procedures for the building. (A copy should also be in your email).

12:55 p.m. - An announcement will be made over the intercom that a “simulated” tornado warning has been issued for our area; all staff and students need to move to their designated areas immediately. Remember to move with your class, take your attendance list, and **close** your door when you leave. Please also remember to move your class into the appropriate areas. Please be sure faculty and staff are not congregated in one area...leaving some areas unsupervised. Students, we will move directly to “X” period after the drill.

1:08 p.m. - The “all clear” will be given from the office announcing the end of the drill. Students and staff will be dismissed to their “X” period classes.

### **The Script:**

#### 12:07 p.m. Beginning of “X” hour - Tornado Drill Introduction:

Good afternoon. Today is the Statewide Tornado Drill. Today we will practice what we will do if there is the threat of dangerous weather. In the event a Tornado Watch has been issued for our area, we will announce to inform everyone that there is the potential for dangerous weather. If a Tornado Warning is issued, we will announce at that time for you to move to your designated Tornado shelter area.

We begin the drill by announcing that the National Weather Service has notified us that the La Crosse area is under a Tornado Watch. A Tornado Watch is issued when conditions are favorable for the formation of tornados. A Tornado Warning is issue when an actual tornado has been sighted in an area. Teachers, please take a few moments to share with your students the procedures we will follow if a Tornado Warning is issued. Should conditions change to warrant a Tornado Warning, we will keep you informed.

#### 12:55 p.m. - Tornado Warning Announcement:

The National Weather Service has notified us that a “mock” tornado warning has been issued for our area. Teachers, please gather your students and lead them to your designated tornado location at this time.

#### 1:08 p.m. - Tornado Drill Conclusion:

The National Weather Service has canceled the “mock” Tornado Warning. You are now dismissed.



## Sexual Assault

### Critical Information

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

### Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on campus.
- A member of the victim's family or friend requests intervention.
- Rumors or myths of an alleged incident are widespread and damaging.

### In the event of a sexual assault or notification of a sexual assault:

#### Staff

- Notify building administration immediately.
- Complete all required reports.
- Maintain confidentiality during the investigation.
  - Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school, especially if not the direct victim.
- **Do not leave the victim alone.**
- Ensure the short-term physical safety of the victim.
- Notify the school nurse or student services to provide care and secure immediate medical treatment if needed.
- If appropriate, preserve all physical evidence.

### Building Administration

- Phone 911 for emergency help in an active emergency or (608) 785-5942 for events that are not an active emergency.
- Notify the building principal who will contact the Superintendent
- Check for:
  - a. Skyward information on file for student.
  - b. Personnel Emergency Card if staff member .
- Phone the parent, guardian or spouse of the affected individual.
- Maintain confidentiality during the investigation.
  - If a staff person heard the report, instruct them not to repeat anything or give any information within or outside the school unless specifically told to do so.
- If building administrator learns of an assault:
  - Notify appropriate law enforcement.
  - Notify Director of Pupil Services
  - Contact Child Protective Services.
- Designate a school counselor or staff member who has a positive relationship with the victim to review the types of support she or he may need.

## Sexual Assault continued...

### Building Administration continued...

- Determine needs for peer support.
- Obtain as much information regarding assailant and incident as possible and school officials will complete an incident report.
- If the student needs to be transported to a medical facility, assign an adult to accompany the student to act as a liaison and to relay progress reports.
- Encourage the victim to seek support from a rape crisis center
- Take actions to control rumors.
- Document all actions taken by staff and complete incident reports.
- Store all records related to sexual assault incidents and services provided in a confidential administrative file.

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

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Student in Crisis (Threat to Self or Others)

### Initial Response

- Immediate interview and documentation by two members of the Pupil Services Staff.
- Consult with another member of Pupil Services for decision making as appropriate.
- Notify the building administrator
- Contact parent/guardian to discuss impressions, recommendations, and referral source as appropriate.

### Moderate Threat (person is in need of psychological consultation within a reasonable amount of time)

- Immediate interview and documentation by two members of the Pupil Services Staff.
- Consult with another member of Pupil Services for decision making as appropriate.
- Notify the building administrator
- Contact local law enforcement, school resource officer and/or La Crosse County Mobile Crisis at (608) 784-4357
- Contact parent/guardian to discuss impressions, recommendations and referral source.
- Secure parent/guardian permission to share information with treatment provider to further assist student.

### Immediate Threat (person in immediate danger of injuring self)

- Do not leave the person unattended, access assistance as needed.
- Call 911 if necessary
- Immediate interview by two members of the Pupil Services Staff.
- Notify the building administrator
- Contact parent/guardian.
- Request an immediate conference with the parent/guardian.
- Support parent/guardian in decision making and/or documentation of counseling plan.
- Secure parent/guardian permission to share information with treatment provider to further assist student.

### School Administrative Procedures

- Participate in parent/guardian conference and follow-up if necessary.

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Sudden Death/Critical Incident

### Verification with Family

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

### Notify District Administration & Other Key Staff

- Notify Superintendent
- Notify Designated District Media Contact
- Notify schools of siblings and other affected individuals (if family has granted permission).

### Convene Building Safety Team via Safety Phone Tree

- Principal will meet with Safety Team to assess needs and assign responsibilities.
  - May meet several times throughout the day.
- Give everyone a copy of the Building Safety Team Checklist.
- Consider gathering: snacks, tissues, paper, markers, etc.
- Refer to Sudden Death/Critical Incident Section sample announcements for notification scripts for staff, students, and parents.
- Remind staff that media requests come through District Designated Media Contact
  - Make copies of scripts.
- Pull deceased student's cumulative file.
- Print deceased student's schedule.
- Create a list of students who could be most at risk of needing support.
  - These may include friends of the deceased or anyone who has previously experienced a recent loss (or loss by suicide).
- Contact attendance and ensure no call goes home.
- Designate room(s) for crisis counseling.
- Invite EAP for staff as needed.

## Suicide Attempt

### Immediate Actions

If a suicide or sudden death occurs on site, call 911 for emergency help

- The Building Principal will notify appropriate personnel and the Superintendent.
- Superintendent will confirm the facts, including a sequence of events and individuals involved by calling the sheriff's department or West Salem Police Department. All information should be gathered within 24 hours. Keep a written log.
- The Superintendent shall be designated as the information control person. All information, questions and media contacts should go through the Superintendent's Office. No one else connected with the school should give any information to the media. Keep a log of all calls or other interaction, both from media and the general public.
- The Building Principal will call a meeting of (1) the building Student Services team (Appendix A) (2) the district based crisis team as soon as possible (could be after school, evening, or significantly before the next school day begins).
- Inform team of ALL facts known.
- Decide, within limits of confidentiality and family right to privacy, what FACTS to share with staff and students. The Superintendent or designee will contact the family to tell them the plan. (May want to ask clergy to do this). If family does not want suicide acknowledgement, wait until the obituary is published.
- Plan how students will be informed of the event (DO NOT USE MASS ANNOUNCEMENT OR ASSEMBLY, if possible). Prepare a written statement to be read by teachers or by Building/District Crisis Response Team members to students. Provide facts to reduce rumors and fantasies. Extend homeroom/study hour if necessary.

### Teacher

- Call principal's office.
- Calm students.
- If in progress, calmly ask to remove other students.
  - Evacuate quietly.
- Identify students in need of counseling.

## Suicide Attempt continued...

### Principal's Office

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

## Suspected Weapon

### **Definition of Weapon - (Per Board Policy #[3217](#), [4217](#), [5772](#), [7217](#))**

The term “weapon” means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to firearms as defined in [18 U.S.C. 921\(a\)\(3\)](#)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below), razors with unguarded blades, clubs, electric weapons (as defined in [941.295 \(1c\)\(a\), Wis. Stats.](#)), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Exceptions to this policy include:

- a. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- b. contracted personnel that are authorized by law to carry weapons in the course of their professional duties and for which the District and the contracted entity have a contract that authorizes employees of the contracted entity to carry a weapon on school grounds and in school buildings in the performance of their duties (i.e. armored transport services);
- c. items approved by a Principal, as part of a class or individual presentation under adult supervision, including, but not limited to hunters’ education courses and other special events, if used for the purpose of and in the manner approved (working firearms, except those protected at all times by a cable or trigger lock, and live ammunition shall never be approved);
- d. theatrical props used in appropriate settings;
- e. starter pistols used in appropriate sporting events;
- f. a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the person’s business while on District property or at a District-sponsored activity;
- g. firearms that are lawfully possessed on private property and are not brought onto school grounds, and that are used solely for the purposes of target practice for the Clay Target Club shall be permissible, provided that such use is in compliance with all applicable rules governing participation, conduct, supervision, proper handling, and safety;
- h. the use of guns, bows and arrows and knives shall be authorized at the Outdoor Education Center, also known as the school forest, only during legal deer gun hunting seasons and in accordance with state statutes on hunting.

## Suspected Weapon continued...

### Suspected Weapon - Follow the actions below

#### Principal's Office

- Contact school resource officer and/or police
- Police officers, administration, and designated school personnel conduct search
- Student locker searched by school official accompanied by police
- If weapon found, police will remove offending student(s) from campus
- Notify and consult with your Superintendent or designee
- Parent/guardian will be notified
- Notify teachers that a situation is being investigated
- Consult with District Designated Media Contact
- District discipline policy administered

#### Building Administration

- Determine whether to initiate Lockdown, Evacuation or other procedures
- Contact police to report that a weapon is in school
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
- Develop an action plan for response
  - If the weapon is located on an individual, isolate the individual
  - If the weapon is in a locker or in a backpack, prevent access to that area
  - Upon arrival of authorities, turn the situation over to the police
- Notify your Superintendent or designee
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him or her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to place the weapon down
  - Use the individual's name while talking to them
  - Allow for escape routes. Back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
- File report according to district policy

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**





## Suspicious Package or Mail

### **Critical Information**

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations, or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

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

#### **Staff**

- DO NOT OPEN package or letter
- Notify building administration
- Preserve evidence for law enforcement

#### **Building Administration**

- CALL 911 and notify law enforcement
- Notify your Superintendent or designee
- Document all actions taken by staff
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it and keep a list of their names.

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

#### **Staff**

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

#### **Building Administration**

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

## Suspicious Package or Mail continued...

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

#### **Staff**

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

#### **Building Administration**

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

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

# Threat

## Critical Information

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

### In the event of IMMEDIATE danger:

#### Staff

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

#### Building Administration

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

### If threat is identified but there is no immediate risk:

#### Staff

- Complete a Threat Assessment Form (Utilize Phase 1 Report)
- Notify building administration and student services staff
- Maintain confidentiality

#### Building Administration

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

## Unarmed Intruder/Unidentified Visitor in Our Buildings

**Follow the actions below.**

### **All Staff Members**

- Ask the visitor, “Have you been welcomed by our office staff today, if not, please check in with them.”
- Direct or accompany to proper office
- Report any suspicious person to principal’s office
- If no reason to be in building, ask person to leave

### **Principal’s Office/Designee**

- Approach visitor to determine reason for presence
- Direct or accompany to proper office
- If no reason to be in building, ask person to leave
- Call police with information
- If situation escalates, initiate appropriate violent critical incident procedures
- Notify and consult with your Superintendent or designee

**NOTE: THE SUPERINTENDENT OR DESIGNEE SHOULD BE THE ONLY SOURCE OF INFORMATION TO THE PRESS.**

## Weapon

### **Weapon - (Per policy #[3217](#), [4217](#), [5772](#), [7217](#))**

The term “weapon” means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to firearms as defined in [18 U.S.C. 921\(a\)\(3\)](#)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below), razors with unguarded blades, clubs, electric weapons (as defined in [941.295 \(1c\)\(a\), Wis. Stats.](#)), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Exceptions to this policy include:

- a. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- b. contracted personnel that are authorized by law to carry weapons in the course of their professional duties and for which the District and the contracted entity have a contract that authorizes employees of the contracted entity to carry a weapon on school grounds and in school buildings in the performance of their duties (i.e. armored transport services);
- c. items approved by a Principal, as part of a class or individual presentation under adult supervision, including, but not limited to hunters’ education courses and other special events, if used for the purpose of and in the manner approved (working firearms, except those protected at all times by a cable or trigger lock, and live ammunition shall never be approved);
- d. theatrical props used in appropriate settings;
- e. starter pistols used in appropriate sporting events;
- f. a knife lawfully used for food consumption or preparation, or a knife used for a lawful purpose within the scope of the person’s business while on District property or at a District-sponsored activity;
- g. firearms that are lawfully possessed on private property and are not brought onto school grounds, and that are used solely for the purposes of target practice for the Clay Target Club shall be permissible, provided that such use is in compliance with all applicable rules governing participation, conduct, supervision, proper handling, and safety;
- h. the use of guns, bows and arrows and knives shall be authorized at the Outdoor Education Center, also known as the school forest, only during legal deer gun hunting seasons and in accordance with state statutes on hunting.

## Weapon continued...

### Critical Information

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

### If you are aware of a weapon on school property:

#### Staff

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

#### Building Administration

- Determine whether to initiate Lockdown, Evacuation or other procedures
- Contact police to report that a weapon is in school
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
- Develop an action plan for response
  - If the weapon is located on an individual, isolate the individual
  - If the weapon is in a locker or in a backpack, prevent access to that area
  - Upon arrival of authorities, turn the situation over to the police
- Notify your Superintendent or designee
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him or her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to place the weapon down
  - Use the individual's name while talking to them
  - Allow for escape routes. Back away with your hands up
- If the individual is a student, notify parent or guardian
- Document all actions taken by staff
  - File report according to district policy
- If the weapon is located on an individual, isolate the individual

# Recovery

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

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

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

## Recovery

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

### Key Recovery Components

#### Physical/Structural Recovery

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

#### Physical recovery planning considerations

- Assess the building structure. Depending on the scope of the damages, inspections by a third party may be necessary.
- Provide for temporary relocation of classes or activities if damages require extensive repair or rebuilding.
- Resume transportation and food service. Reroute buses if necessary and possibly reconfigure drop off zones. If the cafeteria is affected, look at alternative areas for food service and inspection by health authorities.
- Assess damages or replacement of furniture, equipment and supplies (desks, books, computers, gym equipment, labs, teacher supplies, etc).
- Clean up damaged facilities. Determine who will do it, how soon, and who pays.

# Recovery

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

## Academic Recovery

Restoring the structure and routine of learning is the goal of academic recovery. Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a new “normal.”

Planning for academic recovery involves personnel in curriculum, public information (communications), technology (IT), transportation, food service, health & safety, buildings and grounds, administration and teaching. Plans for academic recovery involve short and long-term considerations.

### Short-term planning considerations:

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

### Long-term planning considerations

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



# Recovery

## **Social/Emotional Recovery**

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

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

## **Social/emotional recovery planning considerations**

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

# Recovery

## Recovery Communications

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

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

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

### Recovery communication considerations:

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

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

# Recovery

## **Behavioral Health Crisis Intervention**

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

### **When an emergency occurs:**

#### **Building administration and student support services**

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

#### **Staff**

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

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

**Partner Agencies and contact information listed on next page**

# Recovery

## Partner Agencies

<p>Brave Spaces 605 4th St. South, La Crosse, WI 54601 608-615-1023 <a href="https://www.brave-spaces.org/">https://www.brave-spaces.org/</a></p>	<p>Garrison Counseling Inc. 319 Main St., Suite 510, La Crosse, WI 54601 608-796-1114 <a href="https://garrisoncounselinglax.com/">https://garrisoncounselinglax.com/</a></p>
<p>Chileda 1825 Victory St., La Crosse, WI 54601 608-782-6480 <a href="http://chileda.org/">http://chileda.org/</a></p>	<p>Innovative Services Inc 1052 Oak Forest Dr., Suite 360, Onalaska, WI 54650 608-519-5438 <a href="https://www.isiinc.org/">https://www.isiinc.org/</a></p>
<p>Coulee Psychological Services LLC 626 Westwood Dr., Onalaska, WI 54650 608-385-8870 <a href="https://www.couleepsych.com/">https://www.couleepsych.com/</a></p>	<p>Kinsman Redeemer KR Counseling Center 1526 Rose St. Suite 100 La Crosse, WI 54603 608-519-3790 <a href="https://www.krcounselingcenter.com/">https://www.krcounselingcenter.com/</a></p>
<p>Counseling Associates LLC 115 5th Ave. S., Suite 301, La Crosse, WI 54601 608-785-0827 <a href="https://www.counselingassociateslax.com/">https://www.counselingassociateslax.com/</a></p>	<p>Life in Harmony Music Therapy 1537 Heritage Blvd, West Salem, WI 54669 608-799-4860 <a href="https://lihmt.com/">https://lihmt.com/</a></p>
<p>CWM Counseling 530 S Water St., Platteville, WI 53818 414-208-5566 <a href="https://www.cwmcounseling.com/">https://www.cwmcounseling.com/</a></p>	<p>Peace of Mind Counseling 115 5th Ave. S., Suite 523, La Crosse, WI 54601 608-797-5679 <a href="https://pomcounselingllc.com/">https://pomcounselingllc.com/</a></p>
<p>Driftless Recovery Services 444 Main St., Suite 301, La Crosse, WI 54601 608-519-5906 <a href="https://www.driftlessrecovery.com/">https://www.driftlessrecovery.com/</a></p>	<p>Reflective Counseling LLC 205 5th Ave S Ste 523, La Crosse, WI 54601 651-707-5137 <a href="https://www.reflectivecounselingllc.com/">https://www.reflectivecounselingllc.com/</a></p>
<p>Expanding Hope Counseling Services, LLC 2920 East Ave. S., Suite 100, La Crosse, WI 54601 608-790-9481 <a href="https://www.expanding-hope.com/">https://www.expanding-hope.com/</a></p>	<p>Rising Hope Therapy 200 Mason St., Suite 11, Onalaska, WI, 54650 608-765-5501 <a href="https://claritytherapycenter.com/jennifer-nichols">https://claritytherapycenter.com/jennifer-nichols</a></p>
<p>Family and Children's Center 1707 Main St. La Crosse, WI 54601 608-785-0001 <a href="https://www.fcconline.org/">https://www.fcconline.org/</a></p>	<p>Stein Counseling 571 Braund St., Onalaska, WI 54650 608-785-7000 <a href="https://effectivebehavior.com/">https://effectivebehavior.com/</a></p>
<p>Fireback, LLC @ The Therapy Place 1326 Adams St., La Crosse, WI 54601 608-519-5546 <a href="https://www.thetherapyplacelax.com/">https://www.thetherapyplacelax.com/</a></p>	<p>Trailways Counseling 820 N Superior Ave, Tomah, WI 54660 608-886-9023 <a href="https://trailwayscounseling.com/">https://trailwayscounseling.com/</a></p>

# Recovery

## Indicators or Symptoms of Distress in Children

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

### Symptoms

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

### How Teachers Can Assist Students

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

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

From [Kentucky Center for School Safety's "Emergency Management Resource Guide: Revision 2008"](#)

# Recovery

## Dealing with the Aftermath

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

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

# Recovery

## Debriefing

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

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

# Hold

## IN YOUR CLASSROOM OR AREA. CLEAR THE HALLS.

A HOLD IS ANNOUNCED WHEN THE SCHOOL NEEDS TO KEEP THE HALLS OR ANOTHER AREA CLEAR OF STUDENTS. THIS COULD BE DUE TO A MEDICAL EMERGENCY, A DYSREGULATED INDIVIDUAL, AN ALTERCATION, OR ANOTHER SITUATION.



### PRINCIPAL

- Announce clearly and repeat: “Hold in your classroom or area. Clear the halls.” - pause - “Hold in your classroom or area. Clear the halls.”
- Activate Incident Command System, establish a command post, and delegate tasks to staff.
- Provide periodic updates to staff and appropriate information to students.
- Lift the Hold when appropriate and return to regular school operations.

### STAFF

- Hold students in your classroom. Allow students or staff to enter who need to clear the hallway or area.
- Close the door.
- Take attendance; note the time and any missing or extra people.
- Continue teaching; business as usual.
- Be aware and prepared to **LOCKDOWN**, if directed.
- Until Hold is lifted, stay in your classroom or area with your students.

### STUDENTS

- Return to your classroom or area and stay there.
- Follow staff directions.
- Until Hold is lifted, stay in your classroom or area.



# Secure

## GET INSIDE. LOCK OUTSIDE DOORS.

IMPLEMENT SECURE WHEN A THREAT OR HAZARD EXISTS OUTSIDE OF THE SCHOOL BUILDING (E.G., POLICE ACTIVITY IN AREA).



### PRINCIPAL

- Announce clearly and slowly and repeat: “Attention students and staff, we are going into Secure. Get Inside. Lock outside doors.” - pause - “We are going into Secure. Get Inside. Lock outside doors. Staff, check your email for details.”
- Bring students and staff indoors immediately.
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- Direct staff to ensure all exterior doors are closed and locked.
- If law enforcement is not aware of threat or hazard, assign someone to call 911.
- Coordinate with law enforcement and be prepared to **LOCKDOWN**, if needed.
- Do not let anyone enter or leave the building unless authorized to do so.
- Notify District Safety Coordinator to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students.
- When directed, lift the Lockout and return to regular school operations.

### STAFF

- Bring students indoors immediately.
- Take attendance; note the time and any missing or extra people.
- Continue teaching; business as usual.
- Be aware and prepared to **LOCKDOWN**, if directed.
- Assure students who want to contact their families that the principal will update families on the incident as soon as possible. Ask for their help in avoiding incomplete and misinformation spreading on social media.

### STUDENTS

- Get indoors immediately
- Follow staff directions
- Continue learning; business as usual

# Lockdown



## LOCKS, LIGHTS, OUT OF SIGHT

IMPLEMENT A LOCKDOWN WHEN AN ACTIVE OR IMMINENT THREAT SITUATION EXISTS INSIDE THE SCHOOL BUILDING OR ON SCHOOL GROUNDS THAT COULD CAUSE DEATH OR SERIOUS BODILY INJURY TO STAFF OR STUDENTS (E.G., PERSON ARMED WITH A WEAPON).

If you're outside when a Lockdown is announced, move to your school's evacuation site and wait there for directions.

### PRINCIPAL

- Announce clearly and slowly and repeat: "Attention, students and staff, we are in Lockdown. Locks, Lights, Out of Sight!" - pause - "Lockdown. Locks, Lights, Out of Sight!"
- Assign someone to call 911 and stay on the line.
- Lock main office and interior doors.
- Prepare to defend.
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- Coordinate with law enforcement.
- Assign someone to monitor video surveillance system.
- Notify District Safety Coordinator to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students. You may be able to update staff via email if you are in a position to do so safely.
- If and when directed by law enforcement, go door to door with law enforcement to unlock each door.

### STAFF

- Direct all students in hallways, bathrooms, and common areas into safe, lockable rooms immediately. If a lockable room is not available, students may need to self-evacuate.
- Close and lock classroom doors.
- Turn off lights.
- Go to the classroom safe zone. Stay low and out of sight, away from windows and doors.
- Keep students calm and quiet.
- Turn off or silence phones so they do not show light or make sound.
- If the fire alarm sounds, stay in your classroom unless you see fire or smoke is filling your classroom. If you must **EVACUATE** due to a fire or smoke, consider using an alternate door, window, or any other exterior exit.

## Lockdown

- Assure students who want to contact their families that the principal will update families as soon as possible and that they may use their phones to text families, with your permission, once the situation stabilizes.
- Take attendance; note the time and any missing or extra people.
- Prepare to defend.
- Do not open the door for anyone. Law enforcement will unlock each door when it is safe.



### STUDENTS

- Enter the nearest classroom or safe, lockable room. If a lockable room is not available, you may need to self-evacuate.
- Go to the classroom safe zone. Stay low and out of sight, away from windows and doors.
- Follow staff directions.
- Prepare to defend.
- Do not open the door for anyone. Law enforcement will unlock each door.
- If you're outside when a Lockdown is announced, move to your school's evacuation site and wait there for directions.

# Evacuate

## TO ANNOUNCED LOCATION

TYPICAL CAUSES FOR AN EVACUATION INCLUDE THE DETECTION OF SMOKE OR FIRE OR A SUSPECTED GAS LEAK.



### PRINCIPAL

- Announce clearly and slowly and repeat: “Attention students and staff, at this time you need to calmly and quickly Evacuate to [location].” - pause - “Evacuate to [location].”
- If it would not cause panic or escalated emotions, consider stating the reason (e.g., “Evacuate to the water tower due to a possible gas leak”).
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- If law enforcement is not aware of threat, assign someone to call 911 to tell them why you are evacuating and where you are evacuating to.
- Make an announcement directing support, security, custodial staff to check building (bathrooms, stairwells, and remote areas) on their way out, to ensure everyone is evacuated.
- You may use elevators, if needed, to evacuate those with physical disabilities.
- Coordinate with law enforcement or other first responders.
- Notify District Safety Coordinator to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students.
- Work with district and local agencies to assess next steps (return to building, relocate, or begin family reunification plan). Return to building only when directed.

### STAFF

- Follow principal directions.
- Remind students of expectations for Evacuation.
- Initiate evacuation procedures for students and staff with individualized plans.
- Bring the Go Bag: class roster, cell phone, radio, emergency health information, flashlight, etc.
- Lead students to the evacuation site.
- Take attendance; note the time and any missing or extra people.
- When directed, return to building, relocate, or begin family reunification plan.
- Assure students who want to contact their families that the principal will update families on the incident as soon as possible. Ask for their help in avoiding incomplete and misinformation spreading on social media.

### STUDENTS

- Follow teacher directions.
- Bring only what is in your pockets.
- Do not leave the evacuation area.

# Shelter



## HAZARD AND SAFETY STRATEGY

INITIATE THE SHELTER PROTOCOL IN THE EVENT OF SEVERE WEATHER, SUCH AS A TORNADO, OR IF THERE IS SOMETHING HAZARDOUS IN THE ENVIRONMENT, SUCH AS A CHEMICAL SPILL NEARBY.

### PRINCIPAL

- Announce clearly and slowly and repeat the hazard and safety strategy. For example, “Attention students and staff, the National Weather Service has issued a tornado warning. At this time, everyone needs to move to your shelter area.” - pause - “We are under a tornado warning. Move to your shelter area now.”
- Bring students and staff indoors immediately.
- Activate Incident Command System, establish a command post, and delegate tasks to key staff.
- Check building to ensure everyone is sheltered.
- Coordinate with district and local agencies and be prepared to **EVACUATE**, if needed.
- Contact District Safety Coordinator to coordinate logistics and communication.
- Provide periodic updates to staff and appropriate information to students.

### STAFF

- Bring students indoors immediately.
- Direct students to leave equipment where it is.
- Follow principal directions.
- If directed to leave the classroom, bring the Go Bag: class roster, cell phone, radio, emergency health information, flashlight, etc.
- Direct students to the shelter area.
- Take attendance; note the time and any missing or extra people.
- Be aware and prepared to **EVACUATE**, if directed.
- Stay sheltered until “all clear” is announced.

### STUDENTS

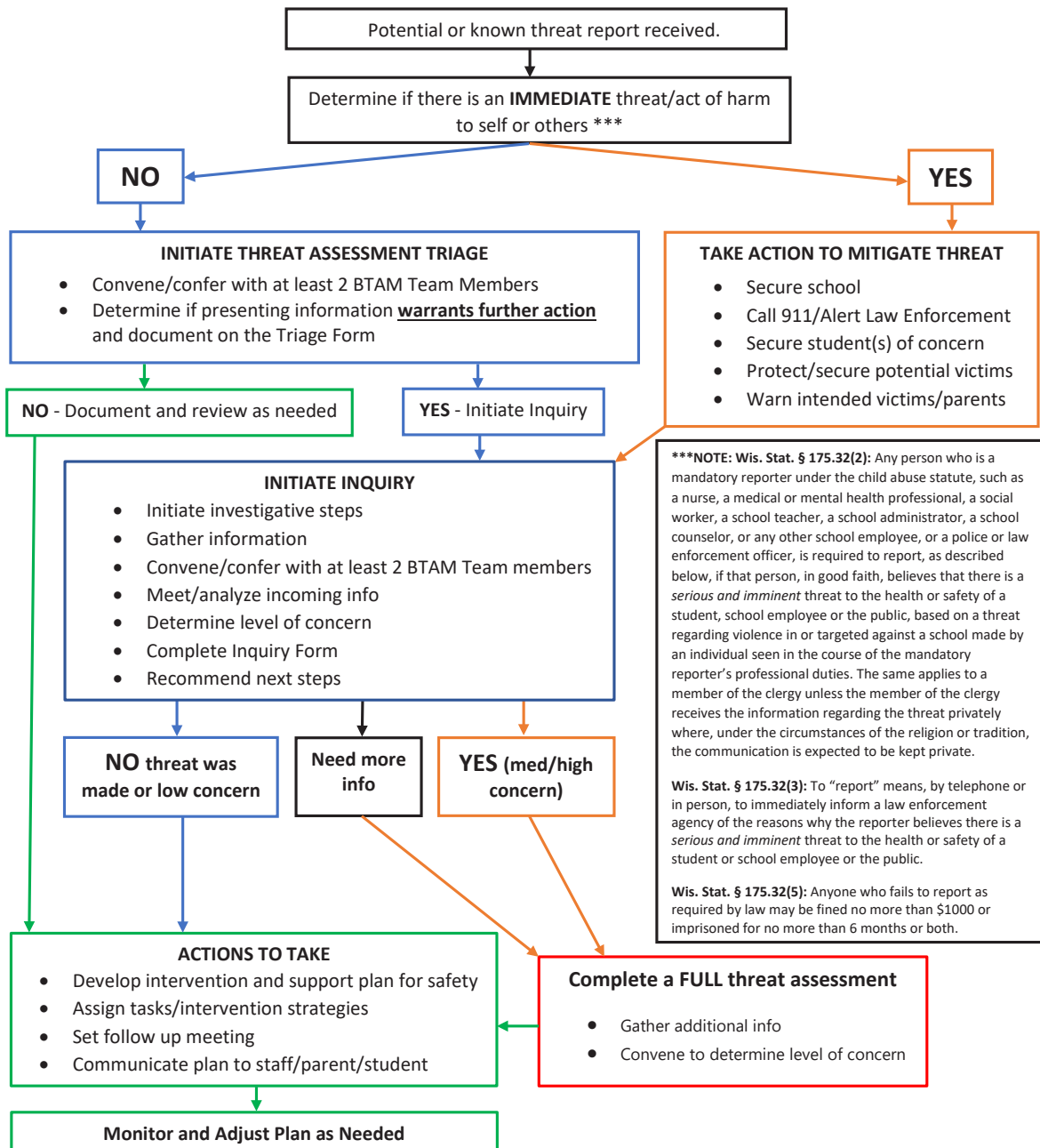
- Get indoors immediately. Leave equipment where it is.
- Follow staff directions.
- Go to shelter area.
- In a tornado, sit with your back against the wall, head down against knees, and cover your neck and face with your arms.
- Stay sheltered until staff gives “all clear.”

# Supported Decision Making Documents

# Wisconsin School Threat Assessment and Management Protocol Process Flowchart



## Wisconsin School Threat Assessment and Management Protocol (WSTAMP) Process Flowchart



# Guide for the Wisconsin School Threat Assessment Management & Protocol Process



## Guide for the Wisconsin School Threat Assessment and Management Protocol (WSTAMP) Process

### 1. Identify Concerning or Threatening Behavior

Personnel with knowledge of potential threat/concerning behavior must use professional discretion to determine if there is an IMMEDIATE threat/act of harm to self or others that warrants an emergency response (i.e., call 911) or a report to an administrator.

### 2. Take Action to Mitigate Threat

The safety of the school, the students, and the community are the priority consideration. Depending on the severity of the concern, initiating safety/emergency operation procedures to secure the school, student of concern, and warning of intended targets should occur prior to activating the threat assessment process. *If at any time information suggests the need for law enforcement/medical assistance, that request should be made immediately AND prior to initiating any investigation/triage/inquiry/assessment.*

### 3. Initiate Threat Assessment Triage

Every concerning or threatening behavior warrants consideration of the context in which the behavior occurred. At a minimum, two trained members of the BTAM Team should confer and determine if the available information warrants further action by the BTAM team. This decision and supporting considerations should be documented on the Threat Assessment Triage form.

### 4. If Warranted, Initiate Threat Assessment Inquiry

If further action is warranted, the team will initiate the inquiry process and begin further investigation. Next steps may include gathering information from a variety of sources. Sources may include, but are not required or limited to, the following: informal interviews, teacher survey, social media review, and record review. An analysis of the information will be conducted by at least two members of the BTAM Team to determine the level of concern the student poses. The team members will complete the Threat Assessment Inquiry form and make a Team recommendation about next steps.

If the team determines the individual appears to pose **no/low level of concern**, and identified needs can be addressed within existing structures, the team will proceed to develop an Intervention and Support Plan for Safety. If the team determines the individual appears to pose a **medium/high level of concern**, the team will complete a Full Threat Assessment. Roles for additional information gathering tasks will be assigned and a timeline for reconvening will be set. **NOTE:** If there is uncertainty about the level of concern the individual poses, advance to the Full Assessment to gather additional information.



# Guide for the Wisconsin School Threat Assessment Management & Protocol Process

When determining the level of concern an individual poses, and whether additional information gathering is warranted, the following guidance is provided.

- **Low Concern:** poses a minimal risk of engaging in violent or other harmful behavior
- **Medium Concern:** available information indicates the possibility of harmful outcomes if current concerning behaviors are not adequately addressed. A full threat assessment should be considered when there is Medium Concern. If the team is unsure if a full Threat Assessment is needed, err on the side of caution and proceed to the full Assessment.
- **High Concern:** appears to pose serious risk of engaging in violence or other harmful behavior. A full Threat Assessment should be completed when there is High Concern.

## 5. When Warranted, Complete the Full Threat Assessment

If the BTAM team determines further action is warranted to fully understand the concerning behavior and develop an intervention and support plan for safety, it may be necessary to collect additional information and the team should proceed to a Full Assessment. Trained multidisciplinary members of the BTAM team should assign additional tasks and may utilize the following sources: formal structured interviews (i.e., subject, target, peers, staff, parent, and witnesses), comprehensive record review, and outside sources of information (i.e., law enforcement records, counseling services, social media, medical reports).

After additional data collection is complete, the BTAM Team will convene and analyze the information to determine the level of concern the student poses. Threat enhancers and threat mitigators will be identified, examined, and documented. The BTAM Team determines the level of concern posed by the student and proceeds to develop an Intervention and Support Plan for Safety.

## 6. Develop an Intervention and Support Plan for Safety

Regardless of the identified “level of concern” obtained following the inquiry or full assessment, the BTAM process is not concluded until an Intervention and Support Plan for Safety is developed. The information obtained as part of the assessment phase should be used to identify potential areas of needed intervention and support for the student of concern. The plan should include steps and strategies required to protect the school community (persons and property) from targeted violence and other harmful behavior. The Intervention and Support Plan for Safety will include developed strategies and interventions to be implemented throughout the intervention process (i.e., countermeasures, mitigators, treatment, discipline, positive supports).

# Guide for the Wisconsin School Threat Assessment Management & Protocol Process

## 7. Monitor Support Management Plan/Revise as Needed

The Intervention and Support Plan for Safety is a dynamic document. Revision of the plan will be considered upon introduction of new information, failure of the plan to meet the intended safety needs, compliance/non-compliance with plan by student of concern or other reasons determined by the BTAM Team. The plan must include a specific date/time for follow-up by the team to monitor progress and specify the individual(s) responsible for implementation of interventions.

# Wisconsin School Threat Assessment and Management Protocol Triage



## Wisconsin School Threat Assessment and Management Protocol (WSTAMP)—Triage

**\*\*\*NOTE: Wis. Stat. § 175.32(2):** Any person who is a mandatory reporter under the child abuse statute, such as a nurse, a medical or mental health professional, a social worker, a school teacher, a school administrator, a school counselor, or any other school employee, or a police or law enforcement officer, is required to report, as described below, if that person, in good faith, believes that there is a *serious and imminent* threat to the health or safety of a student, school employee or the public, based on a threat regarding violence in or targeted against a school made by an individual seen in the course of the mandatory reporter’s professional duties. The same applies to a member of the clergy unless the member of the clergy receives the information regarding the threat privately where, under the circumstances of the religion or tradition, the communication is expected to be kept private.

**Wis. Stat. § 175.32(3):** To “report” means, by telephone or in person, to immediately inform a law enforcement agency of the reasons why the reporter believes there is a *serious and imminent* threat to the health or safety of a student or school employee or the public.

**Wis. Stat. § 175.32(5):** Anyone who fails to report as required by law may be fined no more than \$1000 or imprisoned for no more than 6 months or both.

This form is to be completed by trained Behavioral Threat Assessment and Management Team (BTAM) members. A minimum of two trained BTAM team members are required when completing the triage form. The triage process will be utilized for all reported or observed behavior that communicates a threat (any expression of intent to do harm, acting out violently against someone or something or being in possession of an instrument of harm), and/or when this behavior prompts concern for the student’s safety or the safety (physical or psychological) of others. Primary purposes of the BTAM Triage process are to determine the need for additional investigative steps by the BTAM Team, and to mitigate the grievance or problem behavior.

**Student Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**DOB/Age:** \_\_\_\_\_

**Date/Time of Meeting:** \_\_\_\_\_

**Team members (at least 2) in attendance:**

**Information about presenting concern:**

# Wisconsin School Threat Assessment and Management Protocol Triage

Team members discussed presenting information and determined a threat inquiry is not warranted at this time, given available and known information about the student and the reported situation (context). Document information supporting the decision below:

Team members discussed presenting information and determined further action is warranted. A threat assessment inquiry will be initiated. See additional forms.

# Wisconsin School Threat Assessment and Management Protocol Inquiry



## Wisconsin School Threat Assessment and Management Protocol (WSTAMP)—Inquiry

\*NOTE: Wis. Stat. § 175.32(2): Any person who is a mandatory reporter under the child abuse statute, such as a nurse, a medical or mental health professional, a social worker, a school teacher, a school administrator, a school counselor, or any other school employee, or a police or law enforcement officer, is required to report, as described below, if that person, in good faith, believes that there is a serious and imminent threat to the health or safety of a student, school employee or the public, based on a threat regarding violence in or targeted against a school made by an individual seen in the course of the mandatory reporter’s professional duties. The same applies to a member of the clergy unless the member of the clergy receives the information regarding the threat privately where, under the circumstances of the religion or tradition, the communication is expected to be kept private.

Wis. Stat. § 175.32(3): To “report” means, by telephone or in person, to immediately inform a law enforcement agency of the reasons why the reporter believes there is a serious and imminent threat to the health or safety of a student or school employee or the public.

Wis. Stat. § 175.32(5): Anyone who fails to report as required by law may be fined no more than \$1000 or imprisoned for no more than 6 months or both.

**Triage, Inquiry, Assessment and Case Management are all part of the BTAM process. The [WSTAMP Process Flowchart](#) specifies each step in the process.**

**The BTAM Inquiry process guides trained BTAM team members through the investigative steps of gathering information, determining the level of concern for a specific individual, and determining next steps. The guiding questions below are in line with existing research and BTAM best practices.**

**The BTAM process is case specific. Some cases may proceed to the full Assessment process, and others may result in the development of a management plan for a student of concern at the Inquiry phase. All cases must be monitored over time. New information or failure to comply with the case specific management plan may result in plan adjustments or in the initiation of a new Triage/ Inquiry/ Assessment process.**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

DOB/Age: \_\_\_\_\_

Date/Time Triage Form Completed: \_\_\_\_\_

Date/Time of Inquiry Meeting: \_\_\_\_\_

Team members in attendance: \_\_\_\_\_

**1. Information about the Incident/Behavior of Concern**

- Describe the concerning behavior or give a fact-based account of the incident.

# Wisconsin School Threat Assessment and Management Protocol Inquiry

- If there is additional information to aid in understanding the context, please state it here:

## 2. Motive/Goal/Identified Grievance (Check all that apply)

- What was the motivation or goal for the student engaging in the concerning or threatening behavior that was reported?
- Perceived injustice
  - Feels victimized
  - Desires/ruminates about/seeking revenge
  - Externalizes responsibility for own actions
  - Attention, recognition, notoriety
  - Wish to solve a problem otherwise seen as unbearable
  - A desire to die or be killed
  - Recent stressors (loss of status, shame, humiliation, recent break up, financial, loss of significant relationship)
  - Pending crisis or change in circumstances
  - Emotional/Reactive response
  - Call attention to a cause or extremist ideologies (i.e., incel movement, misogyny, white supremacy, anti-Semitic)
  - Unknown
  - Other

- Supporting information:

## 3. Focus or Target of Harm/Concerning Behavior (Check all that apply)

**NOTE: If it is determined there is a specific target, the BTAM team should make any safety notifications as soon as this information is learned.**

# Wisconsin School Threat Assessment and Management Protocol Inquiry

➤ Target

- Specifically named individual(s)
- Specific social group (i.e., jocks, stoners, a specific person's friend group)
- School sanctioned groups or clubs
- Property
- Event (i.e., homecoming, prom, graduation)
- Generalized threat
- None known

➤ Add any specific information below

#### 4. Concerning Communications (Check all that apply)

- Has there been any communications suggesting ideas, planning, or intent to harm self or others?
- Recent communications about violence/threat
  - Escalating frequency of concerning communication
  - Pattern of concerning communications
  - Final/desperate language

➤ Explain:

#### 5. Concerning Interests (Check all that apply)

- Subject has shown unusual/concerning interest in the following:
- Weapons/Weapon seeking behavior
  - School attacks
  - Violent topics (i.e., movies, acts of terrorism, assassinations, animal cruelty, torture, death)
  - Violence demonstrated in school reports, projects, drawings, diagrams
  - Incidents of previous mass violence (e.g., terrorism, workplace violence, mass murderers, terror groups, etc.)
  - Extremist groups/ideology (misogyny, white supremacy, domestic, etc.)
  - Other

# Wisconsin School Threat Assessment and Management Protocol Inquiry

➤ Explain:

## 6. Capacity/Means to Carry Out Targeted Violence (Check all that apply)

➤ Access to Weapons (e.g., firearms, explosives, bladed weapons, vehicles)

- Could possess a (specify)
- In possession of (specify)
- Posted weapons on social media/technology
- Practice/training experience
- Online researching
- Unknown

➤ Elaborate details (e.g., where is weapon stored, how do they have access, how could they obtain the weapons)

## 7. Emotional Instability and Concerning Behavior (Check all that apply)

- Acute emotional problems that interfere with daily functioning
- Pervasive maladaptive behavior
- History of non-compliance with limits and boundaries
- Size/intensity of response does not match apparent size/intensity of the problem
- Undertreated for apparent mental health need
- Poor treatment compliance (explain reason for non-compliance below (e.g., money, insurance issues, general refusal)
- Current or History of suicidal ideation, threat, or attempt
- Limited/poor coping (i.e., unhealthy conflict resolution, poor distress tolerance, low tolerance for change, unable to withstand real or perceived slights, rejections, or offenses)
- AODA Concerns (use/abuse/addiction)
- Evidence of planning act of targeted violence
- Ability to accept responsibility for actions
- Poor social skills



# Wisconsin School Threat Assessment and Management Protocol Inquiry

➤ Explain:

## 8. Social and Home Life Factors (Check all that apply)

- Peers avoid the student
- Limited peer relationships
- History as aggressor or victim of bullying/harassment
- Lack of healthy/prosocial peer support
- Parent has little control/under responds to problem behavior
- Parent endorses the individual's concerning activities
- Student has limited restrictions/supervision at home
- Significant home stressors

➤ Additional Information:

## 9. Protective Factors/Stabilizers/Mitigators (Check all that apply)

- Has trusting relationship with at least one responsible adult
- Has supportive relationship with at least one prosocial peer
- Supportive family (at least one person that supports intervention, sets reasonable limits, provides healthy structure, positive influence, accountability for actions.)
- Healthy social supports (peers, significant other, extracurricular activities, employment, community activities)
- Positive coping mechanisms/skills
- Access or receptiveness to help/receiving services in the community
- Future goals

➤ Additional Information:

# Wisconsin School Threat Assessment and Management Protocol Inquiry

## 10. Options to resolve grievance/concern (Check all that apply)

- Problem solving options/considerations
  - Student is willing to apologize/make amends

➤ Explain:

- Student is willing to consider other options/accept help

➤ Explain:

## 11. Summary of additional Sources of information considered. (All sources not required).

- Summary of information gathered from any of the below listed sources

- Information obtained from **Teacher(s)/School Staff**

- Information obtained from **Subject**

- Information obtained from **Parent**

- Information obtained from **Witness(es) of concerning behavior**

# Wisconsin School Threat Assessment and Management Protocol Inquiry

- Information obtained from **Peer(s)**

- Information obtained from **Other Sources** (i.e., record review, IEP review, discipline reports, attendance records, open source/social media, plain view observations (desk, locker, backpack, car, etc.), and IT violations of school device.

## ADMINISTRATIVE/TEAM RECOMMENDATION:

\*\*\*NOTE: If there is uncertainty about the level of concern the individual poses, advance to the Full Assessment to gather additional information.

- Inquiry Ends/Develop Intervention and Support Plan for Safety**  
Based on the known information, the individual appears to pose **no/low level of concern** at this time. The team has determined the identified issues/needs can be addressed within existing structures and will proceed to develop an Intervention and Support Plan for Safety.
- Advance to Full Threat Assessment**  
Based on known information, the individual appears to pose **medium or high level of concern** at this time. The team determined a Full Threat Assessment should be completed. Assign roles for additional tasks and set timeline to reconvene. Complete the Threat Assessment protocol.

## OTHER DOCUMENTATION:

If any of the following steps were taken as part of emergency operations, document date and other specific information below.

# Wisconsin School Threat Assessment and Management Protocol Inquiry

- Duty to warn

- Consult Law Enforcement

- Develop Plan to Protect a Targeted Person

- Completed Suicide Risk Assessment

By signing this document, the team member acknowledges participation in the Threat Assessment Inquiry Process.

Name	Title	Signature	Date

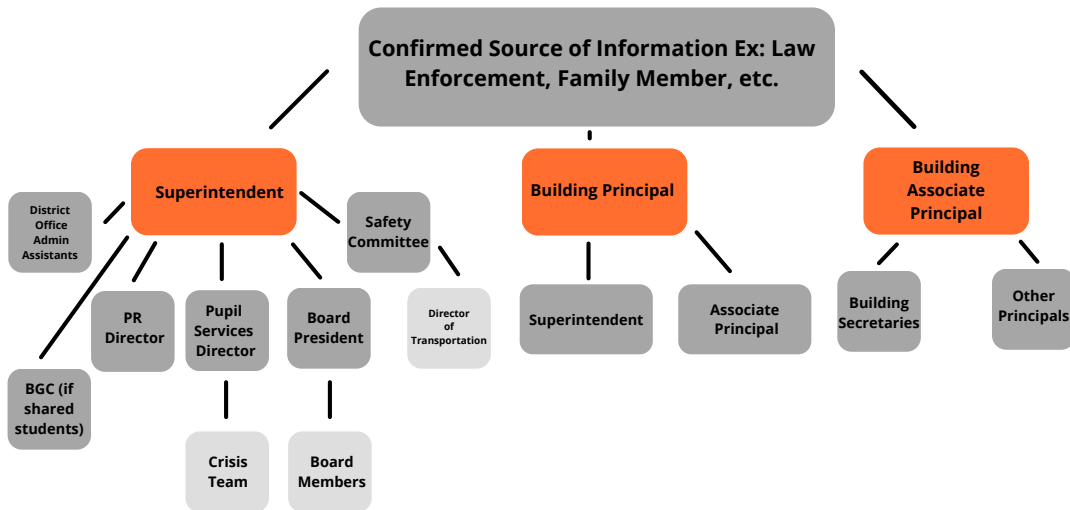
**NOTE: Once threat assessment inquiry process is complete, develop an individualized Intervention and Support Plan for Safety for student.**

# Crisis Call Tree



## Call Tree for Incident Communication

**IMPORTANT NOTE:** All communication should be made via:  
 1) Phone Call  
 2) Text Message  
 per the tree below, unless stated otherwise.



### Superintendent Actions

Superintendent and Principal involved take direction from Law Enforcement and other agencies as appropriate. Superintendent works with PR Director to develop messaging. Calls to Board President and Pupil Services Director are informational.

### PR Director Actions

Communicates to media and families according to the Superintendent's instructions. Drafts following letters with the Superintendent:

1. Initial Communication
2. Update
3. School canceled (if applicable). When the decision to close has been made, the following calls need to be made (SEE BACK). (THIS DECISION MUST BE MADE BY 6:00 A.M. OR EARLIER IF POSSIBLE).
4. Follow-Up/Conclusion

### Principal Actions

Principal involved is the main point of contact for Law Enforcement. Associate Principal helps with communication.

### Associate Principal Actions

Associate Principal helps with communication by contacting above parties to inform of incident. Script: "The district is aware of the situation and they are working in partnership with the family/police department. Please watch for communication coming out to provide an update."

# Wisconsin School Violence Drill Evaluation Report

*Adapted from FEMA Drill Observation Report*

## The Wisconsin School Safety Coordinators Association

**118.07 (4) (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 the 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 sub. (2) (a).

School District or Organization			
School/Site		Drill Date	
Address		Drill Scenario	
Number of Students Present		Duration of Drill	
Number of Staff Present			
Drill Supervisor			

<b>Pre-Drill Planning</b>	Yes	No	N/A
Have staff been trained in the procedures for this scenario?			
Have students been trained in the procedures for this scenario?			
Were parents notified prior to the drill?			
Were staff notified prior to the drill?			
Were students notified prior to the drill?			
Were police, fire, or other emergency responders invited to attend?			
<b>During the Drill</b>			
Was plain language used to initiate the drill?			
Were any code words used during the drill?			
Was the announcement/alert heard in every location occupied by students?			
Were there any problems during the drill? (Explain in narrative section).			
<b>After the Drill</b>			
Was a debrief held with the school safety team?			
Were staff and students debriefed?			
Were parents informed of the drill results?			

# Wisconsin School Violence Drill Evaluation Report

Narrative-Description of the drill, problems encountered, and lessons learned

Report prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Review Date: \_\_\_\_\_

Signature for the Board of Education: \_\_\_\_\_

Submit form electronically to the Office of School Safety, Wisconsin Department of Justice  
[schoolsafety@doj.state.wi.us](mailto:schoolsafety@doj.state.wi.us)

## Incident Report

School:	Date:	Time:
Administrator Reporting:		
Persons Involved:		
Witnesses:		
Police Involvement (Describe):		
Incident Narrative:		
Parent Notification (Describe):		
Outcome of the Incident:		



## Drill After-Action Report

School District or Organization			
School/Site		Drill Date	
Address		Type of Drill or Exercise Duration of the Drill	
Number of Students Present			
Number of Staff Present			
Drill Supervisor			
Debrief Staff Members			
Narrative:			
Lessons Learned and Recommendations			

**Submit a copy to District Safety Coordinator**

# Threat/Incident Reporting Form

Use for All Threats

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:	
<b>Phone Threat</b>	
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?	

## Threat/Incident Reporting Form

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?	
Were there any background noises?	

# Threat/Incident Reporting Form

Use for All Threats

Written Threat:	Describe:
Where was the threat found?	
Were there any unusual markings?	
<b>Face-to-Face Threat</b>	
Who made the threat?	
Exact words:	
To whom was the threat directed?	
Suspicious Package	Describe:
Where was the suspicious package found?	
Were there any unusual markings?	



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

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**On this form, or as an attachment, please note any deficiencies concerning:** (1) the performance of alarm equipment; (2) staff functions; (3) student performance; (4) obstructions; or (5) other factors which may pose a safety hazard or affect the efficient, orderly exiting from the building. Use of this form is mandated per section 118.07 (2) (b) of the Wisconsin statutes for annual reporting to the fire department. The person having direct charge of the school is responsible for ensuring corrections of deficiencies.

School Official's Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

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