



Enter District Name Here

Enter names of schools and sites covered in this plan:

The _____ (district name) 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 _____ (district name). We support its recommendations and commit the [district/school'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 _____ (district name) community.

School Board President

Date

Chief of Police **XXX**

Date

XX _____
County Sheriff

Date

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

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

File a copy with the Office of School Safety following their Act 143 reporting requirements, available here:

<https://www.doj.state.wi.us/office-school-safety/act-143>



Insert District Name Here

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:

(Provide names and positions of planning team.)

Superintendent: _____
Board President: _____
Other Board Members: _____
District Safety Coordinator: _____
Mental Health Representative: _____
Law Enforcement: _____
Fire: _____
Emergency Management: _____
Community Member(s): _____

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

School Safety Coordinator Name: _____
Email: _____
Phone number: _____

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Introduction

The purpose of the _____ (district name) Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of _____ (district name) 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 _____ (district name) 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. _____ (district name) regularly schedules in- service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases _____ (district name'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 _____ (district name) 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

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each review of a safety plan under par. (d), a governing body of a private school shall submit a copy of the most recent blueprints of the private school and all of its facilities to each local law enforcement agency with jurisdiction over the private school and to the office of school safety.



I. Prevention/Mitigation

School EOP Planning Principles

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

Planning must be supported by leadership.

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

Planning uses assessment to customize plans to the building level.

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

Planning considers all threats and hazards.

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

Planning provides for the access and functional needs of the whole school community.

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

Planning considers all settings and all times.

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

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

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

1. Form a Collaborative Planning Team
2. Understand the Situation



3. Determine Goals and Objectives
4. Plan Development (Identifying Courses of Action)
5. Plan Preparation, Review, and Approval
6. Plan Implementation and Maintenance

Prevention Programs and Initiatives

Insert descriptions of district's 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

Insert applicable / available district policies for:

- School Safety
- Student Security
- Student Supervision
- Bullying
- Threat Assessment
- AODA
- Weapons
- Violence
- Visitors



Site Assessment Dates

<u>Site Name</u>	<u>Date of Site Assessment</u>
Columns can be added or deleted	



Confidential Individual School Plan

(Each school site will have an individualized plan)

1. School Name, Address, Phone Number(s)
2. School Schedule(s)
3. Staff (Insert names and positions)
 - a. Administration
 - b. Clerical
 - c. Custodial
 - d. Student Services
4. Staffing Complement (Numbers and Positions: i.e. 45 teachers, 12 monitors, 6 paraprofessionals. FTE of X)
5. Student Demographics (total enrollment, ethnicity, socio-economics, special education, second language)
6. Neighborhood description (Urban, rural, industrial, commercial, mixed use)
7. Evacuation, Rally Points, and Reunification Sites
8. Hazards Summary (For awareness purposes of likely site-specific hazards and threats. Should be reviewed, added to or omitted based on neighborhood/community characteristics)

Natural Hazards	Tornado Lightning Flooding Blizzard Others:
Technological Hazards	Power Failure Hazardous Materials Gas Leaks Others:
Biological Hazards	Infectious Diseases (Pandemics, i.e. H1N1, tuberculosis, meningitis. Food Contamination Toxic Materials in School Labs Others:
Adversarial and Human-Caused Threats	Fire Violent Intruder/Active Shooter Criminal Threats Bomb Threats Domestic Violence Cyber Attacks

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	Suicide Abductions/Missing Students Civil Unrest Others:
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(School Name) Building Profile Form
School Year

School:	Address:
Main Office Number:	Principal Name/Number:
Safety Point Person/Number:	School Resource Officer/Number:
Head Custodian/Number	Secretary Name/Number
Rally Points:	Reunification Site(s):



(School Name) Building Safety Team
School Year

Building Members	Name	Phone Number
Principal		
Associate Principal Dean of Students		
School Secretary		
Head Custodian		
Student Services		
Psychologist		
School Resource Officer		
Teachers		
Other Members		



(School Name) Emergency Contact List
School Year

All Staff and Students are authorized to call emergency services – 911 – for any urgent situation.

Situation/Time Frame	Contact Sequence	Phone Numbers
After School – School Year (Sports, Clubs, Activities)	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Weekend - Daytime	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Weekend - Evening	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Summer	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
School Breaks/Vacations	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.



(Insert School Floor and Site Plans)



Insert Map and Directions to Rally Points, Evacuation, and Reunification Site(s)

II. Preparedness/Protection

District Safety and Security Team

The District Safety Team will consist of the following members:

- **Suggested positions: This will vary by district**
- Director of Facilities Operation and Safety / Security
- Directors of Elementary and Secondary Education
- Director of Special Education and Pupil Services
- Superintendent
- District Legal Counsel
- Associate Superintendent
- Executive Director- Human Resources or designee
- Director of Media and Public Relations
- District Equity Coordinator
- Police Department Liaison
- Chief Technology and Information Officer

Responsibilities

District:

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

The review committee should include:

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

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Require all students participate in emergency preparedness training, drills and exercises

Review school construction, renovation projects and general operations for safety

Superintendent and other administrative staff:

Recommend school safety, violence prevention (including bullying/cyber bullying prevention programs) and emergency preparedness programs to the local school board

Assign selected faculty members to be a part of the District Response Team

Appoint an emergency coordinator to assist with planning, monitoring and implementation of the plan

Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans

Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel

Implement change in school emergency plans based on evaluation of local policies, needs and experiences

Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs including Community Education or Early Childhood

Be informed of neighboring school system emergency management policies and make mutual aid agreements

Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers

Arrange notification systems for staff and families

Building Safety and Security Teams

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

- Principal
- Associate Principals
- Counselors
- Psychologist
- Social Workers
- Teachers
- School Resource Officer(s) (SROs)
- Secretary
- Custodian
- Monitor/Para-professional
- Food Service Worker (as needed)
- Others as deemed necessary



The building principal will establish and facilitate the Building Safety and Security Team.

Principals:

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

Teaching staff:

- Participate in developing the school emergency plan.
- Participate in the execution of school emergency plan exercises, drills and trainings.
- Provide instruction and practice in universal emergency response procedures.
- Help students develop confidence in their ability to care for themselves and help others.
- Provide leadership and activities for students during a period of enforced



emergency confinement.

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

Physical plant staff:

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

Transportation staff:

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

Food service staff:

- Maintain adequate supplies of food and water for emergency use.

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

Parents:

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

Students:

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

Incident Command System

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

The incident commander is responsible for carrying out the ICS function of command—managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For



larger incidents, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

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

Course Overview

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

<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.

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

Identifying Students and Staff with Special Needs

A key first step when developing individual emergency plans is identifying those students and staff members who may require special assistance in an emergency. For example, does the student or staff member have a physical disability that could hinder their ability to evacuate? How does a staff person who is deaf learn of a lockdown? When identifying students and staff who may require assistance, it is also important to consider students or staff with less obvious disabilities including; asthma, panic attacks, significant allergies, or heart conditions. Students with these needs may not have an IEP, but their



condition may be known to the school nurse or classroom teacher. Including a question about special considerations on the student emergency card is one strategy schools can use to identify students who require additional assistance in an emergency.

Developing an Individual Emergency Plan

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

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

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

Considerations Specific to Evacuation Planning

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

Interagency Agreements

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

A Memoranda of Understanding Template is found on pages XXXX



Drills

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

Purpose

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

Drills provide schools with the opportunity to:

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

Planning for drills

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

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

Documenting drills

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



limited to, drill logs and after-action reports.

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

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 on page XZ.**

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.

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

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

Planning transportation and site set up



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

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

Additional considerations for reunification site set up:

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

Reunification process

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

Reunification materials and supplies

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

Administrative Go-Kits

Emergency go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily

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taken out of a school in case of an emergency. Supplies useful for reunification may be contained in an administrative go-kit. Consider including these items:

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



III. Response

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

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

Procedures for Specific Emergency Situations

Please direct all questions regarding the following information to:

Insert Appropriate Name/Phone (Ideally the District Safety Coordinator)

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Specific Situations

Contents	Page
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Threat	
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Weapon	
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Medical Emergency	
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Missing Child (After School)	
Severe Weather, Tornado Watch/Warning Drill	
Severe Weather, Tornado/Severe Thunderstorm/Flooding	



Abduction/Unauthorized Removal of Student

Follow the actions below.

Teacher & Secretary

- Notify principal immediately

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



Assault

Critical Information

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

When an Assault Occurs

Staff

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

Bomb Threat Overview

Reporting Procedure

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



message itself needs to be handled as little as possible.

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

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

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Emergency Operations and School Safety Plan (EOP)



- Any room within a building where there is access
- Stairways or stairwells
- The outside perimeter of the building should be searched.

How to Look:

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

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

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

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

Evacuation

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

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- 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 roll book. 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.
- After an evacuation, the administrator or designee will provide a message when the building is clear for re-entry.
- Key building staff such as custodians and administrators should be readily identifiable by law enforcement officers.

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

Prevention

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

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

Media

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



Bomb Threat Visual Inspection

Visual Inspection Procedures

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

What to look for:

- Anything out of place

Where to look:

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

How to look:

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

If object located:

- Notify principal/designee
- Evacuate building

Evacuation

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

PRINCIPAL'S OFFICE:

- If not already in communication with your police, call 911 or _____ (insert number)
- If not already in communication already, notify your Superintendent or designee.
- Notify staff to check their areas via email.
 - Make an announcement that staff must check email immediately.



- Ensure areas of the building not occupied by staff are searched.
- Determine Evacuation Plan if needed.
 - See next page if evacuation is needed.
- Keep in contact with evacuation site(s) frequently.
- Determine when it is safe to return to the building.
- Debrief staff.

Suspicious Package or Mail

Critical Information

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

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

Staff

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

Building Administration

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

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

Staff

- Notify building administration



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

Building Administration

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

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

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

Staff (continued)

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

Building Administration

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

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- Notify parents or legal guardians according to district policies

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



Threat

Critical Information

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

In the event of IMMEDIATE danger:

Staff

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

Building Administration

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

If threat is identified but there is no immediate risk:

Staff

- Complete a Threat Incident Report Form
- Notify building administration and student services staff
- Maintain confidentiality

Building Administration

- Convene the appropriate staff to evaluate the threat (e.g. School Safety Intervention

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Team). Use Threat Assessment Guidelines to determine threat credibility

- Notify law enforcement, if appropriate
- Conduct search of school and personal property, if needed
- Interview the individual posing a threat
- Develop an action plan
- Notify your Superintendent or designee
- Contact parents or legal guardians
- Inform them of the situation, any concerns and course of action
- Obtain permission to exchange information between agencies
- Document any referrals, actions taken and decisions made
- Implement Recovery procedures

Suspected Weapon

Follow the actions below.

Principal's Office

- Contact school resource officer and/or police
- Notify teachers that a situation is being investigated
- 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
- Consult with District Designated Media Contact
- District discipline policy administered



Weapon - Confirmed

Critical Information

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

If you are aware of a weapon on school property:

Staff

- 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

- 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
- Determine whether to initiate Lockdown, Evacuation or other procedures
- Notify your Superintendent or designee
- Conduct weapon search, if needed
- DO NOT approach the individual alone. Consider these factors:

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- 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



Armed Intruder

Follow the actions below.

Teachers and Staff

- Safety/survival of student is first priority
- If possible, initiate evacuation
- If lockdown is best option, barricade entry

Principal or Designee

- Initiate school's Violent Critical Incident Procedures
- Call 911
- Keep staff informed in real time
- Stay in central command area
- Direct police to problem area
- Notify and consult with your Superintendent or designee
- Consult with District Designated Media Contact
- Announce counseling services available for staff and students
- Inform parents and visit parents as needed

Unarmed Intruder

Follow the actions below.

All Staff Members

- Report any suspicious person to principal's office immediately
- Approach intruder to determine reason
- Direct or accompany to proper office



- If no reason to be in building, ask person to leave

Principal's Office/Designee

- Approach intruder 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

Fight/Disturbance

Critical Information

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

When a fight or disturbance occurs: Staff

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



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

Building Administration

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

Fire

Follow the actions below:

Principal's Office and/or Staff

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

Hazardous Materials

Follow the actions below.

Teacher

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

Principal's Office

- Call 911 according 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.

Chemical Agent Release

Inside of Building

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

Outside of Building

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

Medical Emergency

Critical Information

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

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

- Call 911 immediately
- Send for immediate help (notify 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.

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

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

- 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 school social worker.
 - 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.
- Determine needs for peer support.
- Encourage the victim to seek support from a rape crisis center



- Take actions to control rumors.
- Document all actions taken by staff and complete incident reports.
- Store all records related to sexual assault incidents and services provided in a confidential administrative file.

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

Suicide Attempt

Teacher

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

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.

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 your Superintendent for support from other school safety teams if needed.
- 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.



Student in Crisis (Threat to Self or Others)

Staff Member

- Contact building administrator and office immediately.
- Monitor child to ensure safety.
- If NVCIT trained, restrain child.

Principal's Office

- Contact police.
- Contact parent/guardian or emergency contact.

Missing Child (During School Day)

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 the School Day)

School Staff Member

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

Principal/Designee

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

- The school must then contact police **immediately**
- Notify parent and/or guardian (if not already notified)
 - Collect the following information:
 - Name
 - Grade/Age
 - Last seen when/where

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- 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.

Missing Child Transported by Bus

The bus company/companies will need to be called to check if an extra student has been found on any buses.

- (Insert Bus Company Names/Numbers)



**Severe Weather
Tornado Watch/Warning Drill**

The _____ (name) District cooperates annually with the
_____ (name) County Emergency Government and the Department of
Public Instruction by participating in a stateside Tornado Watch/Warning Drill in April.
These procedures are followed:

Tornado Watch/Warning Drill

- (Insert specific district and school protocols)



Severe Weather Tornado/Severe Thunderstorm/Flooding

Critical Information

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

Watches

Indicate conditions are right for development of a weather hazard.

Warning

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

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

District Administration

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

Building Administration

- Monitor National Weather Service (NOAA) weather radio, all-hazard, or emergency alert radio.
- 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



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
- Move students and staff out of portable classrooms and into a permanent building.

Building Administration (continued)

- Notify parents and legal guardians according to district policy.

Staff

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



Other Severe Weather Emergencies District Administration

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

Building Administration

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

Staff

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



IV. Recovery

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

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

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

Recovery

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

Key Recovery Components

Physical/Structural Recovery

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

Physical recovery planning considerations:

- Assess the building structure. Depending on the scope of the damages, inspections by a third party may be necessary.
- Provide for temporary relocation of classes or activities if damages require extensive repair or rebuilding.



- Resume transportation and food service. Reroute buses if necessary and possibly reconfigure drop off zones. If the cafeteria is affected, look at alternative areas for food service and inspection by health authorities.
- Assess damages or replacement of furniture, equipment and supplies (desks, books, computers, gym equipment, labs, teacher supplies, etc.)
- Clean up damaged facilities. Determine who will do it, how soon and who pays.

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

Academic Recovery

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

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

Short-term planning considerations:

- Resume classes as soon as possible. Determine who makes the decision, what factors might affect the date/time and method for returning and how the information is communicated to staff, students, and families.
- Modify the academic routine as needed. Modifications may be necessary if buildings have been significantly damaged and cannot be used 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 building and grounds personnel in developing lists of “needed” and “wanted” items.
- Communicate regularly with staff. Hold briefings for all staff supplemented by emails and printed materials. Staff will need to be aware of modifications made to the regular routine, provisions of counseling services and communications sent to students’ homes.
- Communicate with parents or guardians. Determine what information is



needed and how the information will be communicated (i.e. meetings, phone, web site, letter, email).

Long-term planning considerations:

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

Social/Emotional Recovery

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

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

Social/emotional recovery planning considerations:

- Assess emotional needs of students and staff. Determine who will do this and how teachers, school resource officers and others can help identify students in need of assistance.
- Organize emotional support systems with student support services personnel district- wide. Establish partnerships with community mental health agencies and faith groups.
- Promote messages of resiliency and hope. Work with communications and district leadership to prepare messages, arrange parent meetings, provide fact sheets and web based materials.
- Train staff to recognize symptoms of extreme stress in children. Schools may

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want to provide a class on Psychological First Aid or similar curriculum and involve community agencies.

- Determine intervention methods for students, staff and families in need of emotional support. Plan for student support services staff availability, method of referral to community agencies, allotment of time with counselors and ongoing assessment for longer term support.
- Plan for memorials. Make pre-disaster recommendations for spontaneous memorials (flowers, posters, stuffed animals, etc.) and prepare district response to requests for permanent memorials. Plan for first anniversary events and consider holding events during the school year that allow students to express themselves.



Recovery Communications

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

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

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

Recovery communication considerations:

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

Communications may be very active in the first few days after a major emergency. The

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



Behavioral Health Crisis Intervention

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

When an emergency occurs:

Building administration and student support services

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

Staff

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

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

Insert Appropriate Partner agency names and numbers



Indicators or Symptoms of Distress in Children

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

Symptoms:

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

How Teachers Can Assist Students

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

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

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



Dealing with the Aftermath

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

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



Debriefing

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

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



Appendices



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			

Pre-Drill Planning	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?			
During the Drill			
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)			
After the Drill			
Was a debrief held with the School Safety Team?			

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Were police, fire or other emergency responders included in the debrief?			
Were staff and students be debriefed?			
Were parents informed of the drill results?			

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



MEMORANDUM OF UNDERSTANDING (MOU)

Between _____ School District and _____

I. PARTIES

This memorandum of agreement is by and between _____, a non-profit organization that works to support schools in implementing and sustaining sexuality education, hereinafter referred to as “PROJECT PARTNER,” and _____ School District, a public school district located in CITY/STATE, hereinafter referred to as “SCHOOL DISTRICT”.

II. PURPOSE OF THE UNDERSTANDING

This Memorandum of Understanding (MOU) sets out the terms by which the Project Partner and School District will work together to institutionalize sex education in compliance with the current state educational code and administrative policies within _____ School District.

III. KEY CONTACTS

The key contact for the Project Partner will be _____ and _____ will be the key contact for the School District. These individuals are responsible for ensuring the conduct of the activities listed below.

IV. PROJECT PARTNER ROLES AND RESPONSIBILITIES

Project Partner agrees to:

- 1) Provide a timeline for implementation of the activities included in this memorandum of understanding.
- 2) Provide a menu of training possibilities in support of this project by DATE.
- 3) Provide at least one training for targeted participants (e.g., parents, administrators, teachers).
- 4) Provide a review of the current state educational code and administrative policies for School District.
- 5) Lead monthly meetings with School District stakeholders throughout the course of the project, including conference calls and site visits.
- 6) Review current school policy related to the provision of sex education for alignment with current state educational code and administrative policies.
- 7) Make recommendations for improvements and provide policy and procedure examples to the School District, as appropriate.



- 8) Map the current school district's K-12 sex education curriculum content and overall alignment with the state educational code, administrative policies and national standards.
- 9) Make recommendations to align the School District's K-12 sex education curriculum with the state educational code, administrative policies and national standards.
- 10) Provide support to the School District in addressing the sex education with the local school board, including the provision of materials and formal presentations.
- 11) Improve accessibility of curricula trainings for school staff.
- 12) Provide a curriculum review tool for use in the curricula review process. Assist the School District in selecting, procuring, and adopting an evidence-based or other research-based curriculum.
- 13) Provide a copy of the final selected curriculum to the school district.
- 14) Provide at least four print resources for informal and tailored staff development throughout the school year.
- 15) Organize and facilitate the required School District - Project Partner meeting to be held at the conclusion of first year of implementation.
- 16) Lead process and outcomes evaluation of the project, as mutually agreed upon.
- 17) Provide a final sustainability plan to addresses policy, practice, staff development, and other essential aspects of institutionalizing sex education.

V. SCHOOL DISTRICT ROLES AND RESPONSIBILITIES

School District agrees to:

- 1) Assist in the creation of a timeline for implementation of the activities included in this memorandum of understanding by providing feedback, suggested changes, etc.
- 2) Prioritize three topics from the menu of training possibilities.
- 3) Assist Project Partner in coordinating training(s) for the School District, including site location, equipment arrangements, registration, etc.
- 4) Participate in monthly meetings throughout the course of the project, including conference calls and site visits.
- 5) Assist Project Partners in a review of current school policy related to sex education for alignment with current state educational code and administrative policies.
- 6) Assist Project Partners in mapping the school district's K-12 sex education curriculum for alignment with current state educational code and administrative policies.



- 7) Communicate needs to Project Partner for desired support in addressing the issue with the local school board, including the provision of materials and formal presentations.
- 8) Send appropriate school staff to curricula trainings.
- 9) Participate with Project Partners in reviewing, selecting, procuring, and adopting an evidence-based or other research-based curriculum.
- 10) Make available to school personnel at least four print resources for informal and tailored staff development provided by Project Partner throughout the school year.
- 11) Send at least one representative to the required School District - Project Partner meeting to be held at the conclusion of first year of implementation.
- 12) Actively participate in the process and outcomes evaluation of the project.

VI. DURATION OF THE UNDERSTANDING

This understanding will remain in effect from _____ to _____ and may be updated at any time through written agreement of each partner. Any party can terminate the agreement with thirty days' notice.

VII. SIGNATURES OF PARTIES' EXECUTIVE DIRECTOR OR PRINCIPALS

If the terms of this Memorandum of Understanding are acceptable, please sign and date both copies of this letter. Keep one copy for your records and return the other to Partner.

Signed by:

_____	_____
Name/Title/Organization	Date
_____	_____
Name/Title/Organization	Date



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	
Number of Students Present		Duration of the Drill	
Number of Staff Present			
Drill Supervisor			
Debrief Team 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:	
Phone Threat	
Phone number shown on caller ID:	
Exact words of the threat:	
Critical questions for the caller:	
Where is the bomb, chemical, or other hazard?	
What does it look like?	
What kind of bomb or hazard is it?	
When is it going to explode or be activated?	
What will cause it to explode or be activated?	
Did you place the bomb or hazard?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Who did?	
What is your name?	
Where are you calling from?	
What is your address?	

Caller's voice (circle all that apply):

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

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



Threat/Incident Reporting Form – Continued

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

Dates: From _____ to _____

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

School District Name: _____

School Name: _____ Municipality: _____ County: _____

School Address: _____

Date of Drill	Time of Drill	Evacuation Time (min/sec)	# Students	# Adults	Fire Dept Invited? Y/N	Type of Drill (Fire, Tornado, School Safety, Other)	Evacuation Drill Remarks (Attach sheet if necessary.)

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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