Port Washington-Saukville School District

Emergency Operations and School Safety Plan

Schools and Sites Covered:
Port Washington High School
Thomas Jefferson Middle School
Lincoln Elementary School
Dunwiddie Elementary School
Saukville Elementary School
PWSSD District Office

This school emergency operations plan has been completed and approved through a collaboration of efforts between community Agencies and PWSSD staff.

The Wisconsin School Safety Coordinator's 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.

Annually, 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

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

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Introduction

The purpose of the Port Washington-Saukville School District Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Port Washington-Saukville School District 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 Port Washington-Saukville School District has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific sections 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. Port Washington-Saukville School District regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Port Washington-Saukville School District 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 Port Washington-Saukville School District Emergency Operations Plan outlines the expectations of staff roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

Authority

Wis. Statutes 118.07 (4)
(a) Each school board and the governing body of each private school shall have in effect a school safety plan.

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

include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.

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

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

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

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

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

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

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

Prevention/Mitigation

School/District 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).

Prevention Programs and Initiatives

Child Abuse Reporting
A School District employee must immediately report to county Child Protective Services (CPS) or local law enforcement, if the educator has reasonable cause to suspect a child the educator has seen as part of their work has been abused, neglected or has been threatened with abuse or neglect and the educator believes it will occur. All staff are provided with mandatory reporter training when they start their jobs and every five years after.

Threats and Violence Reporting
The Port Washington-Saukville School District employs the [Comprehensive School Threat Assessment Guidelines (CSTAG)](#) for addressing potential school violence. CSTAG has two primary and interconnected objectives: preventing violence and resolving the underlying conflicts or issues driving threatening behavior. This process, often referred to as Behavioral Threat Assessment and Management (BTAM), is initiated when an individual threatens violence or engages in preparatory behaviors. The threat assessment team includes the building principal, school resource officer, school psychologists, Associate Principal, and the student services director. Threat assessment is guided by six core principles:

- **Violence prevention is achievable:** This foundational principle underscores the proactive nature of threat assessment. It asserts that through careful identification, evaluation, and management of potential threats, schools can intervene effectively and avert acts of violence. By focusing on understanding the pathways to violence and implementing appropriate support and safety measures, the district aims to create a secure learning environment where such incidents are less likely to occur.

- **Context is crucial:** Threatening behavior rarely occurs in isolation. This principle emphasizes the importance of examining the surrounding circumstances, including the individual's history, relationships, stressors, and the environment in which the threat is made. Understanding the

context provides critical insights into the meaning behind the behavior and helps differentiate between transient expressions of anger and more serious indicators of potential violence.

- **Adopt an investigative approach:** Effective threat assessment requires a systematic and thorough process akin to an investigation. This involves actively gathering information, interviewing relevant parties, documenting findings, and analyzing the data to gain a comprehensive understanding of the situation. This investigative mindset ensures that assessments are based on evidence rather than assumptions, leading to more informed and effective intervention strategies.

- **Focus on facts, not profiles:** This principle cautions against relying on stereotypical profiles or generalizations when evaluating threats. Instead, the emphasis is placed on gathering specific, observable facts and behaviors related to the individual and the situation. By focusing on concrete information, threat assessment teams can avoid biases and make more accurate determinations about the level of risk and the most appropriate course of action.

- **Utilize multiple information sources:** A comprehensive understanding of a potential threat requires gathering information from a variety of sources. This may include speaking with the individual in question, parents, teachers, peers, administrators, and reviewing relevant records. Drawing on multiple perspectives provides a more complete and nuanced picture of the situation, reducing the likelihood of overlooking critical details and enhancing the accuracy of the assessment.

- **Determine if the individual poses a genuine threat:** The ultimate goal of the threat assessment process is to determine whether the individual poses a credible risk of engaging in violence. This involves analyzing the gathered information, considering the individual's intent, capacity, and access to means, and evaluating the plausibility of the threat. This determination guides the development of appropriate management strategies aimed at ensuring the safety of the school community while also addressing the needs of the individual who made the threat.

Threat Assessment Overview

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using the CSTAG protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. The CSTAG form is a guide for conducting a threat assessment, but each case may have unique features that require some modification. A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

→ **No** → Not a threat. Might be an expression of anger that merits attention.

↓ **Yes**

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

→ **Yes** → Case resolved as transient; add services as needed.

↓ **No**

Step 3. Respond to a substantive threat.

For all substantive threats:
  a. Take precautions to protect potential victims.
  b. Warn intended victim and parents.
  c. Look for ways to resolve conflict.
  d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

→ **Serious** → Case resolved as serious substantive threat; add services as needed.

↓ **Very Serious**

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
  e. Screen student for mental health services and counseling; refer as needed.
  f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
  g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a revision of the original 7-step decision tree for Virginia Student Threat Assessment guidelines that retains the same information and procedures in a more condensed format. 9-22-2023 revision.

Mental Health Issues

The Port Washington-Saukville School District is deeply committed to fostering the mental and emotional well-being of all students. Our mental health prevention program is designed to promote awareness, resilience, and early intervention, creating a supportive environment that prioritizes the holistic development of every student.

- **Awareness and Education:**
    - We integrate mental health education into the curriculum to equip students with the knowledge and skills to manage stress, emotions, and social challenges.
    - The district engages in opportunities to raise the awareness of mental health needs for parents, students, staff and the community.

- **Building Resilience:**
  - The district implements social-emotional learning (SEL) programs across all grade levels to develop essential life skills such as self-awareness, empathy, and emotional regulation.
  - Peer support initiatives encourage students to recognize and support one another, creating a sense of community and belonging within the schools.
- **Early Intervention and Support:**
  - We provide access to school counselors, social workers, and psychologists who are available to offer support and guidance, ensuring early identification and intervention for students showing signs of emotional or mental health challenges.
  - The district collaborates with local mental health agencies and professionals ensure that students and families can access additional support when needed.
- **Staff Training:**
  - All new staff members take part in *Mental Health First Aid* training during new teacher orientation.
  - All staff members receive ongoing training to identify early signs of mental health issues and how to appropriately intervene, refer, and support students in distress.
  - Our mental health prevention program includes specific training for our student services staff on suicide prevention, crisis intervention, and de-escalation techniques.

The Port Washington-Saukville School District's prevention program reflects our dedication to creating a safe and nurturing environment where mental health is actively promoted, and every student is empowered to thrive both emotionally and academically.

Substance Abuse Awareness
The Port Washington-Saukville School District is committed to promoting the health, safety, and well-being of all students through comprehensive substance abuse prevention, education, and intervention programs. Our Substance Abuse Awareness Plan aims to educate students, staff, and the community about the dangers of substance abuse and to create a supportive environment for students to make informed, healthy choices.

- **Education and Prevention:**
  - The district provides age-appropriate substance abuse education as part of the health curriculum, covering topics such as the risks of alcohol, tobacco, and drug use, as well as the impact of peer pressure, addiction, and decision-making.
  - Guest speakers and assemblies are regularly scheduled to raise awareness about substance abuse, encouraging open discussions and reducing stigma.
- **Early Detection and Intervention:**
  - School counselors and staff are trained to recognize early warning signs of substance abuse and provide support to students in need.
  - The district works closely with parents and guardians, offering resources and guidance on how to talk to children about substance use and recognize potential risks at home.

- We collaborate with local healthcare providers, law enforcement, and substance abuse counselors to ensure that students have access to professional resources and support when necessary.

- **Supportive Environment and Recovery Assistance:**
  - The district is dedicated to creating a safe, drug-free environment where students can thrive. We offer counseling, peer support groups, and recovery programs for students who may be struggling with substance use or are in need of additional assistance.
  - Confidential support services are available to help students seek help without fear of judgment or disciplinary action.
- **Parent and Community Involvement:**
  - The district recognizes the importance of community involvement in addressing substance abuse. We actively engage parents through informational sessions, providing them with tools to identify signs of substance abuse and effectively communicate with their children.
  - Partnerships with local agencies and organizations enhance our efforts by providing educational resources, support networks, and community-based prevention initiatives.

The Port Washington-Saukville School District is dedicated to fostering a healthy, drug-free learning environment. Through education, awareness, and support, we aim to empower students to make positive choices and equip them with the skills needed to avoid the dangers of substance abuse.

Suicide Prevention, Response and Recovery

The Port Washington-Saukville School District has well established protocols to respond to concerns about self-harm. The School District focuses on the following areas to prevent and respond to suicide:

- **Education and Awareness:**
  - Staff Training: Regular training for all staff (teachers, administrators, counselors, support staff, coaches, etc.) on:
    - Recognizing Warning Signs: Changes in behavior, mood, appearance, social withdrawal, expressions of hopelessness, talk of suicide, increased risk-taking, giving away possessions, etc.
    - Understanding Risk Factors and Protective Factors: Knowledge of factors that increase or decrease suicide risk.
    - How to Respond: Step-by-step guidance on how to talk to a student expressing suicidal thoughts, how to keep them safe, and who to contact.
    - School Resources: Familiarity with school counselors, social workers, psychologists, and external mental health resources.

- ■ Confidentiality and its Limits: Understanding when confidentiality must be broken to ensure safety.
- **Student Education: Age-appropriate education for students on:**
  - ○ Mental Health Awareness: Reducing stigma and promoting help-seeking behaviors.
  - ○ Coping Skills: Teaching healthy ways to manage stress, anxiety, and difficult emotions.
  - ○ Help-Seeking Behaviors: Encouraging students to reach out to trusted adults when they or a friend need help.
  - ○ School Resources: Making students aware of available support systems within the school.
  - ○ Bystander Intervention: Empowering students to recognize warning signs in peers and know how to report concerns responsibly.
- **Parent/Guardian Education: Providing information to parents/guardians on:**
  - ○ Warning Signs at Home: Educating them on indicators they might observe.
  - ○ Communication Strategies: Tips for talking to their children about mental health.
  - ○ Community Resources: Information on local mental health services and how to access them.
  - ○ School Protocols: Informing them about the school's approach to suicide prevention and intervention.
- **Identification and Referral:**
  - ○ The Port Washington-Saukville School district works with multiple community partners to provide opportunities for students to receive counseling within our school buildings. In addition, our student services staff provide individual and group assistance to students. The School District has pathways for students, staff, and parents to refer students who may be at risk to school mental health professionals. This include:
    - ■ How to make a referral (e.g., verbally, in writing, online form).
    - ■ Who to contact directly (e.g., counselor, designated staff member).
    - ■ Protocols for urgent referrals.
  - ○ Collaboration with External Agencies: Developing partnerships with local mental health agencies, hospitals, and crisis centers to ensure seamless referrals and access to specialized care.
- **Safe School Environment:**
  - ○ All of the district's buildings foster a Positive School Climate through initiatives that promote a culture of belonging, respect, and inclusivity to reduce social isolation and promote mental well-being.

- ○ The district's buildings Implementing effective strategies to prevent and address bullying, which is a significant risk factor for suicidal ideation.

- ○ The district is committed to ensuring adequate staffing of school counselors, social workers, and psychologists to provide timely support and intervention.

- ○ The School District displays crisis hotline information both in the buildings as well as on the district website.

Harassment and Bullying Prevention

The Board believes that bullying and harassment are complex school and community issues that have harmful consequences, first and foremost, for those individuals who are the victims of the behavior; but bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community. Accordingly, the Board directs the administration to ensure that the District's schools are taking active steps, directed toward both students and staff, surrounding bullying and harassment awareness, prevention, and intervention/response.

The administration shall ensure that bullying and harassment are addressed:

- Within the District's personal development and health education curriculum;

- As an element of technology/Internet safety instruction;

- As an element of developing and monitoring the overall climate of District schools and programs;

- By providing staff development resources related to harassment and bullying and communicating to District employees about their responsibilities related to awareness, prevention, and intervention;

- By enforcing the Board's expectations that employees and other adults who are present in the school environment will model appropriate behaviors, including not only the expectation that such adults will avoid engaging in bullying or harassment of students and others, but also the expectation that such adults will model the responsive behaviors that students are encouraged to use when they observe or intervene in response to negative conduct by others;

- Through the provision and use of interventions and supports for students;

- By establishing and communicating expectations for student conduct that address negative behaviors that, even if not rising to the level of bullying or harassment, are inappropriate for the school environment and that may be a precursor to bullying or harassment; and

- By establishing and implementing procedures under which incidents and concerns involving bullying and harassment can be reported and addressed in an appropriate manner. **Specifically, our school uses the Speak Up Speak Out (SUSO) Wisconsin Tip line. Available on each building-level webpage as well as on the District webpage. Parents are informed about this tipline annually and they are provided with the various ways to access the tipline. *All threats**

or suspicious activities should be reported immediately to staff member, an administrator, or using the Speak Up Speak Out Wisconsin tipline available as a confidential 24/7 reporting tool.

While there are often challenges associated with appropriately identifying, assessing, and responding to incidents of bullying and harassment, the District's procedures, services, and communications related to bullying and harassment shall take the following positions of the Board into consideration:

- The Board expects the District's response to any incident or course of conduct that involves bullying or harassment to exhibit a degree of proportionality to the totality of the known circumstances. No single, pre-defined response is appropriate for all circumstances. Similarly, if District employees conclude that an initial response to an incident or pattern of bullying or harassment has been ineffective, and they know that the behaviors have continued or that the behaviors have escalated, then a proportional response would include changing the District's approach to intervention.

- Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents and guardians affected by a serious situation (a) clearly identify the severity and totality of the circumstances of the situation to a teacher or administrator; and (b) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.

- Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is generally less important than identifying the behavior as inappropriate and taking action to address the behavior. However, where any written complaint or written report of bullying or harassment specifies that the alleged conduct is based, in whole or in part, on a student's legally-protected classification, the District shall treat its final determination as appealable to the State Superintendent of Public Instruction.

Information/Notice
- Students and parents and guardians shall be informed annually of relevant portions of the District's anti-bullying and anti-harassment policy and the related complaint/reporting procedures through the Student Handbook.

- The District will also provide a copy of the anti-bullying and anti-harassment policy and the related complaint/reporting procedures to any person who requests it.

- A reference to the District's anti-bullying and anti-harassment policy and the related procedures shall also be included in the District's Employee Handbook.

Annual Report

The District's Equal Educational Opportunities Compliance Officer shall keep data on the number and types of student-related incidents of bullying and harassment that are the subject of a written report/complaint. The Compliance Officer shall create an end-of-year annual summary report of such incidents (not including any personally-identifiable student information) to assist with the District's evaluation of its efforts to address bullying and harassment in the schools.

Supervision of students

All District employees and all other authorized agents of the District who teach, supervise, or otherwise work directly with students ultimately share in the responsibility for the day-to-day implementation of the District's policies, procedures, rules, and directives related to student conduct and discipline. In carrying out their respective responsibilities, the Board expects such employees and agents to comply with the following additional policy guidelines:

- Such employees and agents are expected to model appropriate behaviors for students in connection with school-related activities, including modeling appropriate responses to conflict.

- Rules and expectations for student conduct and any sanctions for misconduct shall be implemented and enforced, at a minimum, lawfully, without bias or favoritism, and in a non-discriminatory and non-arbitrary manner.

- Students shall be timely informed of the reason(s) for any disciplinary sanctions and a reasonable effort shall be made to provide the student with an opportunity to provide his/her viewpoint regarding the situation.

- Timely communication with a student's parent or guardian regarding student conduct and discipline shall be a priority; and, in connection with matters such as disciplinary removals from class and suspensions from school, such communication is also a legal requirement.

- The School District utilizes a network supervision tool, *Gaggle*, to monitor potential student safety concerns, including risks related to self-harm, bullying, violence, and other behaviors that may impact student well-being, allowing staff to respond proactively and provide timely support.

Access Control

All school buildings are to remain locked during the student school day. Anyone wishing to enter any school building during the school day must enter at the school office and is screened prior to access being granted.

When school doors are unlocked to allow students to enter or leave (examples include before school, after school, or at lunch), a designated staff member is physically present at any entrance that is not secured. The staff member is to be "visually screening" by actively monitoring ingress and egress through the unlocked exterior door.

At no time should exterior doors be propped open or left open and unoccupied. This includes garage doors and other types of entrances.

Visitor Protocol

All visitors to our schools must have a legitimate reason for their presence. The schools also must ensure the person is not prohibited from being on school grounds. To accomplish this, all visitors will be screened upon entrance, and must identify themselves with a photo ID. All visitors must be identified and logged. A unique pass with the visitor's photo on it identifies an authorized visitor. All other individuals in the school must wear their photo ID badges at all times.

Challenging Visitors

Access control and visitor protocols are important elements of school safety. While it is critically important to protect students from external threats, we must recognize that most school attackers are school-aged, and perpetrators are often current or former students, or a person otherwise familiar with the school.

Security-conscious staff members positively impact school safety. Conversely, a single staff member who fails to follow best practices can leave a gap that can be recognized and exploited. All staff members play a key part in keeping the school safe, regardless of job title or years of experience. All staff members should understand their role and importance in performing these school security tasks

When a staff member encounters an adult not displaying required identification, the staff member is required to "challenge" that individual's presence and immediately guide the person to the front office for identification or removal from the facility. It is important for staff to be provided with conflict management or communications training to properly address these types of incidents. The encounter should be non-confrontational but should be rigorously required of all staff.

A person who tries to avoid being taken to the office should be regarded with strong suspicion. Staff must not succumb to attempts to circumvent these requirements, and administration should support staff efforts to ensure all visitors are authorized and screened. If the person continues to make the individual feel uncomfortable and/or continues to refuse, the staff member may utilize the Standard Response Protocol "hold" or "lock-down".

Site Assessment Dates

Site Name	Date of Site Assessment	Performed by
Port Washington High School	11/28/2024	WSSCA
Thomas Jefferson Middle School	11/29/2024	WSSCA
Lincoln Elementary School	5/15/2024	WSSCA
Dunwiddie Elementary School	5/15/2024	WSSCA
Saukville Elementary School	5/15/2024	WSSCA

Confidential School Safety Plans

Each of the five school buildings in our School District have a confidential Individual school safety plan. The plan is reviewed annually and updated as needed. The principal at each building shares the confidential school safety plan during initial safety meetings in the Fall of each school year.

The template for the confidential school Safety Plan is linked Here:

📄 (TEMPLATE) Confidential Individual School Plan

Preparedness/Protection

District Safety and Security Team

The District Safety Team will consist of the following members:

- Facilities & Operations Manager

- Elementary Principals

- Middle School Administrative Rep

- High School Administrative Rep

- Director of Special Education and Pupil Services

- Superintendent

- School Resource Officer

- School Board member

- Port Washington Police Department Liaison

- Saukville Police Department Liaison

- Port Washington Fire & Rescue Liaison

- Saukville Fire & Rescue Liaison

- Ozaukee County Sheriff Liaison

- Technology Coordinator

- St. John the XXIII Representative

- District Community Coordinator

- School Nurse

- Transportation Company Representative

District Safety Liaison Team

District Safety Liaison Team will consist of the following members:

- Director of Facilities Operation and Safety / Security

- Elementary Building Safety Liaison

- Middle School Safety Liaison

- High School Safety Liaison

- Student Services Director

Building principals should be invited to all District Safety Liaison meetings

Building Safety Teams & Crisis Response Team

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

- Principal

- Associate Principals (secondary)

- Counselors / Psychologist
- Teachers
- School Resource Officer(s) (SROs)
- Administrative Assistant
- Custodian

Responsibilities

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

    The local emergency manager

    A school system emergency coordinator

    Individual school and building representatives

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

Superintendent and Other Administrative Staff
- Recommend school safety, violence prevention (including bullying/cyberbullying prevention programs) and emergency preparedness programs to the local school board
- Assign selected faculty members to be a part of the District Response Team
- Appoint an emergency coordinator to assist with planning, monitoring and implementation of the plan
- Consult with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans
- Develop competency and coordinate in-service exercises, drills, and trainings for all school personnel
- Implement change in school emergency plans based on evaluation of local policies, needs and experiences
- Initiate, administer, participate and evaluate school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs

including Community Education or Early Childhood

- Be informed of neighboring school system emergency management policies and make mutual aid agreements
- Identify suitable school facilities for use as community emergency facilities and coordinate related activities with local emergency managers
- Arrange notification systems for staff and families

Principals

- Establish and facilitate the Building Safety and Security Team.
- Appoint a 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 training.
- 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.
- 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.

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

Port Washington-Saukville School District 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, PWSSD will work with a number of individuals from different local emergency response agencies and individuals will 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, the district will 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). Members of the administrative team will be required to complete this course.

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 and should be shared with all team members and all building administrators.

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. The Student Services director will compile a list of students who need an individualized emergency plan. Building principals or designees will be responsible for completing the emergency plans.

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. Individuals in the school buildings and/or the student's IEP team 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.

This document should be used by teams to develop an individual Emergency Plan:
📄 **Individual Emergency Plan Template**

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

At the Port Washington-Saukville School District, safety drills are a vital demonstration of our unwavering commitment to preparedness for crises, emergencies, and disasters. These drills allow us to practice essential procedures such as lockdowns, evacuations, and shelter-in-place scenarios, ensuring our students and staff develop a strong understanding of how to respond effectively. While drills are a crucial element of our comprehensive emergency planning and preparedness efforts, they are one important part of how we regularly evaluate and refine our safety protocols

Drills provide our 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, each school will 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. The school safety drill log is a confidential document that is shared with administrators and other staff who are part of the emergency response team.

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

📄 Safety Event Drill After-Action Report

Example of the School Safety Drill Log: 🗓 School Safety Drill-SAMPLE

Example of the Safety Drill Schedule: 🗓 School Safety Annual Activities and Drills

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. Port Washington-Saukville School District utilizes the Standard Reunification Method (SRM) developed by the "I Love U Guys" Foundation. Initiating a reunification can be a result of anything abnormal at the school that renders it unsafe to stay in, or something in the area such as a power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at school.

Planning for Reunification

Crisis recovery starts before the crisis, not after. Simply "winging it" when reuniting ignores not only the mental health demands that accompany a crisis, but the responsibility of the school and the district to maintain the chain of custody of every student. A predetermined, practiced reunification method ensures the reunification process will not further complicate what may already be a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help prevent emotions from escalating at the site.

The Standard Reunification Method Explained

The School District utilizes The "Love U Guys" Foundation's SRM Guide Version 3 as the basis for it's reunification planning. That document can be found HERE. The process is as follows:

- Establish a parent/guardian check-in location.

- Deliver the students to an assembly area or transportation area beyond the field of vision of parents/guardians.

- Conduct accountability, or attendance, or who is at the assembly area (students and staff).

- Once students are on-site, notify parents/guardians of the location.

- "Greeters" hand parents/guardians a Reunification Card, and help them understand the process.

- The parent/guardian completes the card and brings it to the check-in area. The procedure allows parents/guardians to self-sort during check-in, streamlining the process.

- Parent/guardian identification is verified. The card is split at the perforation, and the parent/guardian receives the bottom portion.

- The parent/guardian brings that to an area outside the student assembly area and hands it to a "reunifier".

- The "Reunifier" covers a student from the assembly area and delivers them to the parent/guardian.

- Controlled lines of sight allow for an orderly flow, and issues can be handled with less drama and anxiety.

- Medical, notification, or investigative contingencies are anticipated.

- Pedestrian "flows" are created so lines don't cross.

- In the end, successful reunification is about managing the student and parent experience.

The One Non-Negotiable about Reunification

The one non-negotiable about the reunification process is the need for 100% accountability of your students and staff. It is imperative that district personnel know who is at the reunification site and who is not. While there is an understanding that staff may not know the exact location of everyone, by identifying who is at the impacted site, who evacuated via transportation, and who arrived at the reunification site, you will be able to determine who is present at the reunification site and who is missing.

Pre-selecting a Reunification Site

The Port Washington-Saukville School District has multiple reunification sites that it can utilize. The table page 72 has the reunification sights for each building. 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.

A written agreement must be developed outlining school and facility responsibilities during a reunification for all facilities used that are not owned by Port Washington-Saukville School District. 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.

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.

Go-Bags / Go-Kits

Every building has an Emergency go-kit which is a portable collection of emergency supplies and information. It is a red emergency bag on wheels that can be easily taken out of a school in case of an emergency. Each teacher also has an emergency Go Bag in their classroom which includes these items:

📄 Go Bags & Door Expectations

Go Bag is hung behind door on hook
- ☐ Every event teacher wears vest & Go Bag
- ☐ Go Bag Items:
    - Yellow Vest (office) 1
    - Clipboard (office) 1
    - Pens (office) 2
    - Attendance Forms (office) 20
    - Signs: Green OK, Red HELP (office) 1
    - Flashlight (office) 1
    - Whistle (office) 1
    - Basic First Aid Kit (office) 1
    - Current Student Rosters (teacher) 1

Response

Following are the Port Washington-Saukville School District's Guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, and parent-student reunification.

Standard Response Protocol

The School District adopts the *I Love U Guys Foundation's Standard Response Protocol (SRP)* as a foundational component of its School Safety Plan and Emergency Operations Plan. The SRP provides a common, research-based framework for responding to all hazards in a clear, consistent, and developmentally appropriate manner. By using shared, plain-language actions—*Hold, Secure, Lockdown, Evacuate,* and *Shelter*—the protocol establishes a unified approach for students, staff, families, and first responders. This consistency reduces confusion during emergencies, supports rapid decision-making, and strengthens the district's commitment to maintaining safe, supportive learning environments where preparedness and well-being remain a shared responsibility.

Procedures for Specific Emergency Situations

Please direct all questions regarding the following information to:

Brian Sutton, Student Services Director / Safety Coordinator
Email: brian.sutton@pwssd.k12.wi.us
Phone:262-268-6071

Abduction/Unauthorized Removal of Student

Critical Information

An abduction **from school** involves the unlawful taking of a student from school grounds by force, fraud, or persuasion, typically by an unknown individual or someone without legal custodial rights, and with criminal intent. An **unauthorized removal** occurs when a student is taken from school by someone who lacks the current legal right or permission to do so, even if they have a relationship with the child. Both are serious safety concerns, but abductions generally imply a higher level of immediate criminal threat. The district has strict protocols for both scenarios, always prioritizing student safety and involving law enforcement when necessary.

When an abduction/unauthorized removal of a student occurs:

Teacher & Secretary
- Notify the principal immediately.

   - If the principal is unavailable, notify the School Resource Officer and a student services staff member (school psychologist or school counselor). If none of those individuals are available, contact the Student Services Director (Cell- 608-770-8243)

- Do not allow the individual or the child to leave without speaking to the principal.

- If the individual does leave with the child, **call 911 immediately**.

Principal's Office
- Speak calmly to the abductor and attempt to detain him or her.

- In the case of an unauthorized removal,let them know that if they take the child, you know this is an unauthorized removal and you will call law enforcement.

- If the child does not want to go with the individual, do not allow the child to leave and call 911.

- Get the license plate number if possible.

- Call 911

- Call school resource officer

- Call parent

- Consult with your Superintendent or designee

- Assist police

- Provide media information to the superintendent.

Police Role
- Receive the call from school

- Dispatch officers

   - Police meet with school officials at a predetermined location

- Locate and confront the intruder/potential abductor/unauthorized individual

- Perform a 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- If necessary, call for a HOLD.**

  - **PUBLIC ADDRESS FOR A HOLD- "Hold in your classroom or area. Clear the Halls. Hold in your classroom or area. Clear the halls"**

- 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

- When the incident has been resolved, release the **HOLD**. Public address is "The Hold is released. All Clear. The hold is released. All clear.

Bomb Threat

Bomb Threat Procedure
Staff:
- If you receive bomb threat via phone:

    o **Do not hang up**.

    o Listen carefully to everything that is said, including background noises.

    o When you have all the information you can get, place the phone on the counter. *Only a Law Enforcement Officer should hang the phone up.*

    o Notify the office/administration.

- If you find a suspicious object or note:

    o Do not touch or move this object.

    o Immediately notify the office.

- If notified to check your area:

    o Search classroom or workspace for any object that looks suspicious or any object that you know is not normally in your area.

    o Notify office/administration if anything suspicious is found.

- You may be notified to evacuate in one of the following two ways – **Take your Go Bag**.

    o Through the use of the EVACUATION standard response protocol (SRP)

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

PRINCIPAL'S OFFICE:
- If not already in communication with your police, call 911/ 9-911
- If not already in communication, notify your Superintendent or designee.
- Notify staff to check their areas via email.

    ○ Make an announcement that staff must check email immediately.

- Ensure areas of the building not occupied by staff are searched.
- Determine Evacuation Plan if needed.

    ○ See next page if evacuation is needed.

- Keep in contact with evacuation site(s) frequently.
- Determine when it is safe to return to the building.
- Debrief staff.

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.

- A 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:

  o **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*.

  o 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.

  o 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.

  o The building administrator will notify the Superintendent or designee.

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

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

- Law enforcement role once the call comes in on 911.

  o 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
  - 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 a Suspicious Object is Located in the 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 for a Bomb Threat

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 for a bomb threat and the decision to re-enter the building is the responsibility of the building administrator who consults with law enforcement and district office building administration.

- If evacuation is needed, the same procedures used for fire drills should be utilized. Police assistance should be requested. PUBLIC ADDRESS IS: "EVACUATE [TO A LOCATION]" REPEAT THIS TWICE.
  - o 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.

  - o 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.
  - o Aid all building visitors.
  - o Discourage panic.
  - o Teachers should take their Go Bag. 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.
  - o Law enforcement officers will provide traffic control.
- After the building has been evacuated, the School Incident Command System should be initiated. 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 / emergency personnel declare the emergency is over.
- Each school should identify and confirm location to take students 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. All should be wearing an orange safety vest.
- 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 the room on arrival in the morning, or upon return to the room during the day, and report to the 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 73) must be finalized with a copy kept by the principal and school resource officer. A copy should be emailed to the District Safety Coordinator.

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

- Isolate the people who have been exposed to the substance to prevent or minimize contamination

- Preserve evidence for law enforcement

Building Administration

- Call 911

- Preserve evidence for law enforcement

- Turn the letter or package over to law enforcement

- Consult with emergency officials to determine:

    - Need for decontamination of the area and the people exposed to the substance

    - Need for evacuation or shelter-in-place

- Notify your Superintendent or designee

- Notify parents or legal guardians according to district policies

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

Suspected Weapon

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 suspect a student has a weapon, follow the actions below.
Staff

- Notify building administration immediately and provide the following information:
    - Location, identity and description of the individual
    - What you think the weapon(s) might be
    - 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.

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:
    - 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

Intruder

Follow the actions below.

Teachers and Staff
- Safety of the student is the first priority

- If possible, initiate evacuation

- If lockdown is the best option, barricade entry

Principal or Designee
- Initiate the school's Violent Critical Incident Procedures

- Call 911

- Keep staff informed in real time

- Stay in the central command area

- Direct the police to the problem area

- Notify and consult with your Superintendent or designee

- Consult with the District Designated Media Contact

- Announce counseling services available for staff and students

- Inform parents and visit parents as needed

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 the school building procedure for evacuation.

- Notify and consult with your Superintendent or designee.

Hazardous Materials

Follow the actions below.
Teacher
- Notify the 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 the 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 outside the building and to a 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 ventilation 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 of a non-responsive or life-threatening injury or illness:
Staff
- Call 911 immediately

    ○ Determine the best location for EMS to enter the building and tell the dispatcher where that place would be

- Send for immediate help (Medical Response Team / District 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 the victim for a medical alert bracelet or necklace. Provide information to first responders

- Call a hold. Say "Hold in your room or area. Clear the halls."

    ○ Disperse onlookers and keep others from congregating in the area

    ○ If possible, isolate the victim(s)

- Direct someone (e.g. staff, student) to meet and guide the first responders

- Assist emergency medical services personnel with pertinent information about the incident

- Complete an incident report and document all actions taken

Building Administration
- Ensure 911 was called and provide any updated information

- Secure victim(s) medical emergency profile

- Notify victim(s) parents, legal guardians or emergency contact

- Activate Building Safety Team

- Ensure someone (e.g. staff, student) meets and directs first responders.

    ○ Provide any additional information about the status of the victim(s).

    ○ Provide information from the victim(s) medical emergency profile.

- If needed, assign a staff member to accompany victim(s) to the hospital.

- Notify your Superintendent or designee.

- Activate Recovery procedures as appropriate.

- Document all actions taken by staff.

Medical 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 EMS on site. EMS can assess the situation and determine if there is time to wait for parent permission.

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.

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 the 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.

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.

Principal or Designee
- 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 a building administrator learns of an assault:

  ○ Notify appropriate law enforcement and Contact Child Protective Services

  ○ Notify the school principal and a building student services staff member.

- Designate a counselor or trusted staff member to review the victim's support needs.

- Determine needs for peer support.

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

- Take action 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.

Suicide Attempt

Teacher
- Call the 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 the school resource officer or law enforcement.
- If there is a weapon, treat it as such.
- If no weapon, direct school staff to remain with the person until the arrival of police or an ambulance.
- Notify and consult with your Superintendent or designee.
- Meet with the police and escort them to the scene.
- Notify parents.
- Keep staff and students informed if necessary.
- Make counseling services available for staff and students if needed.
- Contact the District Designated Media Contact if appropriate to determine the media plan.
- Notify Student Services personnel.
- Notify the 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 (Superintendent)
- 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 Student Services Team
- The principal will meet with the student services team to assess needs and assign responsibilities.
  - Determine if other individuals from the school or district need to be part of the team or in the meetings.
  - May meet several times throughout the day.
- Consider gathering: snacks, tissues, paper, markers, etc.
- Draft a statement to be released to the school community and / or students
- Draft what staff are able to say about the incident and distribute through email.
  - Remind staff that media requests come through the District Designated Media Contact
- 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 including friends of the deceased or anyone who has 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.
- Reach out to Ozaukee County for additional counseling support if needed.

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

If a Missing Child is transported by bus, follow all steps above and also call the bus company to check if an extra student is on any other bus and/or if the child got on the bus.

Johnson Bus Service
262-284-5330

Severe Weather

Tornado Watch/Warning Drill

The Port Washington-Saukville District cooperates annually with the Ozaukee County Emergency Management and the Department of Public Instruction by participating in a statewide Tornado Watch/Warning Drill in April.

Each building shares the confidential safety plan with staff and students annually, including information related to Shelter in Place in the event of a Tornado Watch/Warning Drill

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.

Principal or Designee
- 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

Tornado or Severe Thunderstorm WARNING Issued / Tornado has been Spotted:

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.

Principal or Designee
- 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.
- Notify parents and legal guardians according to district policy.

Staff
- Initiate Severe Weather Shelter Area procedures.
- Close classroom doors.
- Take the emergency go-kit and class roster from the classroom or office.
- Ensure students are in "tuck" positions.
- Take attendance and report any missing, extra or injured students to building administration.
- Remain in the 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.

Principal or Designee
- 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.

Other Severe Weather Emergencies (continued)

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.

Non-Classroom Events — Violence, Attack, or Threat of Violence

These procedures apply during school-sponsored activities occurring outside the classroom and align with the I Love U Guys Foundation Standard Response Protocol (SRP). Staff will follow the action called and use professional judgment based on the situation.

SRP Actions that are applicable to non-classroom events
- Hold
- Secure
- Lockdown
- Evacuate

Guiding Principle

Staff will follow the Standard Response Protocol action called and prioritize life safety. The SRP is designed to be simple, shared, and flexible so staff can respond effectively across a variety of non-classroom settings.

Athletic Events (Indoor & Outdoor)

Lockdown

Lockdown is called when there is a threat or hazard inside the event area.

Staff Actions
- Move students and teams out of sight and away from the threat.
- If indoors, lock, barricade, and cover windows when possible.
- If outdoors and escape is not safe, move students to the nearest securable location.
- Maintain silence and remain in place until released by law enforcement.

Coaches and supervising staff maintain control of students and conduct accountability when safe.

Evacuate

Evacuate is called when there is a safe location away from the threat.

Staff Actions
- Direct students and teams to move quickly and calmly to a pre-identified safe area.
- Use clear, simple directions.
- Maintain supervision and accountability.
- Do not re-enter the building until cleared by administration or emergency responders.

Secure

Secure is called when a threat or hazard is outside the event area.

Staff Actions
- Move students into the building if possible.
- Lock exterior doors.
- Continue activities inside the secured area while awaiting further direction.

Assemblies, Performances, and Large Indoor Gatherings

Lockdown

Lockdown is called when there is a threat or hazard inside the assembly space.

Staff Actions
- Direct students off aisles and away from doors.
- Use nearby rooms, backstage areas, or other securable spaces when appropriate.
- Lock and barricade doors if possible.
- Maintain silence and concealment.

Evacuate

Evacuate is called when there is a safe location away from the threat.

Staff Actions
- Use pre-identified exits and routes.
- Staff remain with assigned student groups.
- Avoid congestion and bottlenecks.
- Conduct accountability once safe.

Secure

Secure is called when the threat or hazard is outside the assembly space.

Staff Actions
- Lock doors.
- Keep students inside the secured space.
- Continue supervision while awaiting further instructions.

Outdoor Supervision

(Recess, Playgrounds, Arrival/Dismissal, Outdoor Learning)

Evacuate

Evacuate is called when there is a safe location away from the threat.

Staff Actions

- Immediately direct students away from the threat.

- Move students to the nearest safe building or location.

- Maintain visual supervision and calm direction.

- Conduct accountability once safe.

Lockdown

Lockdown is called when there is a threat or hazard inside the area and evacuation is not safe.

Staff Actions
- Move students to the closest available shelter.

- Secure doors if possible.

- Maintain silence and remain out of sight.

Secure

Secure is called when the threat or hazard is outside the immediate area.

Staff Actions
- Bring students indoors.

- Lock exterior doors.

- Continue supervision until further direction is provided.

Communication and Accountability (All Settings)

- Call 911 immediately for active violence, weapons, or imminent threats.

- Notify school administration as soon as it is safe to do so.

- Staff maintain supervision and conduct headcounts when conditions allow.

- Missing, injured, or separated students are reported immediately.

Post-Incident Actions

- Follow directions from law enforcement and administration.

- Preserve the scene when directed.

- Provide medical and mental health support.

- Communicate with families through district-approved channels.

- Participate in debriefing and documentation.

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

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 our schools, building and grounds personnel working with the district business manager and insurance carrier performs 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 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 responses to requests for permanent memorials. Plan for first anniversary events and consider holding events during the school year that allow students to express themselves.

Recovery Communications

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

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

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

Recovery communication considerations:
- Identify and prioritize stakeholders and their need for information from the school.

- Consider internal and external audiences, the kind of information each will need and the form and method of delivery used. Set up news briefings and parent meetings when necessary.

- Determine authorship of communications from school administrators or subject matter experts (i.e. school psychologist, transportation coordinator).

- Identify information audiences may need. Consult with recovery team members to select formats and methods for dissemination.

- Update the school or district web site, voice mails, messages to parents and frequently asked questions in a timely manner.

- Provide resources. Determine who will answer recovery calls and respond to email inquiries, add links to outside resources on the school's web site and communicate information about school-based resources.

- Control rumors. Track down rumors and misinformation. Respond with corrections.

- Convey messages of resilience and a return to normalcy.

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

Behavioral Health Crisis Intervention

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

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.

24-hour Contact agency responsible for behavioral health crisis assessment and intervention in the community or region:

Port Washington
Ozaukee County Health and Human Services Crisis Intervention: 262-284-7172 (Sheriff's Dispatch)
Port Washington Police Department: 262-284-4071

Saukville
Ozaukee County Health and Human Services Crisis: 262-284-7172 (Sheriff's Dispatch)
Saukville Police Department: 262-284-0444

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:

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

  o Anything said is confidential

  o All questions will be answered.

- Subsequent sessions should be based on:

  o Common reactions

  o Stress indicators

  o Reactions to emergency

  o Coping mechanisms

  o Stress reduction techniques

  o Referral information

The Port Washington-Saukville School District is committed to the safety and security of students, faculty, staff, and visitors in our schools and on our campuses.

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

This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the Port Washington-Saukville School District community.

_____   _____
School Board President   Date
Sara McCutcheon

_____   _____
Chief of Police, Port Washington   Date
Kevin Hingiss

_____   _____
Chief of Police, Saukville   Date
Robert Meyer

_____   _____
Ozaukee County Sheriff   Date
Christy Knowles

_____   _____
Chief of Fire, Port Washington   Date
Joe DeBoer

_____   _____
Fire Chief, Ozaukee Central Fire Department   Date
William Rice

Appendix

School Safety Annual Activities and Drills

Activity	Who	Due Date
Submit EOP to DOJ	SS Director	January 1
Medical Emergency Drill - Spring	Principal / Building Emergency Response	March 31
Tornado Drill - Spring	Principal / Building Staff / Students	April 15
CPR Training- Spring	Nurse	May 15
Contact all Community Safety / Law Enforcement	Safety Committee	July 15
Schedule all District Safety Committees (internal)	Safety Committee	July 15
Safety Meeting- Summer	Safety Committee	July 15
Update Safety Guidebook (Internal)	SS Director / Ad Council / Safety Committee	August 15
Check MOU- Evacuation Sites	SS Director	August 15
Review Safety Guidebook (Internal)	Building Staff	August 31
New Staff SRP Training	New Staff	September 1
Speak Up / Speak Out Training	Principal / Staff / Parents / Students	October 1
School Safety Drill- Fall	Principal / Building Staff / Students	October 15
Medical Emergency Drill - Fall	Principal / Building Staff	October 31
CPR Training- Fall/Winter	Nurse	December 9
Fire Drill- January	Principal / Building Staff / Students	January 31
Fire Drill- February	Principal / Building Staff / Students	February 28
Safety Meeting- Winter	Safety Team	February 28
Fire Drill- March	Principal / Building Staff / Students	March 31
Building-Level Safety Meeting- Spring	Principal / Building Staff	April 30
Fire Drill- April	Principal / Building Staff / Students	April 30
Check Safety Drill Progress	SS Director	April 30
School Safety Drill- Spring	Principal / Building Staff / Students	May 15
Fire Drill- May	Principal / Building Staff / Students	May 25
Safety Review with the Board (Spring)	Ad Council / Board	May 31
Safety Meeting- Spring	SS Director/Safety Team	May 31
Review Safety Drills and Documentation	Ad Council / SS Director	July 31
District-Level Safety Team Meeting (Summer)	Safety Team	August 1
Submit Safety Drill Records to DOJ	SS Director	August 1
Confirm Building Safety Liaisons	Principals	August 15

Activity	Who	Due Date
Check MOU- Reunification Site(s)	SS Director	August 15
Check MOU- SRO	SS Director	August 15
Review CSTAG Threat Assessment	All Admin / All SS Staff	August 15
All Staff SRP Training	All Staff	August 31
ALICE Training	All Staff	August 31
Mental Health First Aid Training	New Staff (professional)	September 15
Fire Drill- September	Principal / Building Staff / Students	September 30
Check on Safety Drill Progress	SS Director	October 15
Fire Drill- October	Principal / Building Staff / Students	October 31
Safety Meeting- Fall	Safety Committee	October 31
Fire Drill- November	Principal / Building Staff / Students	November 28
Safety Review with the Board (Fall)	Ad Council / Board	November 28
Fire Drill- December	Principal / Building Staff / Students	December 15
Stop the Bleed Training	New Staff	October 1

Port Washington-Saukville School District Reunification Sites with alternates

Building	Site 1	Site 2	Site 3
Port Washington High School	Thomas Jefferson MS 1403 North Holden St. 262-268-6100	Holiday Inn Express & Suites 350 East Seven Hills Road 262-284-2100	St. John XXIII School 1802 N. Wisconsin St. 262-284-2682
Thomas Jefferson Middle School	Port Washington HS 427 West Jackson Street 262-268-5500	Holiday Inn Express & Suites 350 East Seven Hills Road 262-284-2100	St. John XXIII School 1802 N. Wisconsin St. 262-284-2682
Lincoln Elementary School	Port Washington HS 427 West Jackson Street 262-268-5500	Dunwiddie Elementary School 1234 West Lincoln Avenue 262-268-5700	Holiday Inn Express & Suites 350 East Seven Hills Road 262-284-2100
Saukville Elementary School	Dunwiddie Elementary School 1234 West Lincoln Avenue 262-268-5700	Thomas Jefferson MS 1403 North Holden St. 262-268-6100	Holiday Inn Express & Suites 350 East Seven Hills Road 262-284-2100
Dunwiddie Elementary School	Port Washington HS 427 West Jackson Street 262-268-5500	Thomas Jefferson MS 1403 North Holden St. 262-268-6100	Holiday Inn Express & Suites 350 East Seven Hills Road 262-284-2100

Port Washington-Saukville School District

After-Action Report
SAFETY / SCHOOL VIOLENCE EVENT DRILL

School Building:		**Date of Drill:**	xx/xx/xxxx
Specific Scenario Drilled:			

Was Law Enforcement Present? YES   NO

If Law Enforcement was present, who was present?

<u>Assessment of Drill</u>:

1. Identify what was learned about the application of the school safety plan, the scenario-specific procedures, and/or staff and student readiness:

2. Identify any area(s) that need improvement and how those improvements will be accomplished:

Certification of Drill Evaluator:
I certify that I prepared this drill evaluation and that I am submitting this after-action report to the School Board on **xx/xx/xxxx**:

_____

Signature of Building Principal   *Printed Name*   *Date*

[Note: The written evaluation must be prepared by the school principal or other person in charge of the school building. The report must be submitted to the school board within 30 days of holding the drill.]

Certification of District Administration Review:

I certify that I have reviewed this drill evaluation:

_____

Signature of District Safety Coordinator   *Printed Name*   *Date*

_____

Signature of District Superintendent   *Printed Name*   *Date*

Certification of School Board Review:

On behalf of the Port Washington-Saukville School District, I/we certify that the School Board reviewed the above After Action Report at a meeting held on **05/19/2025**.

_____

Signature of School Board President   *Printed Name*   *Date*

_____

Signature of School Board Clerk   *Printed Name*   *Date*

Bomb Threat Form

Date		Exact time of the call	
Your Name			
Origin of call (Check CALLER ID Information)			

LISTEN! Do not attempt to put the caller on hold.

WRITE down the exact statement(s) of the caller:

SAY: *"For the safety of the children in the building I need some information."*		
1	When is the bomb going to explode?	
2	Where is the bomb?	
3	What does it look like?	
4	What kind of bomb is it?	
5	What will cause it to explode? A timer / radio signal / booby trap?	
6	What is your reason for doing this?	
7	Who are you? Who do you represent?	
8	Where are you calling from?	

After the call is complete recall the following description of caller's voice:

Male		Female		Accent?		Tone of voice	
Estimate of age (young, middle age, old)						Race:	
Were there any background noises?							
Other voice characteristics							
Did the caller seem familiar with the facility?							
Who was notified of the bomb threat?							

Other Comment

Threat Assessment (CSTAG) Documentation

THREAT REPORT
A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present. The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Demographics: ❑Male ❑Female Age: Grade, if student: Hispanic ❑Yes ❑No Check all that apply ❑American Indian/Alaska Native ❑Asian ❑Black/African American ❑Native Hawaiian/Other Pacific Islander ❑White Disability status ❑Yes ❑No IEP ❑Yes ❑No 504 Plan ❑Yes ❑No Classification _____ School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

Sources of Information	Was information reviewed?	Relevant Findings (use additional pages as needed)
ASSESSMENT FINDINGS (All sources are not needed in most cases.)		
Prior threats	❏Reviewed ❏Not applicable ❏ Not available	
Prior discipline incidents	❏Reviewed ❏Not applicable ❏ Not available	
Academic records	❏Reviewed ❏Not applicable ❏ Not available	
Special education records	❏Reviewed ❏Not applicable ❏ Not available	
Other records	❏Reviewed ❏Not applicable ❏ Not available	
Records from other schools	❏Reviewed ❏Not applicable ❏ Not available	
Records from outside agencies (e.g., social services or mental health)	❏Reviewed ❏Not applicable ❏ Not available	
Law enforcement records(criminal history, contacts, firearms purchases, etc.)	❏Reviewed ❏Not applicable ❏ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❏Reviewed ❏Not applicable ❏ Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		ID #	
Affiliation	❑Administrator ❑Teacher ❑Staff ❑Student ❑Parent/Guardian ❑Other:	Status	❑Current ❑Former Grade (if student):
School		Building/Program	
Emergency Contact		Relation	
Home Address		Phone	
Person(s) Conducting Interview		Location, Date of Interview	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:

1. Subjects admits to threat (statement or behavior).	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	

Threat is likely to be more serious:

7. Subject continues to feel angry toward target.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	

11. Subject has prior conflict with target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involves use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION Note that teams classify their threat assessment process, not the subject.

Date of initial classification:	❏Not a threat	❏Transient	❏Serious Substantive	❏Very Serious Substantive
Date of change in classification, if any: Changes are made only if the team decides that a threat is more serious than originally classified. The classification always shows the process the team followed.	❏Not a threat	❏Transient	❏Serious Substantive	❏Very Serious Substantive

Reason for classification:

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
2. History of criminal acts.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
5. History of intense anger or resentment.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
6. Has grievance or feels treated unfairly.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
7. Feels abused, harassed, or bullied.	❏Yes ❏ Partially ❏No ❏Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❏Yes ❏ Partially ❏No	

	❑Don't know/Not available	
9. Has been seriously depressed.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Substance abuse history.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Prescribed psychotropic medication.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Lacks supportive family.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Lacks positive relationships with peers.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
19. Other factors that suggest need for intervention.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

❑	1. Increased contact/monitoring of subject	
❑	2. Reprimand or warning	
❑	3. Parent conference	
❑	4. Student apology	
❑	5. Contacted target of threat, including parent if target is a minor	
❑	6. Counseling (note number of meetings)	
❑	7. Conflict mediation	
❑	8. Schedule change	
❑	9. Transportation change	
❑	10. Mental health assessment	
❑	11. Mental health services in school	
❑	12. Mental health services outside school	
❑	13. Assess need for special education services	
❑	14. Review of Individualized Education Program (IEP) for students already receiving services	
❑	15. 504 plan or modification of 504 plan	
❑	16. Behavior Support Plan created or modified	
❑	17. In-school time out or suspension	

❑	18. Out-of-school suspension (number days)	
❑	19. Referral for expulsion	
❑	20. Other disciplinary action	
❑	21. Change in school placement (e.g., transfer, homebound instruction)	
❑	22. Services for other persons affected by threat	
❑	23. Law enforcement consulted	
❑	24. Legal actions (e.g., arrest, detentions, charges)	
❑	25. Other actions	

CASE PLAN
This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	Date
Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.	
Follow-up or Revision of Plan	**Date**
Describe current status of plan and any revisions. List persons responsible for each component of revised plan. If subject makes an additional threat, update this plan rather than start a new case.	

Threat Outcome Summary

This information documents outcomes for case review and evaluation purposes. Complete this form after the threat assessment and update at end of school year.

Demographics of person making threat ❑ Male ❑ Female ❑ Other _____ **Age _____**

Race ❑ American Indian/Alaska Native ❑ Asian ❑ Black/African American ❑ Nat Hawaiian/Pac Islander ❑ White ❑ Other

Race **Hispanic** ❑ Yes ❑ No

If a student: Grade preK K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Individual Educational Program (IEP) at time of threat ❑ Yes ❑ No **Section 504 Plan at time of threat** ❑ Yes ❑ No

Eligible for Free/Reduced Price Meals ❑ Yes ❑ No

Person(s) threatened ❑ one person threatened ❑ more than one person threatened
Who threatened (check all that apply) ❑ student ❑ teacher ❑ school staff member ❑ other
Threat classification ❑ Transient ❑ Serious Substantive ❑ Very Serious Substantive
Threat outcome ❑ Threat not attempted ❑ Threat attempted but averted (no one assaulted) ❑ Threat carried out (someone assaulted) **Most serious injury to person(s) threatened (only answer when threat carried out):**
❑ assault with no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)
Social-Behavioral Outcomes
❑ Student apologized for threat
❑ Student participated in some form of conflict resolution or mediation
❑ Student participated in counseling or mental health services (beyond conflict resolution or mediation)

Consequences for person making threat (partial list; check all that apply)
❑ Referral for counseling, conflict resolution, or mental health services
❑ In-school suspension for ___ days
❑ Out-of-school suspension for ___ days
❑ Transfer to a different school
❑ In-home instruction, including online program
❑ Expulsion
❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail) ❑ Charges in juvenile or adult court

---

Follow-up (completed at end of school year following the assessment and again the following year)
Have any of the following occurred? Check all that apply:
❑ Student has received counseling or mental health services during this year
❑ Student has received special education services during this year
❑ Student has received educational support services (other than SPED) during this year
❑ Student has some other support services during this year (Describe briefly)
❑ Student has received a threat assessment for a new threat or incident this year__

End of year behavior status
❑ Student has received a threat assessment for a new threat or incident this year
❑ Student engaged in some kind of violent behavior toward others (e.g., a fight)
    ❑ assault no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)
❑ Student has received disciplinary consequences for a new incident/infraction this year
❑ In-school suspension for ___ days
❑ Out-of-school suspension for ___ days
❑ Other removal from school such as transfer to a different school or in-home instruction
❑ Expulsion
❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail)
❑ Charges in juvenile or adult court

End of year academic status
❑ Student graduated
❑ Student completed grade and advanced to next grade
❑ Student moved out of attendance zone and has left this school (Any known reasons) _____
❑ Student dropped out of school
❑ Student failed one or more courses
❑ Student failed one or more state achievement tests