

2007-08 Crisis Response Plan

*Wisconsin Career Academy
Milwaukee, WI*

*Edited by Glen Dawursk, Jr.
Assistant Principal, Dean of Students
02/25/08*

Distribution: TWO (2) copies to Division of School Safety & Security
TEN (10) copies on hand in school

SCHOOL NAME: **WISCONSIN CAREER ACADEMY**

ADDRESS: 4801 SOUTH 2ND STREET, MILWAUKEE, WI 53207

TELEPHONE: 414-483-2117

SCHOOL CRISIS PLAN

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VERIFICATION REPORT
I have approved this year's CRISIS PLAN

(Signature of Principal)

(Date)

RESOURCE LIST #1

CRISIS MANAGEMENT TEAM (CMT)

RESOURCE LIST #1

CRISIS MANAGEMENT TEAM (CMT)

Comments:

<p>1) <u>INCIDENT COMMANDER: MR. GLEN DAWURSK, JR.</u> <i>Back up Commander: MR. BORA</i> Work phone: Cell phone:</p>	<p>Assistant Principal -- Dean of Students – Rm. 202</p>
<p>2) <u>RECORDER: MS. LAURIE WOLFF</u> <i>Back up Recorder: MS. ELISABETH KOERNER</i> Work phone: Cell phone:</p>	<p>Rm. 110</p>
<p>3) <u>PUBLIC INFORMATION COORDINATOR: MS. THERESA STANGO</u> <i>Back up Coordinator: MS. AMANDA JANE KELLNER</i> Work phone: Cell phone:</p>	<p>Office - First Floor</p>
<p>4) <u>SAFETY SPECIALIST: MR. KEVIN STAFFANUS</u> <i>Back up Specialist: MR. SHARPEE</i> Work phone: Cell phone:</p>	<p>Rm. 204</p>
<p>5) <u>FINANCE/ADMIN. MANAGER: MR. KEMAL KAMAN</u> <i>Back up Manager: MR. MUHAMMET YILDIZ / MS. ZEHRA TEKIN</i> Work phone: Cell phone:</p>	<p>Executive Director -- Rm. 111</p>

<p>6) <u>LOGISTICS MANAGER: MR. YASAR BORA</u> <i>Back up Manager:</i> MR. JOSEPH HANSEN Work phone: Cell phone:</p>	<p>Assistant Principal -- Dean of Academics -- Office First Floor</p>
<p>7) <u>OPERATIONS MANAGER: MR. JOSEPH HANSEN</u> <i>Back up Manager:</i> MS. NICOLE HARTZEL / MS. ABBY FORST Work phone: Cell phone:</p>	<p>Rm. 201</p>
<p>8) <u>PLANNING/INTELLIGENCE MANAGER: MS. AMY LAHVIC</u> <i>Back up Manager:</i> MR. ROBERT CLARK Work phone: Cell phone:</p>	<p>Rm. 203</p>
<p>9) <u>TRANSPORTATION COORDINATOR: MR. MUHAMMET YILDIZ</u> <i>Back up Coordinator:</i> MS. KATHLEEN HENDERSEN / MR. FAIK TANRISEVEN Work phone: Cell phone:</p>	<p>Rm. 106</p>
<p>10) <u>OFF-SITE EVACUATION COORDINATOR: MR. JOHN. WISNIEWSKI</u> <i>Back up Coordinator:</i> MR. JOHN BRIGGS / MR. AHMET AKYOL Work phone: Cell phone:</p>	<p>Rm. 207</p>

<p>11) <u>STUDENT ACCOUNTING COORDINATOR: MS. REBECCA WANEZEK</u></p> <p><i>Back up Coordinator: MS. SANDRA NELSON / MS. JENNIFER HALLINAN</i></p> <p>Work phone:</p> <p>Cell phone:</p>	<p>Rm. 208</p>
<p>12) <u>SECURITY COORDINATOR: MR. MICHAEL MIKULASH</u></p> <p><i>Back up Coordinator: MR. BEN LAMP</i></p> <p>Work phone:</p> <p>Cell phone:</p>	<p>Rm. 119</p>
<p>13) <u>HEALTH TREATMENT COORDINATOR: MS. CATHERINE BECKER</u></p> <p><i>Back up Coordinator: MS. SUSAN KOSIBOSKI</i></p> <p>Work phone:</p> <p>Cell phone:</p>	<p>Rm. 117</p>
<p>14) <u>COUNSELING COORDINATOR: MS. JENNIFER REUCHLIN</u></p> <p><i>Back up Coordinator: MS. NATALIE ARNDT</i></p> <p>Work phone:</p> <p>Cell phone:</p>	<p>Office -- First Floor</p>
<p>15) <u>PARENT REUNION COORDINATOR: MS. NATALIE ARNDT</u></p> <p><i>Back up Coordinator: MS. SHERRY HILL</i></p> <p>Work phone:</p> <p>Cell phone:</p>	<p>Second Floor Rm. 209</p>

16)

OTHER SUPPORT COORDINATOR: MR. ORPHAN SHENEL

Work phone:

Cell phone:

**Main Costodian --
Keys to all Rooms
(also available
from Mr. Kemal
Kaman)**

RESOURCE LIST #2

SCHOOL PHONE CHAIN

RESOURCE LIST #2

SCHOOL PHONE CHAIN

<p>1) Name: Laurie WOLFF</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>2) Name: Kemal KAMAN</p> <p><i>Work phone :</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home</i></p>
<p>3) Name: Glen DAWURSK</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>4) Name: Yasar BORA</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>5) Name: Michael MIKULASCH</p> <p><i>Work phone :</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>6) Name: Catherine BECKER</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>7) Name: Amy LAHVIC</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>8) Name: Joseph HANSEN</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>

<p>9) Name: Nicole HARTZEL</p> <p><i>Work phone :</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>10) Name: John BRIGGS</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>11) Name: Susan KOSIBOSKI</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>12) Name: Kevin STEFFANUS</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>13) Name: Robert CLARK</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>14) Name: Jonathan WISNIEWSKI</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>15) Name: Abby FORST</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>16) Name: Jennifer HALLINAN</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>

<p>17) Name: Theresa STANGO</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>18) Name: Natalie ARNDT</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>19) Name: Jennifer REUCHLEN</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>20) Name: Elisabeth KOERNER</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>21) Name: Sherry HILL</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>22) Name: Ahmet AKYOL</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>23) Name: Ben LAMP</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>24) Name: Rebecca WANEZEK</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>

<p>25) Name: Amanda Jane KELLNER</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>26) Name: Garth SHARPEE</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>27) Name: Faik TANRISEVEN</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>28) Name: Sara WIZA</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>29) Name: Kathleen HENDERSON</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>30) Name: Zehra TEKIN</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>
<p>31) Name: Muhammet YILDIZ</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>	<p>32) Name: Orphan & Hulya SHENEL</p> <p><i>Work phone:</i></p> <p><i>Cell phone:</i></p> <p><i>Pager:</i></p> <p><i>Home:</i></p>

RESOURCE LIST #3

OTHER AVAILABLE RESOURCES

RESOURCE LIST #3**OTHER AVAILABLE RESOURCES**

EMERGENCY	Police/Fire Department/Ambulance	9-1-1
MPS	Office of Administrative Accountability Note: <i>The Administrative Specialist will arrange for all services & resources deemed necessary, so that the principal may focus on bringing the crisis to an end.</i>	475-8016
MPS	Division of School Safety Office Director (Cell Phone) Assistant Director (Cell Phone)	345-6635 750-3488 750-3959
BMCW	Bureau of Milwaukee County Child Welfare	220-7233
Non-emergency	Milwaukee Police Department	933-4444
Non-emergency	Milwaukee Fire Department	286-8948
Non-emergency	Milwaukee County Sheriff Department	278-4726
MHD	Milwaukee Health Department	286-3521
MCTS	Milwaukee County Transit System	937-0477
Emergency	Poison Center (Children's Hospital of Wis.)	266-2222
Emergency	Poison Help	1-800-222-1222
Non-emergency	Children's Hospital of Wisconsin	266-2000
MPS	Public Information	475-8237
MPS	Facilities and Maintenance Division	283-4600
MPS	Student Services	475-8448
MPS	Head Start Office	475-8462
WCA Services:		
Milwaukee Alarm	Fire Alarm Emergency Response / Drills	414-271-8800
Guetzke & Assoc.	Elevator Alarm / Fire Alarm Maintenance	262-548-0100
Innovative System	East Entrance Magnetic Lock & Intercom	414-761-7350
Sonitrol Corp.	WCA Door Entry Security System	1-877-766-4876

STAGING AREA WORK SHEETS

FORM ACOMMAND POST

FORM BMEDIA STAGING AREA

FORM CBUS STAGING AREA

FORM DALTERNATE SITE EVACUATION AREA

FORM E.....ALTERNATE SITE *Partnership Agreements*

FORM FHEALTH TREATMENT AREA

FORM GCOUNSELING ROOMS

FORM HPARENT REUNION AREA

FORM I.....OTHER STAGING AREA

(FORM A)

COMMAND POST (CP)

ON SITE LOCATION: **Room 202 (Mr. Dawursk's office)**

ADDRESS: **4801 South 2nd Street, Milwaukee, WI 53207**

TELEPHONE: **414-483-2117 Ext.142**

INCIDENT COMMANDER: **Mr. Glen Dawursk, Jr.**

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE CP LOCATION: **Kilmer South High School - Conference Room**

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

TELEPHONE: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

CONTACT PERSON: (OFF SITE) **Mr. Adel Fair (Principal)**

DIRECTIONS FROM SCHOOL: **1/2 block south of WCA building (share same parking lot)**

OTHER INFORMATION:

(FORM B)

MEDIA STAGING AREA

ON SITE LOCATION: **Rm. 104**

ADDRESS: **4801 South 2nd Street, Milwaukee, WI 53207**

TELEPHONE: **414-483-2117 Ext.125**

PUBLIC INFORMATION COORDINATOR: **Ms. Theresa Stango**

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE MEDIA STAGING AREA: **Kilmer South High School - Conference Room**

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

TELEPHONE: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

CONTACT PERSON: (OFF SITE) **Mr. Adel Fair (Principal)**

DIRECTIONS FROM SCHOOL: **1/2 block south of WCA building (share same parking lot)**

OTHER INFORMATION:

(FORM C)

BUS STAGING AREA

LOCATION: **North Parking Lot closest to McDonald's Restaurant**

ADDRESS: **4801 South 2nd Street, Milwaukee, WI 53207**

TELEPHONE: **414-483-2117**

DIRECTIONS FROM SCHOOL: ***Exit out of the school's north Hallway doors and proceed toward end of school parking lot nearest McDonalds Restaurant***

TRANSPORTATION COORDINATORS: **Mr. Muhammet Yildiz / Mr. Faik Tanriseven**

ESTIMATED NUMBER OF BUSES NEEDED TO EVACUATE ALL STUDENTS & STAFF IN THE EVENT OF A GEOGRAPHICAL AREA EVACUATION: (Maximum 40 persons per bus)

BUSES NEEDED: 7 # SPECIALLY HANDICAP EQUIPPED BUSES NEEDED: 0 .

SPECIAL INSTRUCTIONS:

Buses will load from parking lot and circle out toward Layton Avenue (North) or Howell Avenue (East) depending upon situation

SPECIAL TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE BUS STAGING AREA: **North of school building at McDonald's Restaurant Parking lot on Layton Avenue**

ADDRESS: **191 W Layton Ave, Milwaukee WI 53207**

TELEPHONE: **Phone: 414-482-4780**

CONTACT PERSON (OFF SITE): **Mr. Muhammet Yildiz / Mr. Faik Tanriseven**

DIRECTIONS FROM SCHOOL: ***Exit out of the school's north exit and proceed across the north parking lot to the front of the McDonald's Restaurant facing Layton Avenue***

OTHER INFORMATION:

Buses will load from off the street from the Layton Avenue sidewalk in front of the restaurant.

(FORM D)

ALTERNATE SITE EVACUATION LOCATION/AREA

PRIMARY ALTERNATE SITE: **Kilmer South High School - Gym**

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

TELEPHONE: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

CONTACT PERSON (OFF SITE): **Mr. Adel Fair (Principal)**

DIRECTIONS FROM SCHOOL: **1/2 block south of WCA building (share same parking lot)**

ALTERNATE SITE EVACUATION COORDINATOR: **Mr. Jonathan Wisniewski (ext. 104)**

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

SECONDARY ALTERNATE SITE: **A.E. Burdick School (location # 098)**

ADDRESS: **4348 South Griffin Avenue, Milwaukee, WI 53207-5079**

TELEPHONE: **(414) 294-1200 Fax: (414) 294-1215**

CONTACT PERSON (OFF SITE): **Mr. Robert Schleck (Principal)**

DIRECTIONS FROM SCHOOL: **Turn LEFT onto WI-38 N / S HOWELL AVE. 0.6 miles; Turn RIGHT onto E ARMOUR AVE. 0.2 miles; Turn LEFT onto S GRIFFIN AVE. 0.2 miles; End at 4348 S Griffin Ave, Milwaukee, WI 53207-5026; Total Est. Time: 5 minutes -- Total Est. Distance: 1.65 miles**

(FORM E)

**ALTERNATE SITE EVACUATION -
PARTNERSHIP AGREEMENT**

DATE: **2/27/08**

ALTERNATE SITE PARTNERSHIP SCHOOL/FACILITY:
Kilmer South High School

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

PRINCIPAL/CONTACT PERSON: **Mr. Adel Fair (Principal)**

CONTACT NUMBERS: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

LOCATION WITHIN THE BUILDING WHERE STUDENTS WILL BE SHELTERED:

Gymnasium / Cafeteria

CRISIS MANAGEMENT TEAM MEMBER RESPONSIBLE FOR COORDINATING EVACUATION TO HOST SCHOOL: (ALTERNATE SITE EVACUATION COORDINATORS):

NAMES: **Mr. Jonathan Wisniewski / Mr. John Briggs**

SPECIAL INSTRUCTIONS:

PRINCIPAL SIGNATURE: _____

ALTERNATE SITE AUTHORITY SIGNATURE: _____

CONFIRMED VIA PHONE CALL ON 2/25/08

(FORM E)

ALTERNATE SITE EVACUATION - PARTNERSHIP AGREEMENT

DATE: **2/27/08**

ALTERNATE SITE PARTNERSHIP SCHOOL/FACILITY:
A.E. Burdick School (location # 098)

ADDRESS: **4348 South Griffin Avenue, Milwaukee, WI 53207-5079**

PRINCIPAL/CONTACT PERSON: **Mr. Robert Schleck (Principal)**

CONTACT NUMBERS: **(414) 294-1200 Fax: (414) 294-1215**

LOCATION WITHIN THE BUILDING WHERE STUDENTS WILL BE SHELTERED:

Gymnasium / Cafeteria

CRISIS MANAGEMENT TEAM MEMBER RESPONSIBLE FOR COORDINATING EVACUATION TO HOST SCHOOL: (ALTERNATE SITE EVACUATION COORDINATORS):

NAMES: **Mr. Jonathan Wisniewski / Mr. John Briggs**

SPECIAL INSTRUCTIONS:

PRINCIPAL SIGNATURE: _____

ALTERNATE SITE AUTHORITY SIGNATURE: _____

CONFIRMED VIA PHONE CALL ON 2/25/08

(FORM F)

HEALTH TREATMENT CENTER

LOCATION: **Rm. 209**

ADDRESS: **4801 South 2nd Street, Milwaukee, WI 53207**

TELEPHONE: **414-483-2117 Ext.112**

HEALTH TREATMENT COORDINATOR: **MS. CATHERINE BECKER**

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE: **Kilmer South High School - Gym**

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

TELEPHONE: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

CONTACT PERSON (OFF SITE): **Mr. Adel Fair (Principal)**

DIRECTIONS FROM SCHOOL: **1/2 block south of WCA building (share same parking lot)**

OTHER INFORMATION:

(FORM G)

COUNSELING ROOMS

LOCATION: **Room 201, 203, 204**

ADDRESS: **4801 South 2nd Street, Milwaukee, WI 53207**

TELEPHONE: **414-483-2117 ext. 115**

HEALTH TREATMENT COORDINATOR: **MS. JENNIFER REUCHLIN**

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE: **Kilmer South High School - Room 102**

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

TELEPHONE: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

CONTACT PERSON (OFF SITE): **Mr. Adel Fair (Principal)**

DIRECTIONS FROM SCHOOL: **1/2 block south of WCA building (share same parking lot)**

OTHER INFORMATION:

(FORM H)

PARENT REUNION AREA

LOCATION: **Rm. 119**

ADDRESS: **4801 South 2nd Street, Milwaukee, WI 53207**

TELEPHONE: **414-483-2117 ext. 152**

HEALTH TREATMENT COORDINATOR: **MS. NATALIE ARNDT**

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE: **Kilmer South High School - CAFETERIA**

ADDRESS: **4807 South 2nd Street, Milwaukee, WI 53207-5919**

TELEPHONE: **(414) 769-7140 FAX: (414) 486-2090 or (414) 486-1821**

CONTACT PERSON (OFF SITE): **Mr. Adel Fair (Principal)**

DIRECTIONS FROM SCHOOL: **1/2 block south of WCA building (share same parking lot)**

OTHER INFORMATION:

(FORM I)

OTHER STAGING AREA:

LOCATION:

ADDRESS:

TELEPHONE:

OTHER STAGING COORDINATOR:

SPECIAL INSTRUCTIONS:

TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

ALTERNATE SITE:

ADDRESS:

TELEPHONE:

CONTACT PERSON (OFF SITE):

DIRECTIONS FROM SCHOOL:

OTHER INFORMATION:

(Attachment)

BUILDING FLOOR PLANS



PART II: CRISIS MANAGEMENT DESCRIPTIONS

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A CRISIS *defined*

A crisis is an event that is extraordinary. The sheer magnitude of a crisis exceeds the ability of the school staff alone to adequately respond to it and/or to bring the matter to an acceptable resolution in a timely manner. For schools to effectively address the many issues that typically arise during a crisis, a preplanned, systematic organizational model to direct decisions is essential. This includes identifying and preparing for the typical reactions of young people of all ages. Effective crisis/emergency response requires a thorough and comprehensive crisis management plan.

CRISIS MANAGEMENT PROCESS *defined*

PHASE ONE: MITIGATION / PREVENTION

This phase requires taking inventory of the dangers in a school and community, and identifying what can be done to prevent or reduce injury and property damage. Regular safety audits are recommended. Administrators will solicit input from staff, students, parents, and community.

PHASE TWO: PREPAREDNESS

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. This phase begins by identifying who should be involved in developing the crisis plan. Administrators will identify and involve stakeholders.

PHASE THREE: RESPONSE

In this phase the principal implements the crisis plan by supervising the crisis management team, the staff, and all other resources activated to address the problem. While remaining in charge of the school, the principal will coordinate with emergency responders (e.g. fire and police), attempt to stabilize the situation, minimize it, and then eliminate it.

PHASE FOUR: RECOVERY

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. In this phase the crisis has been resolved and the principal works to restore normalcy to the entire school, its staff, and its students. This phase could take days, weeks or even months.

Finally, the after-action report is to be done and a complete review of the incident must be conducted. Changes to the crisis plan must be made so the school is prepared for the next crisis.

POTENTIAL HAZARDS

The following is a list of incidents schools have been confronted with:

▪ Animal attack/ threat	▪ Kidnapping- Missing person
▪ Assault/fight	▪ Hazardous materials spill in the school/ outside of school
▪ Blizzard/ snow conditions	▪ Intruder/ hostage
▪ Bomb Threat	▪ Lightning
▪ Building explosion	▪ Lockdown
▪ Bus Accidents	▪ Media
▪ Chemical Spills	▪ Power lines down/ utility failure
▪ Demonstration or disturbance	▪ School violence
▪ Drive by shooting	▪ Serious injury/ Death at or away from school
▪ Early student release	▪ Severe weather (tornadoes)
▪ Earthquake	▪ Sexual assault
▪ Emergency plan to relocate all students and faculty	▪ Shelter-in-place
▪ Emergency plan to secure all students at school for parental pick up	▪ Suicide threat
▪ Fire/ fire drill	▪ Terrorism (Chemical, Biological, Radiological, Nuclear, and Explosive)
▪ Flooding/ Evacuation	▪ Weapons
▪ Food poisoning	

INCIDENT COMMAND SYSTEM (ICS) defined

The Incident Command System (ICS) is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to *plan and practice* the management of their specific role.

ICS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. ICS consists of five major functions: 1) Management: supported by, 2) Finance/Administration, 3) Logistics, 4) Operations, and 5) Planning. The incident commander is charged with the overall responsibility of crisis management. Tasks needed to successfully handle the remaining four functions are delegated to various managers and coordinators of the Crisis Management Team (CMT), who are then responsible for their assignment. This type of delegation limits the number of functions under any one manager or coordinator, allowing each person to focus on just one or two aspects of the incident. Coordinators report to their respective manager, who, in turn report directly to the

incident commander (Superintendent/Principal). Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with the emergency incidents.

CRISIS MANAGEMENT TEAM (CMT) defined

There is no way a single principal or assistant principal can manage the many aspects associated with a critical event. Principals must rely on other key school personnel to perform tasks that will ensure the safety of students and other school personnel during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to deal with situations.

The single most effective way of dealing with a critical incident or crisis situation is through the use of a Crisis Management Team (CMT). This team cannot be put together when the crisis or critical incident is unfolding. Each member must be in place and comfortable with his or her role long before a crisis or critical incident occurs. Preparation and practice are absolutely necessary.

The CMT will meet on a regular basis and discuss not only the crisis management plan but also any areas of concern in the school. The CMT will determine the items to be included in the Critical Incident Kit and maintain and periodically inspect it. This team will also address five primary functions: Management, Finance/Administration, Logistics, Operations, and Planning/Intelligence.

CMT ROLE LIST defined

1) INCIDENT COMMANDER:

The *incident commander* is the overall leader during an emergency incident. To effectively direct response actions, the incident commander must constantly assess the situation and develop and implement appropriate strategies. The *incident commander* must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The *incident commander* is assisted in carrying out these management responsibilities by the support managers of finance, logistics, operations, and planning.

- *This person should normally be the superintendent/principal or an assistant superintendent/principal of the school district/ individual school.*
- *The incident commander will be stationed at the command post. (Refer to Staging Areas, pg 10, this Section)*
- *He/she will make decisions based on the information available and suggestions being provided from other members of the crisis management team.*
- *When an event first occurs, this person should confirm that EMERGENCY 9-1-1 has been called, or place the call.*
- *This role may be combined with a liaison role with emergency responders, i.e., police, fire, etc., but should not be combined with any other active role during a critical incident.*

2) RECORDER:

During the event, this person should keep a detailed record of the events, decisions, and actions including annotation of time. This record will help ensure all critical tasks have been completed and allow the

incident commander to track all activities. This written record will also help the police or fire department reconstruct the events during the subsequent investigation. The *recorder* works closely and reports directly to the incident commander. The accuracy of these reports may be pivotal should law suits stem from a crisis.

3) PUBLIC INFORMATION COORDINATOR:

Like parents, the local media will respond to events that occur at schools. Representatives from public affairs will respond to the school during a major incident; however, school personnel should establish a *media staging area* to assist in providing information for public release. (Refer to Staging Areas, pg 10, this Section)

- *This person can also draft the parent letter that should go home with each student, explaining what took place at the school.*
- *The public information coordinator should seek specialized training in this area and understand the roles of the various emergency response agencies in dealing with media.*
- *One of the main duties of this person will be to make sure the media does not gain access to students or faculty during the incident.*
- *This person will also serve as the staff liaison by providing information to staff members about the incident.*
- *The public information coordinator works closely and reports directly to the incident commander.*

4) SAFETY SPECIALIST:

The *safety specialist* is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist.

- *The safety specialist has the authority to halt any response activities that create an unsafe situation or puts students, staff, or others at risk.*
- *This person will periodically check with the incident commander for situation briefings and updates.*
- *Monitor drills, exercises, and emergency response activities for safety.*
- *Identify safety hazards.*
- *The safety specialist works closely and reports directly to the Incident Commander.*
- *This person is responsible for maintaining and periodically inspecting the Critical Incident Kit as determined by the CMT.*

5) FINANCE/ADMINISTRATION MANAGER:

Finance/Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. This person works closely with the operations manager and reports to the incident commander.

6) LOGISTICS MANAGER:

The logistics function supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders.

- *Working closely with the incident commander, this person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident.*
- *This person will keep a roster of assignments, manpower needs, and make requests to administrative offices when needed.*
- *A teacher not assigned students during an incident and any school personnel arriving at the incident should report directly to this person.*
- *This person work closely with the operations manager and reports to the incident commander.*

7) OPERATIONS MANAGER:

All emergency response actions are implemented under the operations function. The *operations manager* is supported by individual coordinators in charge of first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

- *When the local police and fire departments respond to a school incident, they will immediately require contact with a school official. This official must be able to provide information not only about what has taken place, but also about the plans the school has implemented to ensure the safety of the students.*
- *Contact between the school operations manager and those of the police/fire operations must be maintained throughout the incident.*
- *This person works closely with all other managers and reports directly to the incident commander.*

8) PLANNING/INTELLIGENCE MANAGER:

During an emergency, *planning and intelligence* involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response.

- *The person assigned the responsibility of planning/intelligence should make sure the various school offices receive notification and updates about the event and that any needed resources are requested.*
- *This person works closely with the operations manager and reports to the incident commander.*

9) TRANSPORTATION COORDINATOR:

Some emergency incidents may require moving the student population off school grounds. Depending on the time of day and severity of the incident, students may need to be dismissed from that off-site location.

- *The school staff member responsible for organizing this operation should coordinate the arrival of buses and the loading of students onto the proper bus at the Bus Staging Area. This process may become more complicated with the arrival of parents seeking to pick up their children.*
- *This task can be simplified with advanced planning to include updated bus routes into the staging area.*
- *At the district level this position may be combined with the off-site evacuation coordinator.*
- *The bus staging area coordinator works closely and reports directly to the operations manager.*

10) ALTERNATE SITE EVACUATION COORDINATOR:

The duties of this position focus on organizing the *alternate-site evacuation location* during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment will involve planning for the use of a location, and planning the evacuation route to safely move the students. When organizing an evacuation, it is important to consider special needs students and plan for how those students will be moved and what assistance will be required.

- *At the district level this position may be combined with the transportation coordinator.*
- *The off-site evacuation coordinator works closely and reports directly to the operations manager.*

11) STUDENT ACCOUNTING COORDINATOR:

This team member is responsible for ensuring all teachers have an accurate accounting of students, and for coordinating efforts in accounting for missing or extra students. Much of this role involves planning for an incident and communicating with the faculty on the importance of removing rosters during an emergency so student accountability can take place.

- *The student accounting coordinator works closely and reports directly to the operations manager.*

12) SECURITY COORDINATOR:

The *security coordinator* is responsible for the security of the school site and its population during an emergency. The person in this position will interact closely with all other coordinators as it relates to safety and security.

- *The security coordinator works closely and reports directly to the operations manager.*

13) HEALTH TREATMENT COORDINATOR:

The *health treatment coordinator* will establish the *Health Treatment Center*. The plan should assign emergency medical services personnel and school staff with relevant qualifications to determine who needs emergency first aid.

- *This person will coordinate appropriate staff to triage injuries and provide emergency first aid to those who need it.*
The health treatment coordinator works closely and reports directly to the operations manager.

14) COUNSELING COORDINATOR:

During a crisis the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community to heal from the incident. This includes establishing adequate *counseling room* locations. The need for a proactive counseling program cannot be overlooked. Many dangerous situations can be avoided by early intervention of trained professionals.

- *Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed.*
- *Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services.*
- *Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.*
- *The counseling coordinator works closely and reports directly to the operations manager.*

15) PARENT REUNION COORDINATOR:

When an incident occurs at a school, the parents of the children will contact the school. Parent contact should be expected and planned for by giving specific directions to the parents as they arrive in the area.

- *A parent reunion area must be established where the parents can wait to be reunited with their child and obtain information about the event. A well-informed member of the crisis management team should be at this location and coordinate the activities at this site*
- *This person should coordinate with the information and media coordinator for information that can be released to the parents. The parent reunion coordinator should also communicate with the off-site evacuation, student accounting, and transportation coordinators to facilitate children coming to the reunion location to join their parents.*
- *The reunion location has the potential to become very chaotic during a school incident, but with proper planning, the activities can be established quickly and remain organized.*
- *The parent reunion coordinator works closely and reports directly to the operations manager.*

STAGING AREAS defined

During a school crisis, the expected response to a school by the media, community residents, and parents will create chaos if a plan is not in place. Every school must be prepared for the possibility of an evacuation during an emergency or crisis. The logistics of moving a student population must be planned and fully understood by all those responsible for the safety and security of children. Schools must identify local areas that can be utilized during a crisis. Arrangements to use these areas need to be made and updated on a regular basis. These areas must be large enough for vehicular and pedestrian traffic, while also somewhat isolated from the school.

A. COMMAND POST:

During an emergency, it is important that all decisions be coordinated with the various participating agencies. The ICS allows for decisions to be made by the *incident commander*, based on information received from personnel managing other activities. This information exchange will work if there is only one central location where this information is to be sent.

Establishing a command post will provide everyone involved in the incident with a location for information and updates. Police and fire departments will establish a command post for their operations during a school-based incident and will require communication with a *school command post* for information and planning. Because of this relationship, the *school command post* must be located near the school but out of the direct danger zone. This location should also allow for the police and fire operations and large enough so each can operate independently when needed. The *incident commander* in charge should respond to the school command post early in the emergency and remain at that location.

The command post should not be a place near the media staging area or parent reunion area to prevent interference while dealing with the crisis. Any school personnel arriving to assist with the incident should report to the command post for updates or assignments. During events in which the school is not evacuated, the principal should establish a school command post inside the school for efficient communications. The school command post can be the principal's office, front reception area, or any suitable location that is known to all personnel.

B. MEDIA STAGING AREA:

While controlling the media is not a top priority for a principal during an emergency, failing to prepare for the media response can easily become a public relations disaster. The local media is responsible for providing coverage of local events. A crisis or emergency at a Milwaukee Public School is a major news story and will solicit the response of countless news organizations. Crisis management teams must prepare for the media response and understand that ignoring the media is not an option during a crisis.

A problem schools face during a crisis is that media representatives arrive simultaneously with police or fire department personnel. A media staging location should be close enough to the school for information access, but far enough away so as not to impede the efforts of police, fire, and school personnel. The area must be large enough to contain numerous vehicles without infringing on the traffic flow. This area also needs to be located away from other staging areas to prevent any interference between media representatives and the command post or students.

Everyone should know the location of the media staging area. This will allow for quick direction of incoming media vehicles and control over media representatives.

C. BUS STAGING AREA:

If the school's off-site evacuation location is not large enough or capable of handling school bus traffic, a secondary bus staging/loading area must be identified. This area should be used if students are going to be dismissed from a location other than the primary school building.

When identifying the secondary bus area, choose the location based on size and traffic patterns to provide for the most efficient organization of the bus traffic. Plan for any police assistance that may be needed to control area traffic.

An option for the secondary bus area is a nearby school with an already existing bus loading area or parking lot. This allows for organized student pick-up, which could easily be monitored. Schools may want to enter into a formal written agreement in this regard. As with all other staging areas, advance permission must be obtained from the property owner to avoid any confusion if the property is needed during an emergency.

D. ALTERNATE SITE EVACUATION AREA:

During a school evacuation, weather conditions and the length of time out of the school are two factors that should be considered by the principal or incident commander in choosing an off-site location. In higher academic grades, early dismissal may be the answer to a lengthy evacuation in bad weather conditions.

In lower grades, this is not always an option given the need for parent supervision of your students. Schools located within a reasonable walking distance of one another present a good opportunity to partner with one another as mutual off-site evacuation locations. Computers and phone systems are accessible and dismissal of students can likely take place using the nearby school's bus area.

Another advantage of having a *partner school* is the ability to store crisis response kits at the host school, which ensures access to the information when needed during a critical incident. The crisis management teams from both schools should be informed of the agreement and fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

E. ALTERNATE SITE EVACUATION AREA Partnership Agreement(s)

Like all emergency planning, a partnership agreement requires advance coordination of all aspects of the arrangements.

F. HEALTH TREATMENT CENTER:

Designate a location for EMS to treat the seriously injured on the scene.

G. COUNSELING ROOMS:

Designate counseling rooms as may be needed.

H. PARENT REUNION STAGING AREA:

During a school incident that involves violence or a risk of injury to students, once the local media begins to broadcast the event, parents will begin arriving at the school to retrieve their children. The arrival of parents may disrupt the efforts of those dealing with the crisis. Planning for parent response will allow for a quickly organized process where parents and students can be reunited in an orderly and accountable fashion. A well organized parent reunion location will alleviate parents' fears and deliver students to their parents or guardians efficiently.

The parent reunion area should be away from any other staging areas and can be some distance from the school building. When choosing a parent reunion area, plan for the worst case scenario so that the location can support

many parents and vehicles, provide shelter, and possibly offer some isolated quiet areas. One good location for this type of operation is a nearby church or similar building.

All personnel involved in the incident must be aware of the parent reunion location and be able to direct parents to the area. Depending on the type of incident, parent reunion area may require security and traffic direction, which should be identified in advance and coordinated with the police department during the incident.

I. OTHER STAGING AREA:

Design as needed.

CRITICAL INCIDENT KIT defined

CRITICAL INCIDENT KITS are fundamental to the effective preparation and management of a crisis. Its content is to be determined by the Crisis Management Team (CMT). Some recommended items to be included are the following:

- *Complete copy of the School Crisis Plan (Including floor plans).*
- *Complete student and staff member rosters.*
- *Emergency contact telephone numbers*
- *Cell phone (fully charged)*
- *Flashlight(s)*
- *AM/FM radio(s) (extra batteries)*
- *First Aid supplies*
- *Paper and pen markers*
- *Megaphone*
- *Caution tape*
- *Duct tape*

The CRITICAL INCIDENT KIT should be located at a strategic location in the building. It is recommended that it be sealed and periodically inspected by the *SAFETY SPECIALIST* of the Crisis Management Team.

For further information on emergency supplies for schools refer to the [American Red Cross web site](#).

Emergency Response Informational Resources

- <http://www.cehss.org/School%20Resources.htm>
CENTER FOR EMERGENCY HEALTH AND SAFETY FOR SCHOOLS
Download a free copy of the Wisconsin Emergency Preparedness Guidelines for Schools.
- www.ed.gov/emergencyplan
U.S. DEPARTMENT OF EDUCATION
Order a free bound copy of "Practical Information on Crisis Planning".
- www.ready.gov/index2.html
U.S. DEPARTMENT OF HOMELAND SECURITY
Obtain further information about Homeland Security including CBRNE information.
- www.fema.gov
U.S. FEDERAL EMERGENCY MANAGEMENT AGENCY
Download a free copy of the "Are You Ready" guide. An emergency preparedness guide.
Download a free copy of the "National Response Plan".
- www.fema.gov/kids/
Interactive emergency response web site for children.
- <http://www.redcross.org/disaster/masters/>
AMERICAN RED CROSS
Download disaster preparedness guidance.
- www.nasponline.org
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
Access information that may assist in the recovery process after a crisis.
- http://www.secretservice.gov/ntac_ssi.shtml
U.S. SECRET SERVICE
Download a copy of "A Guide to Managing Threatening Situations and to Creating Safe School Climates".
Download a copy of "Prevention of Targeted Violence in Schools".
- <http://www.threatplan.org/>
U.S DEPARTMENT OF ALCOHOL, TOBACCO AND FIREARMS
Obtain a free copy of the BOMB THREAT RESPONSE; A Planning Tool for Schools CD ROM published by the Office of Safe and Drug Free Schools and the U.S Department of Alcohol, Tobacco, and Firearms.
- <http://www.mapsexoffender.com/>
NATIONAL SEX OFFENDER REGISTRY
Check for sex offenders by name or zip code.

PART III: EMERGENCY RESPONSES

**STANDARDIZED EMERGENCY RESPONSE
CODES, ACTIONS, & HAZARD SPECIFIC GUIDELINES**

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STANDARDIZED EMERGENCY RESPONSE CODES

MPS STANDARDIZED EMERGENCY RESPONSE CODES

MPS has implemented new School Emergency Lockdown and Evacuation Procedures. The change is based on opinions of experts from across the United States who agreed that emergency codes should be simple and easy to understand in order to be effective. The new procedures are in keeping with the colored terrorism codes established by the U.S. Department of Homeland Security.

**There are three separate threat levels in the procedure.
Definitions of these categories are as follows:**

GREEN – LOW RISK

Normal operations mode. No known threat exists, or a code yellow or code red threat has been resolved and the school can return to normal operations.

YELLOW – ELEVATED RISK

Standby/alert mode. Information has been received that may threaten the safety of the school's occupants. The information received may be incomplete (i.e. an unconfirmed report of a large chemical spill at an industrial plant near the school). This threat level mandates that all adults and students remain in a standby/alert mode but normal operations continue.

All students remain in the classroom.

- *Students who are temporarily out of the classroom (restroom, office, etc.) are instructed to return to the classroom.*
- *Cafeterias during lunch periods and gymnasiums during physical education classes are treated the same as classrooms.*
- *All classroom doors are locked and all ground level windows closed/locked.*
- *Custodial and security personnel secure all perimeter doors and remain on standby until further notice.*
- *TEACHERS CONTINUE TEACHING.*
- *Contact the Milwaukee Police Department, your administrative specialist, and MPS Division of Safety and Security, as appropriate to the situation.*
- *Principals are to establish separate tornado and fire procedures for their respective school.*
- *To the extent possible principals are encouraged to keep the staff members informed of the status of the situation.*

RED – SEVERE RISK

Action mode. Information has been received that the safety and the security of the school or its occupants, are imminently threatened. Depending on the nature of the threat, the principal will issue an emergency action response for all students and staff to:

DUCK and COVER: Assume a protected position under a table or desk, away from windows and anything that could fall or cause injury.

EVACUATE BUILDING: Fire drill procedure should be used for a rapid and orderly exit of the building. This is the procedure most familiar to the students and staff. As with a fire in a school, some parts of the planned evacuation route may be too dangerous to use and staff members should adjust these exit routes accordingly.

LOCKDOWN: This action is taken when the threat of violence or gunfire is identified, or when the administrator is directed by law enforcement to do so. A lockdown is necessary to prevent perpetrator(s) from entering occupied areas and to ensure that students remain in the classrooms or designated locations at all times.

SHELTER-IN-PLACE: This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. SHELTER-IN-PLACE is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or HVAC (heating, ventilation, air conditioning) systems. During SHELTER-IN-PLACE no one should be exposed to the outside air.

These procedures are not intended to limit the principal and/or school staff from making decisions based on their first-hand knowledge while on the scene. Principals are to conduct a school-wide drill that exercises codes yellow and red during School Safety Month in October of each year.

Note: All adults should be alert for threats to safety or security at all times, regardless of the threat level.

STANDARDIZED EMERGENCY RESPONSE ACTIONS

DUCK AND COVER (Earthquake)

This action is taken to protect students and staff from flying and/or falling debris.

PROCEDURAL GUIDELINE:

The School Administrator will activate the school crisis plan followed by a CODE RED emergency response action announcement. If the PA system is not available, the School Administrator will use other means of communication i.e., sending messengers to deliver instructions. The School Administrator must remain calm, convey reassuring comments that the situation is under control and give clear directions.

SAMPLE ANNOUNCEMENT:

“ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS.”

- If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- If outside, teaches will instruct students to drop to the ground, place their heads between their knees, and cover their heads with arms and hands.
- Teachers and student should move away from windows.

EVACUATION: BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

PROCEDURAL GUIDELINES:

- The Administrator in charge will activate the school crisis plan. A continuous horn blast (fire alarm) should be used to evacuate the building, preceded by a CODE RED emergency response action announcement when appropriate, in any emergency situation that requires occupants to leave on short notice.
- The School Administrator will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal must remain calm, convey reassuring comments that the situation is under control and give clear directions.

SAMPLE ANNOUNCEMENT:

“ATTENTION PLEASE. WE NEED TO EVACUATE THE BUIDLING. TEACHERS ARE TO DIRECT THEIR STUDENTS TO THE APPROPRIATE EXIT IMEDIATELY. STUDENTS ARE TO REMAIN WITH THEIR TEACHERS. TEACHERS ARE TO TAKE THEIR ATTENDANCE ROSTER. CLASSROOM DOORS ARE TO BE LOCKED WHEN ALL STUDENTS HAVE EXITED.”

- Teachers will take the student attendance roster when leaving the building and take attendance once the class is assembled in a safe location. Missing students are to be reported to the STUDENT ACCOUNTABILITY COORDINATOR.
- Depending upon the nature of the emergency, it must be immediately reported to:
- EMERGENCY 9-1-1.
- OFFICE OF ADMINISTRATIVE ACCOUNTABILITY: 475-8016
 - The principal will provide information as to the nature of the emergency, evacuation status, contacts that have been made, and estimated duration of the emergency.
 - The administrative specialist will make all other notifications and arrange for buses as needed.
 - Division of School Safety and Security: 345-6635
 - Division of Facilities and Maintenance: 283-4600
 - Division of Insurance and Risk Management: 475-8554
 - Business Services (Buses) 475-8058

There are two basic types of evacuation:

LONG TERM

EVACUATE TO ALTERNATE SITE

If the students and staff are unable to re-enter the school building after an evacuation, it may be necessary to move students and staff to a pre-determined alternate site location for shelter and/or send students home. Either or both of these actions would only be taken after consultation with the Office of the Superintendent. When a decision is made to send students home, the principal/designee must make arrangements for crossing guards and necessary transportation (buses) for all students. Decisions regarding staff dismissal will be made by the Office of the Superintendent.

SHORT TERM

Students and staff remain outside; weather permitting, until the building is cleared by emergency responders. Students should be moved to a safe location at least 300 feet from the school building. Once assembled, teachers and students will stay in place until further instructions are given. When it is safe to re-enter the building, the principal should contact the Office of Administrative Accountability to confirm that the emergency is over.

EVACUATE & SHELTER IN BUSES

Students and staff take shelter in buses, which will be dispatched to the scene.

INCLEMENT WEATHER CONSIDERATIONS

1. The crisis planning team must plan, in advance, the means by which all students and staff will evacuate to the alternate site, or evacuate & Shelter in Buses during inclement weather.
2. An adequate number of buses to accommodate all students and staff should be recorded on the BUS STAGING AREA work sheet located in PART TWO.
3. NOTE: It is important to have specific emergency response plans in place for each and every student or staff member with disabilities. (Refer to EVACUATION OF PERSONS WITH DISABILITIES)

EVACUATION: PERSONS WITH DISABILITIES

Evacuating persons with disabilities and/or the physically challenged creates a need for special pre-planning because of the unique risks associated with moving those who are unable to move themselves.

The Crisis Plan should contain a list of all persons with disabilities and their respective class schedules. It is important to remember that throughout the school year students and staff with temporary medical issues such as broken legs, etc. will need to be considered, as well. At the beginning of the school year and each semester, if the person's schedule has been changed, each classroom location should be reviewed to develop a plan of evacuating or sheltering-in-place those persons. Obviously, the preference is to have the class schedules or work locations of those with disabilities reflect only ground level locations.

The following is recommended as part of preplanning and practice:

- Clearly understand the medical condition of the students with disabilities. Discuss with the students and parents the potential need to move those persons rapidly and under adverse conditions and explain the procedure that will be used.
- If a person needs to be carried, involve the school nurse, parents, and if necessary, that person's private physician in developing the plan as to how best to move that person.
- Where possible, plan to utilize the same staff each time in moving that person(s) and identify alternate faculty that should also respond. Having the alternates respond is important if some are unable to reach the classroom.
- Do not practice moving the actual physically challenged person, although that person should be present during the scheduled practice/drill so that her/she will understand the procedure. Rather, one should practice either with a stand-in person, mannequin, or dummy. It will be risky enough moving a student during an actual crisis. Practicing with the physically challenged student is risky should they be inadvertently dropped or fall because they may be unable to assist in protecting themselves. The local Fire Department is a good source to obtain practice dummies.
- Plans should account for the different class locations that persons may be in through the course of the day, including lunch and other special time periods. Discuss with the person what actions he/she should take should something happen during a class change or other time when they are not with a staff member.
- Remember; there may be communication issues to overcome with those suffering from a hearing, sight, or speech disability. The physically challenged may not be able to assume certain protective positions during a shelter-in-place event, such as an earthquake or severe weather. Work with local emergency management officials and/or District Risk Management staff to identify where and how the person with a disability should be protected.
- Note in school drill reports when practice sessions actually occur involving those with disabilities. Debriefing is an integral part of any drill procedure but it is especially important when special circumstances or problems exist such as those created by the need to evacuate or shelter-in-place those with disabilities.
- While practice sessions are a valuable tool in preparing to evacuate those with disabilities during an actual crisis, staff should be cognizant that panic, stress, and other factors that cannot be simulated may be present and may impede an evacuation or shelter-in-place response.

LOCK DOWN

This action is taken when threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During LOCK DOWN, students are to remain in the classrooms or designated locations at all times.

The difference between SHELTER-IN PLACE and LOCK DOWN is that the former involves the shut down of the HVAC systems, and allows for the free movement of students within the building.

PROCEDURE:

- The School Administrator will activate the school crisis plan with a CODE RED emergency response action announcement. If the PA system is not available, other means of communication will be required, i.e., sending messengers to deliver instructions. The School Administrator should remain calm, convey reassuring comments that the situation is under control and give clear directions.

SAMPLE ANNOUNCEMENT:

“ATTENTION PLEASE, WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT.”

- If circumstances dictate and if it is safe to do so, those students and staff outside are to proceed inside to the nearest building or classroom.
- If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds on interior windows or doors if it appears safe to do.
- If outside, students will proceed to their classrooms if it is safe to do so; if not, teachers or staff will direct students into nearby classrooms or school buildings.
- Teachers and students will remain in the classroom or secured area until further instructions are given by the School Administrator or law enforcement.
- All entrances are to be locked and no visitors other than appropriate law enforcement or emergency response personnel are to be allowed in the building.

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. SHELTER-IN-PLACE is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or HVAC (heating, ventilation, air conditioning) systems. During SHELTER-IN-PLACE, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

PROCEDURAL GUIDELINES:

- The School Administrator will activate the school crisis plan with a CODE RED emergency response action announcement. If the PA system is not available, the School Administrator will use other means of communication, i.e., sending messengers to deliver instructions. The Principal must remain calm, convey reassuring comments that the situation is under control and give clear directions.

SAMPLE ANNOUNCEMENT:

"ATTENTION PLEASE, BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE IMPLEMENTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AREA WITH WINDOWS AND DOORS SECURELY CLOSED AND ALL HVAC SYSTEMS ARE TO BE TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

- If inside, teachers will keep students in the classroom until further instructions are given.
- If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
- Teachers are responsible to secure individual classrooms. The building engineer and other designated staff will shut down the buildings HVAC system, turn off local fans in the area, close and lock doors and windows, and seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, if available, and turn off sources of ignition, such as pilot lights.

EMERGENCY RESPONSE HAZARD SPECIFIC GUIDELINES

ACTIVATING THE SCHOOL CRISIS PLAN

Activating the SCHOOL CRISIS PLAN is defined as notifying the school's CRISIS MANAGEMENT TEAM (CMT) that an emergency or crisis exists, and implementing an initial emergency response code and/or action in accordance with the SCHOOL CRISIS PLAN or as the circumstances of the situation may dictate.

When the SCHOOL CRISIS PLAN is activated the CMT members should be prepared to fulfill their roles and responsibilities according to plan.

AIR PLANE CRASH

This procedure addresses situations involving a potential air plane crash on or in the proximity to school property. If a crash results in a fuels or chemical spill on school property or vicinity, refer to CHEMICAL RELEASE guidelines in this section. If a crash results in a utility interruption, refer to UTILITIES FAILURE guidelines in this section.

PROCEDURE:

- a) The School Administrator will call EMERGENCY 9-1-1 and provide the exact location and nature of the emergency.
- b) The School Administrator will activate the school crisis plan and issue an appropriate CODE RED emergency response action, which may include DUCK AND COVER, SHELTER-IN-PLACE, BUILDING EVACUATION, or OFF-SITE EVACUATION.
- c) If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the building(s) using prescribed routes or other safe routes to a predetermined assembly area.
- d) In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly area to account for students. Teachers will notify the STUDENT ACCOUNTABILITY COORDINATOR of any missing students.
- e) If on school property, designated safety personnel should secure the crash area at a safe distance to prevent unauthorized access until arrival of police and fire personnel.
- f) A HEALTH TREATMENT CENTER should be established for purposes of providing necessary first aid.(Refer to Section One, pg.9, Staging Areas).
- g) The School Administrator will call the office of Administrative Accountability for any necessary resources.
- h) Any affected areas will not be reopened until the Milwaukee Fire Department or other appropriate emergency response agency provides clearance and the School Administrator issues authorization to do so.
- i) The District-level Emergency Response Team (DERT) will respond to the school to begin the process of counseling and recovery as appropriate.
- j) If it is unsafe or not practicable to remain in the vicinity of the school, the School Administrator will initiate and OFF-SITE EVACUATION.
- k) In the event that the school cannot be restored to normal operations within a reasonable period of time, the School Administrator will work in conjunction with the Office of Administrative Accountability to determine the most appropriate course of action.

ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

The School Administrator will make the following announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication, i.e., sending messengers to deliver instructions.

SAMPLE ANNOUNCEMENT:

“ATTENTION PLEASE, IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

- This action signifies the emergency is over. (Code Green)
- If appropriate, teachers should immediately begin discussion and activities to address students' fears, anxieties, and other concerns.

ANIMAL DISTURBANCE

This action should be implemented when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

PROCEDURE:

- The School Administrator will activate the school crisis plan by initiating an appropriate emergency response action that may include LOCK DOWN, or EVACUATION.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors and locking gates as means to isolate the animal.
- If additional outside assistance is needed, the School Administrator will call EMERGENCY 9-1-1 and provide the location of the animal and nature of the emergency.
- The School Administrator is to notify the Office Administrative Accountability and the Division of School Safety and Security.
- If a staff member or student is injured, first aid is to be provided and appropriate medical personnel notified, as well as the students' parents.

ARMED ASSAULT

An ARMED ASSAULT involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, knife, or other harmful device.

PROCEDURE:

- Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
- The School Administrator will call EMERGENCY 9-1-1 and their respective administrative specialist.
- The School Administrator should designate a person to remain online with police, if it safe to do so.
- The School Administrator will activate the school crisis plan and issue an appropriate CODE RED emergency response action, which may include SHELTER-IN-PLACE, LOCK DOWN, or EVACUATION.
- Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
- Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
- After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
- First aid is to be provided to those in need and appropriate medical personnel summoned to the scene.
- The School Administrator will prepare a verified list of casualties, and locations to which they were transported.
- The School Administrator will confer with the INFORMATION/MEDIA COORDINATOR, PARENT REUNION COORDINATOR, and the Office of Administrative Accountability to ensure the appropriate notification of parents, family members.

BOMB THREAT GUIDELINES

On occasion, a school may receive a threat that an explosive device has been placed in or around a school building. It is important that students do not know about explosive device threat calls. Although no staff member should be asked to place himself/herself in jeopardy, it is the responsibility of the school staff to provide reasonable precautions for the safety and protection of the students.

In the event of an explosive device threat, the following steps are to be followed. The implementation of these guidelines will require considerable preplanning within each school so that school personnel are prepared to respond in the event of an explosive device threat call. REMEMBER all bomb threats are to be taken seriously.

1. The person receiving the call should keep the caller on the line and obtain as much information as possible;
2. Record the EXACT time the call was received.
3. Record the EXTENSION on which the call was received.
4. "BOMB THREAT REPORT" (attached) must be completed for each incident. Ideally, this form should be filled out while the caller is still on the phone and his/her exact words can be quoted. An adequate supply of these blank forms should be made readily available to all school office personnel.
5. The school principal to be notified immediately.
6. The Milwaukee Police Department to be notified immediately via the EMERGENCY 9-1-1 system.
7. The Office of Administrative Accountability is to be notified immediately @ 475-8016.
8. Division of School Safety is to be notified @ 345-6635.
9. In the event of a VOICE MAIL message, do not delete the message and follow the steps as stated above.

THREAT

A threat is an "Alarming statement or behavior that gives rise to concern about subsequent violence."(IACP 1999) Although all threats must be responded to, they DO NOT have to be responded to the same way.

BOMB THREAT ASSESSMENT

There is no "MAGIC CHECKLIST" of conditions or characteristics of a threat that will tell you what action to take. The most effective threat assessments are made by a MULTIDISCIPLINARY COMMITTEE, of trained professionals who, together, know the school, the students, the staff, and the community.

Suggested members of this team may include: the principal, law enforcement, fire department, school safety, emergency management official, mental health person, facilities manager, administrative accountability specialist, etc.

Advantages of a multidisciplinary team are three fold:

1. Provides breadth and depth of experience across the social, mental, and physical dimensions of bomb threats and explosive devices.
2. Provides a logical, responsible, threat assessment process that supports administrators by giving them other professionals to rely on to help make sound judgments.
3. As the team works together, they become cross-trained.

The communication method amongst the team must allow for rapid response. They should be able to meet on short notice, either in person or in conference call.

ANALYZE THE THREAT:

- ✓ Obtain as much information as possible about the threat.
- ✓ Interview the person who heard or found the threat.
- ✓ Contact officials at Central Office to determine if there have been other threats that day.
- ✓ Consider if there have been any prior threats, acts of violence, or incidents at the school that may be related to the threat.
- ✓ Consider the community situation and world situation. (After a highly publicized incident there is often a rise in "COPYCAT" threats.
- ✓ Speak with the student liaison and staff liaison to determine what rumors, if any, are going around.
- ✓ Assess the reality of the threat. Is it possible for the threat to be carried out the way it was described?
- ✓ Assess the level of detail provided. Just because a threat has detail, does not mean it's definitely credible. The key is evaluating how plausible the details are.
- ✓ Do a "STATEMENT ANALYSIS". Determine if there is evidence of commitment. Study the threat language, whether verbal or written, in an effort to detect indicators of deception, uncover hidden or disguised meanings, motivations or sensitivity.
- ✓ Analyze the offender's ability to carry out the threat.
- ✓ Analyze whether or not there is evidence of an actual motive for the offender.
- ✓ Consider external factors that may make it more likely that a student phoned in a false threat to achieve the objective of getting out of school.

EVACUATION / NO EVACUATION:

The decision to evacuate the school building is made by the school Principal in consultation with the Milwaukee Police Department and/or Fire Department, if possible. Exigent circumstances may not allow time for lengthy discussion.

Generally, the evacuation of the school building should be considered if:

- The unknown caller states the general location and/or time of the explosion.
- Unauthorized/suspicious entry has been made to the building.
- Known threats have been made against the school, staff, or students.
- The anonymous caller is an adult.

If there is no evacuation of building:

1. The Principal and staff must make sure that the entire building is secure.
2. Bells should be turned off so that the students remain in their classrooms until the threat is eliminated.
3. School staff should be notified through a coded message or individually.
4. All staff should be instructed to check for foreign objects in the classrooms or other areas of the school. Unoccupied areas and the outside areas of the building should be cautiously checked. Staff should be warned not to touch any suspicious object, package, box, etc. that may be found.

BOMB THREAT REPORT

(TO BE USED FOR ALL THREATS OF A BOMB OR OTHER WEAPONS OF MASS DESTRUCTION)

School Name / Facility Name: _____ Address: _____

Day/Date: _____ Time Threat: _____ Received: _____

The person receiving the call should attempt to keep the caller on the line as long as possible and to get the maximum information possible, when completing this form. When the caller terminates the conversation, the person receiving the call should not hang up the phone. This may help the police trace the call.

Exact _____ words _____ of _____ the _____ caller:

Method of Notification: Phone _____ Letter _____ In Person _____ Third Person _____ Other: _____

Questions to ask the caller:

1. When will the device explode?

A. Where is the device right now?

B. What kind of device is it?

4. What does the device look like?

5. Why did you place the device?

Phone number that showed on your phone's display screen: _____

Description of caller's voice: Sex: Male _____ Female _____ Unknown _____

Age: Young _____ Middle-aged _____ Old _____ Unknown _____

Tone of voice: Low pitch _____ High pitch _____ Muffled _____

Describe accent or distinguishing feature(s)

Background noise ?:

Was the voice familiar? Yes _____ No _____ If "yes", whom did it sound like?

Remarks:

Threat or call received by:

Responding Milwaukee Police Squad(s) # _____ Officer(s) 1. _____, 2. _____

Responding Detective Squad # _____ Detective(s) 1. _____ 2. _____

Division of Safety Supervisor / Investigator:

Final Disposition: _____

Signature / Title: _____

Date: _____

BUS ACCIDENT

When information is received that a bus carrying students has been involved in an accident, follow the below suggested guidelines:

- Activate the SCHOOL CRISIS PLAN.
- Obtain and record the following information:
 1. Location of accident
 2. Time of occurrence
 3. Bus company and bus number and route
 4. Names of student and staff on bus
 5. Identity of those injured:
 6. Extent of injuries of each person
 7. Location of medical facility where injured have been transported
- Initiate the appropriate notifications:
- EMERGENCY 9-1-1, if call has not already been made.
- Office of Administrative Accountability
- Division of School Safety and Security
- Appropriate family member(s)
- Activate the COUNSELING ROOMS, as needed.
- Assign staff member(s) to go to hospital(s) to liaison between hospital and school command post.
- Assign staff member(s) to go to accident site with cell phone to relay information to command post.

CHILD ABUSE OR NEGLECT: GUIDELINES

The Milwaukee Public School district recognizes its legal and ethical obligation in the detection and reporting of suspected child abuse and neglect. When there is reasonable cause to believe a child has been abused or neglected, school personnel must act in accordance with Wisconsin statutes and report incidents to duly constituted authorities. As a matter of policy, if there is any doubt or question of whether to report such cases, the matter will be resolved in favor of the child's safety and will be reported to the Bureau of Milwaukee Child Welfare (BMCW), 220-7233.

Definition

According to state statute 48.981, an abused or neglected child is a child who has been subjected to:

- A. physical injury that is inflicted on a child by other than accidental means
- B. sexual intercourse or sexual contact
- C. threatened harm
- D. permitting, allowing, or encouraging a child to engage in prostitution
- E. sexual exploitation through pornography
- F. emotional damage defined as behaviors harmful to a child's psychological or intellectual functioning that is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior or a combination of those behaviors and that is caused by the child's parent, guardian, legal custodian, or other person exercising temporary or permanent control over the child and for which the child's parent, guardian or legal custodian has failed to obtain the treatment necessary to remedy the harm.
- G. failure, refusal or inability on the part of a parent, guardian, legal custodian, or other person exercising temporary or permanent control over a child for reasons other than poverty to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Mandated Reporters

Wisconsin State Law under the Children's Code s. 48.981(2) "PERSONS REQUIRED TO REPORT" mandates the reporting of both CHILD ABUSE and NEGLECT and reads, in part, as follows:

A physician, coroner, medial examiner, nurse, dentist, chiropractor, optometrist, acupuncturist, other medical or mental health professional, social worker, marriage and family therapist, professional counselor, public assistance worker, including a financial and employment planner, as defined in s. 49.141(1)(d), a school teacher, administrator, or counselor, mediator under s.767.11, child care worker in a day care center or child caring institution day care provider, alcohol or other drug abuse counselor, member of the treatment staff employed by or working under contract with a county department under s. 46.23, 51.42, or 51.437, physical therapist, occupational therapist, dietitian, speech-language pathologist, audiologist, emergency medical technician, first responder or police or law enforcement officer having reasonable cause to suspect that a child seen in the course of their professional duties has been abused or neglected or having reason to believe that a child seen in the course of their professional duties has been threatened with abuse or neglect and that abuse or neglect of child will occur shall...immediately inform, by telephone or personally, the county department...or police...of the facts and circumstances contributing to a suspicion of child abuse or neglect or of unborn child abuse or to a belief that abuse or neglect will occur. Any other person, ...having reasonable cause to suspect that a child has been abused or neglected or reason to believe that a child has been threatened with abuse or neglect and that abuse

or neglect of the child will occur may make such a report. No person making a report under this subsection may be discharged from employment for so doing.

State statute 48.981 further states that those who willfully violate the law by failing to file a report as required may be fined and/or imprisoned as well as subjected to legal action by the abused child's parent or guardian if it is established that the school employee(s) had prior knowledge which, if reported, may have prevented further injury.

The law also provides immunity from any liability, civil or criminal, that results by reason of the action for any person or institution participating in good faith in making a report of a suspected abused or neglected child. In addition, any reports and records made and maintained by government agencies and other persons, officials or institutions must be kept confidential. Wisconsin law requires the person or agency maintaining the record or report "not disclose any information that would identify the reporter." Section 48.981(7). Stats.

If the principal or other school staff members are contacted by the media or other unauthorized persons regarding a case of child maltreatment, they should explain that state law prohibits the release of information regarding the alleged abuse or neglect of children.

Reporting Procedures

1. Any MPS Mandated Reporter who has reasonable cause to suspect child abuse or neglect, as previously stated and according to Wisconsin state law, shall;

*A. Make an immediate report to the Bureau of Milwaukee Child Welfare (BMCW):
220-SAFE (220-7233); Spanish speaking interpreters are available by calling: 647-9990
OR*

*B. Make an immediate report to the Milwaukee Police Department (MPD):
Non-emergency: 933-4444; Emergency: 911*

2. Any MPS employee, who has reasonable cause to suspect child abuse or neglect, as previously stated and according to Wisconsin state law, may make a report as stated above.

A. If it is suspected that a child is in imminent danger (i.e., left alone or unsupervised, in need of immediate medical assistance, in an actively violent situation or at immediate risk of further harm) the reporting person should call 911 to facilitate the quickest and most appropriate response.

3. In all cases of suspected abuse, including sexual contact/sexual assault where the alleged perpetrator is a person employed by the Milwaukee Public Schools (including persons providing contract services to MPS), or when the victim is sixteen (16) years old and the difference between the victim and the alleged perpetrator is more than three (3) years or more, both BMCW and the Milwaukee Police Department must be notified.

4. It is not necessary to confer with or seek the permission of the principal or other supervisory staff before making the report.

5. After the initial report is made to the BMCW or MPD, the building principal is to be informed as soon as possible.

FOLLOW-UP PROCEDURES FOR CASES OF ABUSE AND NEGLECT.

1. Upon being notified, the building principal will notify:

- The Lead Administrative Specialist at Central Services at 475-8992.
- The Division of Parent and Student Services at 475-8027.

2. The initial reporting staff person, in conjunction with the school principal, shall complete the reporting form (School Report- Suspected Abuse/ Neglect). This form serves as record that a mandatory reporter made the required report to the Department. This form should be distributed as indicated. It is important that the facts of the incident are kept confidential and are not reported to any external source (e.g. the media).

- The school social worker shall maintain all information regarding the case until the matter is concluded and shall coordinate follow-up services within the school system. The school social worker shall keep the initial mandated reporter and the principal informed of the results of the Bureau of Milwaukee Child Welfare investigation and shall also monitor the child's progress in school.
- In the case of abuse or neglect where a child has been taken from school by the Bureau of Milwaukee Child Welfare or the Milwaukee Police Department, the principal shall obtain the name of the person taking the child but shall NOT give that information to the parent or legal guardian of the child. That information is confidential and shall only be released by the BMCW or MPD. The parent or legal guardian should be advised to contact the appropriate agency for further information, either BMCW or MPD.
- In the case of peer sexual contact, the principal/designee shall NOT *inform* the parent or legal guardian as to the *identity of the juvenile participant(s) in the incident*. That information is confidential and shall be released only by the BMCW or the MPD. Suspension and referral to the Division of Parent and Student Services are required disciplinary actions in a peer sexual contact case; the suspension should state "inappropriate sexual contact behavior."
- School psychological services and school social work services are available for students and parent/guardians, as deemed appropriate.

PROTECTION OF THE REPORTING EMPLOYEE:

Wisconsin law takes into account staff members' reluctance to report child abuse and neglect, because they feel ill equipped to recognize abuse or neglect. The law grants employees who make good faith reports the following:

1. Protection from being discharged as a result of the report, and
2. Immunity from any civil or criminal liability that results by reason of making the report.

CONFIDENTIAL

Child Abuse & Neglect Reporting Form

SCHOOL REPORT – SUSPECTED ABUSE / NEGLECT

Bureau of Milwaukee Child Welfare (BMCW)

Telephone: 220-SAFE (7233)

School Name: _____

School Address: _____

School Phone: _____

School Social Worker: _____

(Please complete the following prior to making your telephone call. BMCW does not accept letters or faxes.)

Child's Name: _____ Sex: _____ Birth Date: _____

Address: _____ Phone: _____ I.D. _____

Parent/Guardian: _____ Address: _____

Home Phone: _____ Work Phone: _____

Description of the suspected Abuse or Neglect (Indicate date(s) of the alleged abuse or neglect. Specify location and appearance of any marks or other information suggesting child abuse. Specify information suggesting child neglect. Report immediately.):

Alleged Perpetrator: _____

Indicators of previous Abuse/Neglect: _____

Bureau of Milwaukee Child Welfare Worker's Name (request this): _____

Date of call made to Protective Services (BMCW): _____

Mandated Reporter's Name (Your Name): _____ Title: _____

(THIS REPORT MUST NOT BE KEPT IN CUMULATIVE FOLDER)

Copies to: Principal School Social Worker Initial Mandated Reporter SSW Supervisor

CONTAMINATION: FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central office staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

PROCEDURE:

- The School Administrator is to activate the SCHOOL CRISIS PLAN.
- The contaminated food/water is to be isolated to prevent consumption, and the area is to be restricted to prevent access.

Following notifications are to be made:

EMERGENCY 9-1-1

OFFICE OF ADMINISTRATIVE ACCOUNTABILITY: 475-8016

MILWAUKEE HEALTH DEPARTMENT: 286-3521

- Teachers will provide a list of potentially affected student and staff names to the STUDENT ACCOUNTABILITY COORDINATOR.
- Activate the HEALTH TREATMENT CENTER and provide appropriate First Aid as needed.
- The POISON CONTROL can be contacted at 1-800-222-1222.
- The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
- The School Administrator will confer with the Milwaukee Health Department and the Office of Administrative Accountability before resuming normal operations.
- The School Administrator will notify parents on the incident, as appropriate.

DEATH OF A STUDENT/STAFF MEMBER

Helpful Hints

I. Getting your own act together.

- A. Call your Administrative Specialist for support services as needed.
- B. Think of this as a teaching activity. You are a trained teacher. The skills and techniques you have developed in the classroom will help you now.
 - 1. Deal only with known facts. Don't be drawn into speculation.
 - 2. Make sure you have the facts straight, if you are uncertain, check with counselors or administration.
 - 3. Take some time to assess your own feelings and discuss the situation with your classes only to the degree that you feel comfortable.
 - 4. Don't be afraid to show your own emotions, especially if you were close to the victim. Kids need to know that adults grieve, too.
- C. If for some reason you feel unable to discuss this death with your class, feel free to ask one of the counselors or psychologists to assist you.

II. How to get started.

- A. Read the attached prepared statement to your first hour class.
- B. Ask students if they have any questions or comments.
 - 1. Remind students that different people grieve differently. Respect others' ways of reacting.
 - 2. Answer questions as clearly and honestly as possible.
 - 3. If a student asks questions you can't answer, tell them you will check it out, and get back to them.
 - 4. Attempt to squelch rumors. However, if a student argues, tell them you'll check it out and get back to them.
 - 5. Reinforce that students can see their counselors in the auditorium all day today.
 - 6. If students express some desire to express sympathy for relatives/parents of the deceased, give them time to make cards, banners, etc. Physical activity is therapeutic.

III. Getting back to normal.

- A. Once you have done what you can, return to the normal work of your class. Many students will want as much normalcy as possible.
- B. Keep an eye open for any student who might be reacting strongly. Delayed reactions might occur sometime after the event.
- C. Watch for students who seem unusually depressed. Notify the office and someone will come to your room.

IV. Miscellaneous.

- A. All statements to the media will come through the principal's office. Please refer any inquiries to (designee).
- B. Inform students that they have a right not to talk to the media if they choose not to. If they wish to talk, encourage them to stick to the facts.

V. For further information on assisting children in the aftermath of a tragedy visit [The American Academy of Experts in Traumatic Stress](#)

DEMONSTRATION/WALKOUT

The school administration should be aware of circumstances that might create civil disturbances and/or public demonstration with the school (i.e. student walk-out or and outside individual or group that incites student and/or staff participation in an inappropriate activity).

SUGGESTED GUIDELINES:

- Students and staff are the first priority.
- Assess the situation – identify who, what where, how, and why.
- Activate the SCHOOL CRISIS PLAN
- Notify EMERGENCY 9-1-1, if necessary
- Notify Office of Administrative Accountability
- Notify the Division of School Safety and Security
- Meet with the CRISIS MANAGEMENT TEAM.
- Initiate a LOCK DOWN, if warranted.

GENERAL WALKOUT/ UNCONTROLLED DISTURBANCE

- Do not physically attempt to stop students.
- Identify and attempt to meet with leaders/organizers.
- If appropriate make a PA announcement
- i.e. Demonstration not sanctioned by MPS
- Students need to be in school
- Parent signatures/written authorizations to participate in a demonstration are not acceptable.
- Not an excused absence
- One truancy eliminates all exemptions.
- If appropriate, secure building entrances.
- As much as possible, maintain normal school activities.
- Station staff at strategic locations: i.e.
- Fire alarms
- Furnace room
- Entrances

MITIGATION/PREVENTION AND RECOVERY SUGGESTIONS:

- Create a student advisory council – representatives of special interest groups, clubs, athletics, ethnic groups, and social groups.
- Use the advisory council to discuss positive actions the school can take to prevent and react to internal occurrences and respond to student concerns.
- Establish policies/procedures to handle student(s) who violated school regulations and/or contributed to the disturbance.
- Author a letter to parents that explains the occurrence and efforts to discourage demonstration.

DISORDERLY CONDUCT

Disorderly Conduct may involve a student, staff member or other person(s) exhibiting threatening or irrational behavior.

PROCEDURE:

- Wisconsin state statute 947.01 reads as follows: "Whoever, in a public or private place, engages in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct under circumstances in which the conduct tends to cause or provoke a disturbance is guilty of a Class B misdemeanor.
- Upon witnessing this form of criminal conduct, a staff member should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if its safe to do so.
- The school administrator is to be notified immediately.
- If determined to be appropriate, the School Administrator will call EMERGENCY 9-1-1.
- If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the building. Avoid any hostile situations.
- If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation).
- The school administrator will notify their respective administrative accountability specialist, when appropriate.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building, and injuries. It is important to not that even a mild tremor can create a potentially hazardous situation and following procedure should be implemented in response to all earthquakes regardless of magnitude.

PROCEDURE:

NOTE: *Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

- Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
- Move away from windows and overhead hazards to avoid glass and falling objects.
- When the shaking stops, the School Administrator will activate the SCHOOL CRISIS PLAN and initiate an EVACUATION OF THE BUILDING. Staff and students will evacuate the building using prescribed routes or other safe routes. EMERGENCY 9-1-1 is to be notified.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the predetermined assembly area to account for students. Teachers will notify the STUDENT ACCOUNTABILITY COORDINATOR of any missing students.
- Station appropriate staff at designated safe locations to prevent access to the building.
- Caution all students and staff to avoid coming in contact with any fallen electrical wires.
- Establish the HEALTH TREATMENT CENTER and provide first aid as needed.
- The LOGISTICS MANAGER is to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- If the area appears safe, the designated staff will make an initial inspection of school buildings to identify and injured or trapped students or staff.
- The school administrator will contact the Office of Administrative Accountability to determine additional actions that may be necessary.
- The school administrator will consult with the Director of Facilities and Maintenance and the Milwaukee Fire Department for a safety clearance to re-enter the building.
- In the event that the school cannot be restored to normal operations within a reasonable period of time, the School Administrator will work in conjunction with the Office of Administrative Accountability to determine the most appropriate course of action.

In the event an earthquake occurs during non-school hours:

- The school administrator and building Engineer will assess damages to determine any necessary corrective actions. The school administrator may find it necessary to consult with other resources, i.e., Director of Facilities and Maintenance, Fire Department, Milwaukee Building Inspector.
- The school administrator should confer with the Office of Administrative Accountability regarding identified damages to determine if the school should be closed.
- If the school must be closed, the school administrator will ensure proper student, parental, and community notifications are made.

For more information on earthquakes visit the [National Earthquake Reductions Program](#).

EMERGENCY SCHOOL CLOSING PROCEDURE

INCLEMENT WEATHER POLICY

The following information serves as the Milwaukee Public Schools' policy in the event of inclement weather:

The superintendent, along with the assigned administrative staff, will monitor weather conditions during the evening and early morning hours. If it is determined that the weather conditions warrant the non-attendance of students or the closing of the entire district, Michelle Nate or Aquine Jackson, will contact the superintendent for a final decision. If schools are to be closed for staff and/or students, the appropriate television and radio stations and radio stations will be contacted by the Director of Communications and Public Affairs in a timely manner.

WHEN STUDENTS ARE NOT REQUIRED TO ATTEND DUE TO INCLEMENT WEATHER, THE FOLLOWING POLICY WILL BE IN EFFECT:

1. Central Services, all Facilities and Maintenance Services sites, all offices at 66th and Capitol Drive, Community Recreation office at 24th Street, Professional Development Center, the Warehouse and Distribution service sites, and School Safety shall remain open for business as usual.
2. All administrators and supervisors, including principals and assistant principals, are required to report to work as scheduled. Those who cannot report to work shall have the option of charging the lost time against vacation, sick leave (emergency absence), compensatory time (if appropriate), or leave without pay.
3. For offices listed in 1 above, represented and non-represented classified staff shall be required to report for work as scheduled. Represented staff who report to work shall be paid and granted time off in accordance with their respective labor contracts. Prevailing wage employees are expected to report to work and be paid their regular wage. No compensatory time will be accrued by prevailing wage employees.
4. For schools, designated clerical staff shall be required to report to work as scheduled. Represented staff who report for work shall be paid and granted time off in accordance with their respective contracts.
5. Each principal/department head shall be responsible for communicating this policy to his/her respective employees.

WHEN THE ENTIRE DISTRICT IS CLOSED DUE TO INCLEMENT WEATHER, THE FOLLOWING POLICY SHALL BE IN EFFECT.

1. In the event the weather creates conditions that are too hazardous for any travel, the superintendent will declare the entire district to be closed, including the offices listed in 1 above.
2. When the entire district is closed, with the exception of staff responsible for snow removal and other emergencies, employees will not be expected to report to work but will receive their regular pay.

3. Prevailing wage employees who are directed to report for snow removal or other emergencies will be paid their regular wage. No compensatory time will be accrued by prevailing wage employees. All other prevailing wage employees shall not report to work and shall not be compensated.

**WEATHER CANCELLATIONS FOR MPS RECREATION ACTIVITIES,
INTERSCHOLASTIC ATHLETICS/ACADEMICS, AND MUSIC LESSONS**

The following procedures will be put in place for cancellations due to cold weather, snow, and/or power failures for MPS recreation activities, interscholastic athletics/academics, and music lessons. If you need further information or clarification, please contact the Recreation Division at 475-8180.

1. School Day Cancellations

- When MPS schools are closed prior to the start of the school day, all afternoon and evening recreation and interscholastic athletics/academics are cancelled.
- If the district issues a winter alert, which means bus drivers report to their first tier schools by 2:10 pm and schools begin to dismiss students at 2:10 pm, the following recreation and interscholastic athletic office activities will continue to operate:
 1. Child care, day care, camp programs, safe places, and community learning center c activities at elementary schools.
 2. Safe places and community learning centers in middle and high schools.
 3. After-school recreation programs/activity buses in elementary schools.
 4. After-school sports programs/activity buses in middle schools.
 5. After-school and evening interscholastic athletic/academic practices and games/activity buses in high schools.
 6. After-school and evening community recreation classes.
 7. Evening adult muni-recreation sports leagues.
- If the district issues a weather emergency, which means schools may dismiss students (who walk to school) at noon, all afternoon and evening recreation division/interscholastic activities will automatically be cancelled, with the exception of after-school child care/camp programs, safe places, and community learning center activities at elementary schools. These programs will remain open until parents/guardians have picked up their children.

2. Weekend Cancellations

- Weekend weather cancellations for MPS recreation activities, interscholastic athletics/academics, and MPS music lessons will be announced on Channel 6 (TV), WTMJ-620 AM (radio) and WMCS-1290 AM (radio). One of the following messages will be relayed:

Message # 1: Closing for COLD weather

Only MPS children's recreation activities and music lessons are cancelled.
All other activities are on as scheduled.

Message # 2: Closing for SNOW

All MPS recreation activities, music lessons, leagues, and interscholastic events at MPS sites are cancelled.

- If programs have started and weather conditions system-wide require closing during the day, the same procedures listed in A above will be utilized.
- If programs have started and weather conditions at a particular site are such that closing should be considered, the on-site director should contact his/her supervisor and a decision should be made.

3. Power Failures

- Power failures at individual schools will be handled on a case-by-case basis. The administrator in charge of the program will make the decision and notify appropriate personnel. Activity cancellations will be broadcast on the radio-television, if necessary.

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

PROCEDURE:

- The school administrator will activate the SCHOOL CRISIS PLAN, which may include an emergency response of SHELTER-IN-PLACE or EVACUATION OF THE BUILDING.
- The school administrator will notify EMERGENCY 9-1-1, the Division of School Safety and Security, and the Office of Administrative Accountability.(Refer to Resource List #3)
- The school administrator should keep a battery powered radio tuned to local radio station for information.
- If an emergency response of EVACUATE BUILDING or ALTERNATE-SITE EVACUATION is issued, staff and students will evacuate using prescribed routes or other safe routes to the predetermined assembly area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly area to account for students. Teachers will notify the STUDENT ACCOUNTABILITY COORDINATOR of any missing students.
- The INFORMATION/MEDIA COORDINATOR will coordinate with the DISTRICT MEDIA LIAISON person to provide parental and media notifications as directed by the school administrator.
- In the event that the school cannot be restored to normal operations within a reasonable period of time, the school administrator will work in conjunction with the Office of Administrative Accountability to determine the most appropriate course of action.

For further information on *flooding* visit the [FEMA](#) web-site.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to CHEMICAL RELEASE in this section. If a crash results in a utility interruption, refer to UTILITIES FAILURE in this section.

PROCEDURE:

- The school administrator will activate the SCHOOL CRISIS PLAN and initiate an appropriate emergency response action; i.e., DUCK AND COVER, SHELTER-IN-PLACE, OR EVACUATION.
- If the school administrator issues the EVACUATE BUILDING action, staff and students will evacuate the building(s) using prescribed routes or other safe routes to the predetermined assembly area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly area to account for students. Teachers are notify the STUDENT ACCOUNTING COORDINATOR

The following are to be notified immediately:

EMERGENCY 9-1-1

THE OFFICE OF ADMINISTRATIVE
ACCOUNTABILITY

- Students and Staff are not to return to the school building or grounds until clearance is received from the Milwaukee Fire Department or other authority.

REPORTING CRISIS AND SECURITY INCIDENTS

REPORTING TO THE MILWAUKEE POLICE DEPARTMENT:

- School personnel should call the Milwaukee Police Department emergency number 9-1-1 only in situations where there is potential for violence, bodily harm, or when property is being damaged.
- In all other cases, call the non-emergency number 933-4444. The caller should be prepared to provide the following information to the tele-communicator:
 1. Caller's name
 2. School involved
 3. School address
 4. Name of contact person
 5. Location where M.P.D. officers should report e.g. school office, parking lot, etc.
 6. Details of the incident e.g., fight, weapons, involved, size of crowd, any injuries.
 7. Nature of injuries, whether incident is ongoing or under control.

REPORTING TO THE ADMINISTRATIVE SPECIALIST:

The school principal/designee must immediately report the following crisis or security incidents to their respective administrative specialist.

- All cases involving firearms or facsimile guns (i.e. bb gun, pellet gun, etc.)
- All cases involving a threat with a gun.
- All racially motivated fights/disruptions that may likely result in additional disruption.
- Gang-related fights/disruptions that may likely result in additional disruption.
- Any major disruptions of an after-school event (e.g. dance, athletic event) that may cause the event to be stopped or to be canceled.
- All staff assaults by students that result in an injury requiring medical attention.
- Any injury to a student that requires medical attention as the result of a fight or disturbance.
- Acts of arson where the damage exceeds \$50.00.
- All cases of violent crime (e.g., robbery, assault, sexual assault) by non-students involving students or staff as victims.
- All allegations of staff misconduct involving physical assault or sexual assault whether the victims are staff or students.
- All allegations of criminal behavior by staff outside the work place that could result in misconduct charges.
- All incidents that may draw attention of the media, general public, or parents: e.g., bus accidents, serious accidental injury, abandonment of a student, sudden death, outbreak of contagious diseases.

REPORTING TO THE DIVISION OF SCHOOL SAFETY AND SECURITY:

The School Administrator in charge/designee should also notify the Division of School Safety and Security relative to matters affecting school safety and security.

DIRECTOR OF SCHOOL SAFETY AND SECURITY:
OFFICE: 345-6635 / CELL PHONE: 750-3488
ASSISTANT DIRECTOR: CELL PHONE: 750-3959

It is important that the facts of the incident are kept confidential and are not reported to any external source (e.g. media, attorney) without the direct approval of the superintendent or his/her designee.

TERRORISM

Since the events of September 11, 2001 a number of federal, state, and local agencies have studied the best practices for crisis management and emergency response actions in defense of terrorism. These agencies include, but are not limited to, the U.S. Department of Education, U.S. Department of Homeland Security, U.S. Secret Service, and the Federal Emergency Management Agency (FEMA).

The following includes emergency response recommendations relative to the primary means of terrorism attack, commonly referred to as “CBRNE” (Chemical, Biological, Radiological, Nuclear, and Explosion).

These recommendations are fundamental in nature and are not intended to limit the mitigation, preparedness, response, and recovery phases of any school crisis plan.

For further information regarding CBRNE emergency response procedures please visit the [FEMA](#) website.

CHEMICAL ATTACK/RELEASE

Most chemical agents do not produce a visible cloud.

INDICATORS OF CHEMICAL HAZARD

BLISTER or RASHES
Unusual LIQUID DROPLETS or OILY FILM
Unexplained ODORS
Unexplained COUGHING, FATIGUE, TEARING in eyes, DIZZINESS
Unexplained ANIMAL SICKNESS or DEATH

RESPONSE

STAFF

- If a chemical attack or release is suspected, notify the principal's office immediately.
- Advise of injuries and anyone in immediate danger.
- If evident, notify principal's office of adverse physical symptoms present.
- Stay calm and keep students calm.
- Remain in room with door and windows closed. Await further instructions.
- Take attendance and keep class roster in your possession.
- If outside with students, seek shelter immediately.
- Have students cover nose and mouth with handkerchief or other material.

PRINCIPAL'S OFFICE

- Call EMERGENCY 9-1-1 and notify administration.
- Activate the SCHOOL CRISIS PLAN.
- If chemical attach or release is suspected turn off HVAC (heating, ventilation, air conditioning) systems.
- Control building ingress/egress.
- If Hazardous Substance is outside: Use PA announcement directing staff and students to remain in classrooms or move to a pre-designated safe/assembly area.
- If Hazardous Substance is released inside of the building EVACUATED BUILDING.
- Conduct attendance audit of visitors, staff and students.
- Public announcement through local emergency manager or broadcast media.

If you think you have been exposed to a chemical:

If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical agent.

If you suspect you may have been exposed to a chemical:

1. Strip immediately and wash.
2. Look for a hose, fountain, or any source of water, and wash with soap, if possible, being sure not to scrub the chemical into your skin.
3. Seek emergency medical attention.

BIOLOGICAL ATTACK/RELEASE/OUTBREAK

INDICATORS OF BIOLOGICAL INCIDENT

Symptoms may not present themselves for 1-20 days, depending on the biological agent, and may include;

- FEVER, HEADACHE, CHILLS, SWEATING, WEAKNESS and FATIGUE.
- RESPIRTORY DISTRESS, DIFFICULTY BREATHING, TALKING, or EATING.
- JOINT and MUSCLE PAIN.
- NAUSEA.

RESPONSE

STAFF

Notify principal's office immediately.

PRINCIPAL'S OFFICE

- Call EMERGENCY 9-1-1 and notify administration.
- Activate the SCHOOL CRISIS PLAN.
- Ensure that Milwaukee Health Department is notified.
- Conduct attendance audit of visitors, staff, and students.

NOTE:

Establishment of an information sharing system with public health officials to report excessive/unusual student absenteeism should be considered.

CONSIDER:

Establishing a location for evacuation, decontamination, or quarantine at the direction/approval of the incident commander.

RADIOLOGICAL ATTACK/RELEASE

INDICATORS OF RADIOLOGICAL EXPOSURE

Symptoms usually do not appear for 2-6 hours, even with high doses.

Symptoms may include:

- NAUSEA
- VOMITING
- DIARRHEA
- DIZZINESS
- FATIGUE
- HEADACHE

RESPONSE

STAFF

- Close windows and doors.
- Ensure that students do not chew gum, eat, drink or place objects in their mouth.
- Have students cover nose and mouth with handkerchief or other material.
- Take attendance
- Wait for further direction from school administration.

PRINCIPAL'S OFFICE

- Call EMERGENCY 9-1-1 immediately and notify administration.
- Activate the SCHOOL CRISIS PLAN.
- Public address announcement to staff.
- Control building ingress/egress.
- Turn off HVAC (heating, ventilation, air-conditioning) system.
- Close all windows and doors
- Maintain a closed campus until evacuation or decontamination procedures are implemented by incident commander.
- If within 10 mile radius of incident, SHELTER-IN-PLACE until evacuation procedures are initiated.
- Conduct attendance audit of visitors, staff and students.

IF POSSIBLE AND PRACTICABLE

- Keep exposure time to a minimum.
- Establish a location for evacuation and decontamination at the direction/approval of the incident commander.
- Contact your local Emergency Management office for further guidance.

NUCLEAR ATTACK/RELEASE

SOURCES OF NUCLEAR ATTACK/RELEASE

- Detonation of a THERMAL NUCLEAR BOMB.
- Bombing of a NUCLEAR FACILITY or TRANSPORTATION VEHICLE.
- Dissemination of RADIOACTIVE MATERIALS with a spray device.
- Use of a DIRTY BOMB.
- An explosive device used to disseminate radioactive material.

NOTE:

The amount of radiation from a “dirty bomb” is unlikely to give you radiation sickness or cancer (dependant upon time, rate, and distance).

RESPONSE

STAFF and/or PRINCIPAL'S OFFICE:

- Call EMERGENCY 9-1-1 and notify administration
- Activate the SCHOOL CRISIS PLAN.
- Conduct attendance audit of visitors, staff and students.
- Refer to RADIOLOGICAL ATTACK/RELEASE document.

EXPLOSION

Approximately 70% of terrorist events involve the use of explosives. Explosives can be used to disperse other hazardous materials.

TYPES OF EXPLOSIONS

MECHANICAL
CHEMICAL
NUCLEAR/RADIOLOGICAL

RESPONSE

STAFF

In response to written, Email, verbal or call-in explosion threat OR upon discovery of a potential explosive device:

- Stay calm
- Inform principal's office via messenger or building telephone.
- Do not operate radios or electronic equipment.
- Evacuate to designated assembly area, leaving doors open as you exit.
- 1,000 feet minimum distance recommended.
- Do not remove any items from the building as you exit.
- Take attendance
- Report any missing students to the STUDENT ACCOUNTABILITY COORDINATOR.

PRINCIPAL'S OFFICE

In response to written, verbal or call-in explosion threat OR upon discovery of potential explosive device:

- Upon notification, call EMERGENCY 9-1-1 and notify administration
- Activate the SCHOOL CRISIS PLAN.
- Use messenger to signal EVACUATION of staff and students to designated assembly area.
- Radio signals an/or electronic devices can activate explosive devices.
- Do not use:
 - Radios
 - Cell phones
 - Electronic bells/public address system.
- Conduct attendance audit of visitors, staff, and students.
- Report any unaccounted students to first responder on scene.
- Fire and Police
- Emergency Medical Services

MANAGING SUSPICIOUS / THREATENING / UNUSUAL MAIL AND POWDERS

By Peter Pochowski, Director of the Division of School Safety and Security

In the weeks following the events of September 11, 2001, several MPS schools have been the victims of pranksters hoping to feed on America's fear of anthrax. Small piles of powder and some baggies filled with white powdery substances found in these schools have caused administrators and the Division of School Safety and Security to spend an inordinate amount of time in responding and investigating these incidents. It is important to note that these "jokes" are in fact a crime and the person(s) responsible will be prosecuted to the fullest extent of the law. Thus far two people have been arrested for these offenses. These acts are serious violations of the law and MPS will aggressively pursue all violators.

MPS is not alone in this dilemma. The Milwaukee Health Department has also been inundated with over 500 requests to identify these substances. (NOTE: none were found to contain anthrax). As a result, the Health Dept. has announced that its staff can no longer continue the practice of responding to every call. Fully cognizant of their responsibility in this anthrax crisis, the Health Dept. staff met with the police and fire departments, the Milwaukee County Division of Emergency Management, and U.S. Postal Service to establish some parameters for responding to calls for service. The superintendent has reviewed the report from these experts and has directed that following procedures be implemented immediately for the following categories:

CATEGORY A. UNUSUAL MAIL: Unexpected mail; outdated information such as titles; sent to former employee; no return address or an unusual one; marked "personal" or confidential"; return address does not match postmark; excessive postage; unusual amount of tape, etc.).

SCHOOL RESPONSE: Call your administrative specialist. He/she will notify the Division of School Safety and Security. The mail will be removed by designated safety personnel.

CATEGORY B. SUSPICIOUS MAIL: Same as CATEGORY A except it contains or is contaminated with unusual or unexpected substance including powder, dust particles, liquids, etc; has unusual weight or is lopsided; has a strange odor; wires can be felt or observed, etc., without an associated threat (verbal or written).

SCHOOL RESPONSE: Call your administrative specialist. He/she will notify the Division of School Safety and Security. The mail will be removed by designated safety personnel only. It will be processed as directed by the Health Department.

CATEGORY C. THREATENING MAIL: Same as CATEGORY A or B except it has an associated concurrent threat (verbal or written) identifying specific mailing.

SCHOOL RESPONSE: a THREAT IS A CRIME. First call the Milwaukee Police Department via EMERGENCY 9-1-1 and then call your administrative specialist. He/she will notify the Division of School Safety and Security. Do not open or move the letter. Walk away from it but remain in that room in order to reduce the chances of exposing others. Keep other people away from the letter and from that room. The Division of School Safety and Security will work with the Police Department to investigate the matter. The mail will be processed as directed by the Police Department.

CATEGORY D. NON-MAIL EXPOSURE: Discovery of unknown powders, granules, or liquids, etc., either inside or outside a building that cannot be explained.

SCHOOL RESPONSE: Call your administrative specialist. He/she will notify the Division of School Safety and Security. Do not touch or move the item. Walk away from it and keep others from it, but keep it under observation until designated safety personnel arrive. NOTE: there have been no reports of anthrax found in the quantities reported in these recent pranks, i.e. small piles of powder or small baggies filled with powder.

November 12, 2001

MITIGATION

Mitigation includes any activities that prevent an emergency, reduce the chance of an emergency happening, or lessen the damaging effects of unavoidable emergencies.

Investing in preventive mitigation steps now, such as checking local building codes and ordinances about wind-resistant designs and strengthening un-reinforced masonry, will help reduce the impact of tornadoes in the future. For more information on mitigation, contact your local emergency management office.

For more information regarding tornado mitigation, preparedness, response, and recovery visit the Federal Emergency Management agency at

<http://www.fema.gov/hazards/>

UTILITIES FAILURE

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, and exposed electrical line, or a break in sewer lines.

PROCEDURE:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will activate the SCHOOL CRISIS PLAN, and issue an appropriate emergency response, such as, SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the Facilities and Maintenance Division, the Division of School Safety and Security, the Office of Administrative Accountability.(Refer to Resource List #3)
4. Facilities and Maintenance personnel, working with School Administrator, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. In the event the utility cannot be restored within a reasonable period of time, the School Administrator will work in conjunction with the Office of Administrative Accountability to determine the most appropriate course of action.

WEAPONS DETECTION PROCEDURES

In November 1992, the Milwaukee Board of School Directors authorized the use of metal detectors for random weapons screening in middle schools, high schools, and alternative schools. Hand-held scanners were also authorized for use at athletic events and other non-athletic events. Locker inspections may also be done to help maintain a safe environment for the school community.

Guidelines have been established to ensure that proper procedures are followed when walk-through metal detectors or hand-held scanners are being used. Signs should be posted at main school entrances to notify students and non employees that they may be subject to a search with a metal detector as a condition of entry and that, by the fact of entry, they shall be deemed to have voluntarily consented to such search of their persons and/or possessions for weapons and other prohibited items.

The guidelines for weapon screening include:

- a special team of school safety personnel will conduct the screening;
- Milwaukee Police Department officers will be invited to assist;
- prior to beginning the screening process, safety personnel and/or the principal will determine the screening method, e.g., every student, every fifth student, etc.;
- once selected, the screening process cannot be changed during the screening;
- the selection process may be changed from one search or screening to another;
- school administrators shall be available to assist in the supervision of students;
- personnel from the Division of Parent and Student Services and other Central Service personnel may monitor and evaluate the screening process;
- screening shall be done in an isolated area such as the cafeteria, auditorium, corridor or other areas that will not interfere with the normal operation of the school.

The search of an individual student's person and/personal effects (e.g., purse, book bag, locker) is justified when there is reasonable cause to suspect that the search will produce evidence that the student has violated or is violating the law or the rules of the school (e.g., the student is in possession of a weapon or illegal drugs). Reasonable suspicion may be established by considering factors such as eyewitness observations by school personnel, information received from reliable sources, or suspicious behavior demonstrated by the student.

The guidelines for student searches include:

- the screening should be done by trained school personnel in a private area away from other students;
- same gender screening/search is recommended;
- the screening procedures should be explained to the student;
- the student should be given an opportunity to reveal the weapon or illegal item;
- the student should then be asked to remove all objects from his/her pockets;
- under no circumstances should school personnel conduct a strip search.

TORNADOES

When a tornado is coming, you have only a short amount of time to make life-or-death decisions. Advance planning and quick response are the keys to surviving a tornado.

Before a Tornado: How to Plan

Conduct tornado drills each tornado season.

Designate an area in the building as a shelter, and practice having everyone go there in response to a tornado threat.

Discuss the difference between a "tornado watch" and a "tornado warning."

Contact your local emergency management office or American Red Cross chapter for more information on tornadoes.

Stay Tuned for Storm Warnings

- Listen to your local radio and TV stations for updated storm information.
- Know what a tornado WATCH and WARNING means:
- A tornado WATCH means a tornado is possible in your area.
- A tornado WARNING means a tornado has been sighted and may be headed for your area. Go to safety immediately.
- Tornado WATCHES and WARNINGS are issued by county or parish.

When a Tornado WATCH Is Issued...

- Listen to local radio and TV stations for further updates.
- Be alert to changing weather conditions. Blowing debris or the sound of an approaching tornado may alert you. Many people say it sounds like a freight train.

When a Tornado WARNING Is Issued...

- If you are inside, go to the safe place you picked to protect yourself from glass and other flying objects. The tornado may be approaching your area.
- If you are outside, hurry to the basement of a nearby sturdy building or lie flat in a ditch or low-lying area.
- If you are in a car or mobile home, get out immediately and head for safety (as above).

After the Tornado Passes...

- Watch out for fallen power lines and stay out of the damaged area.
- Listen to the radio for information and instructions.
- Use a flashlight to inspect your home for damage.
- Do not use candles at any time.

Wisconsin Career Academy Tornado Emergency Procedures

Tornado Drills: Tornado drills will be scheduled at least once a year.

- Instruct students in your classroom as to appropriate evacuation procedures.
- Be sure lights are turned off and close windows and doors as you leave your room during the drill.
- Emphasize the importance of moving quietly and quickly to the designated area.
- Take your attendance records for the period (possibly your entire grade book). Keep your students in a straight line as you walk to your location. Take attendance when you are at your designated area. The Drill Captain for your area will ask you if all of your students are in attendance. You need to know where your students are. Alert the drill captain if you are missing anyone.



- **Ensure students know the protection position. It doesn't matter if the students face the wall or put their backs to the wall, as long as they cover their head.**
- Students are to get down side-by-side in straight rows along the designated wall. If against lockers, allow classrooms to enter designated classrooms before blocking hallways. Do not block door entrances.
- Students are to be quiet and listen for directions. Teachers should make sure this is done before they get into position themselves.
- All staff must participate when the alarm sounds, even if you have no class. No exceptions.

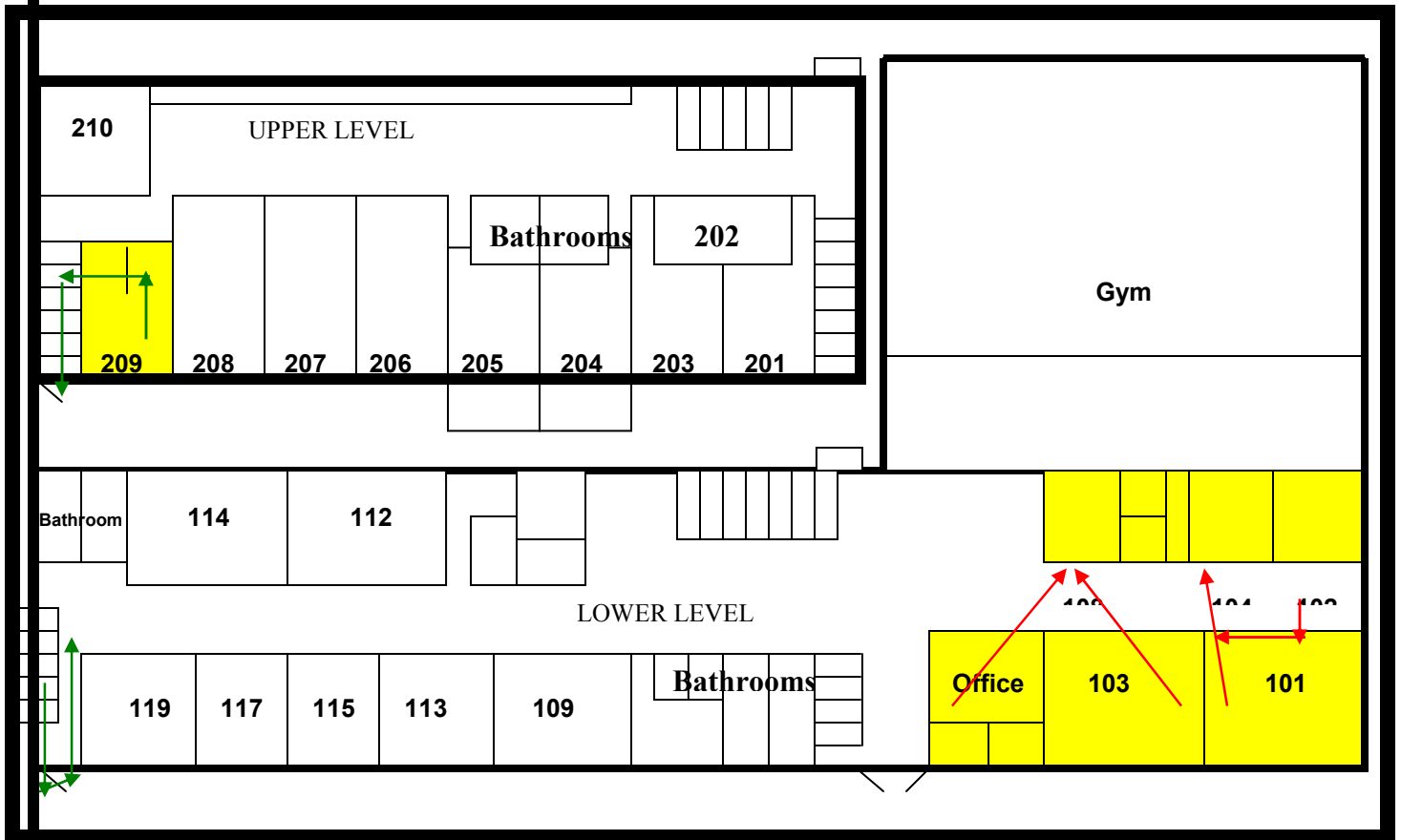
Drill Captains:

The *Drill Captains* are to observe the exit and re-entry to the classrooms at their designated areas. They should make sure lines are orderly and safe and report any violations for discipline. They are also to report via walky-talky when their classrooms are completely safe, secure and all students are accounted for. Upon instruction from the Dean of Students, an "all clear" signal will be given and the Captain will then instruct the classrooms to re-enter their classrooms in an orderly fashion.

Designated Captains:

- Lower Hallway South:Mr. Bora
- Upper Hallway:Mr. Kaman
- Gym: Mr. Hansen / Gym Teacher on Duty
- Lower Hallway North: Mr. Senel
- Main Hallway Supervision: Mr. Dawursk

Updated 02/25/08 -- Glen E. Dawursk, Jr.



WCA Tornado Procedures

Rooms 101, 102, and 104

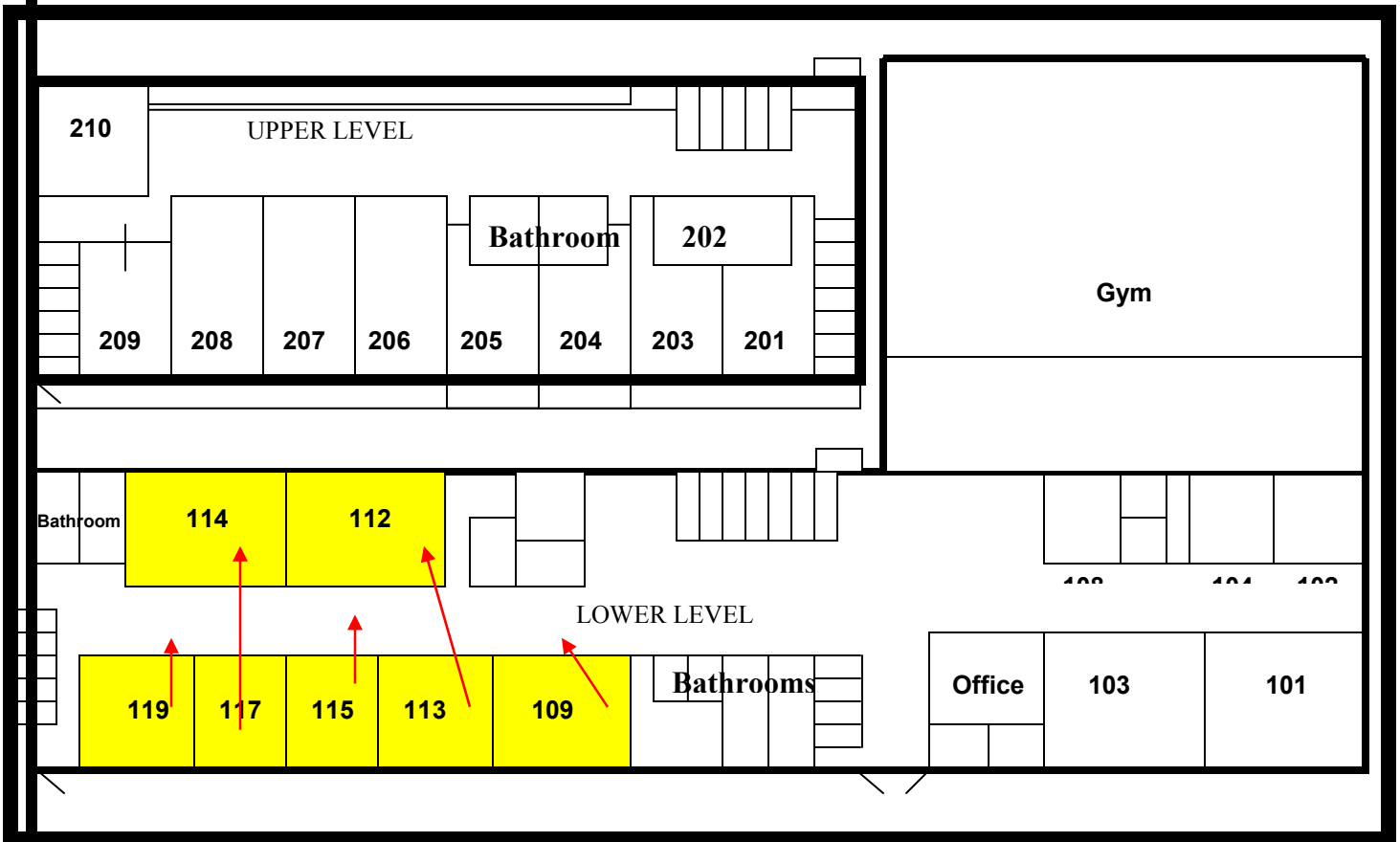
Go to room 104; Move classroom desks away from wall and kneel down in rows against WEST wall. Close door.

Rooms 103, 108 and Office

Go to room 108; Move classroom desks away from wall and kneel down in rows as close to WEST wall as possible.
Close door.

Room 209

Go to LOWER LEVEL hallway via SOUTH stairway; Kneel down in rows against lockers as close to WEST wall as possible. Close classroom doors.



WCA Tornado Procedures

Rooms 114 and 117

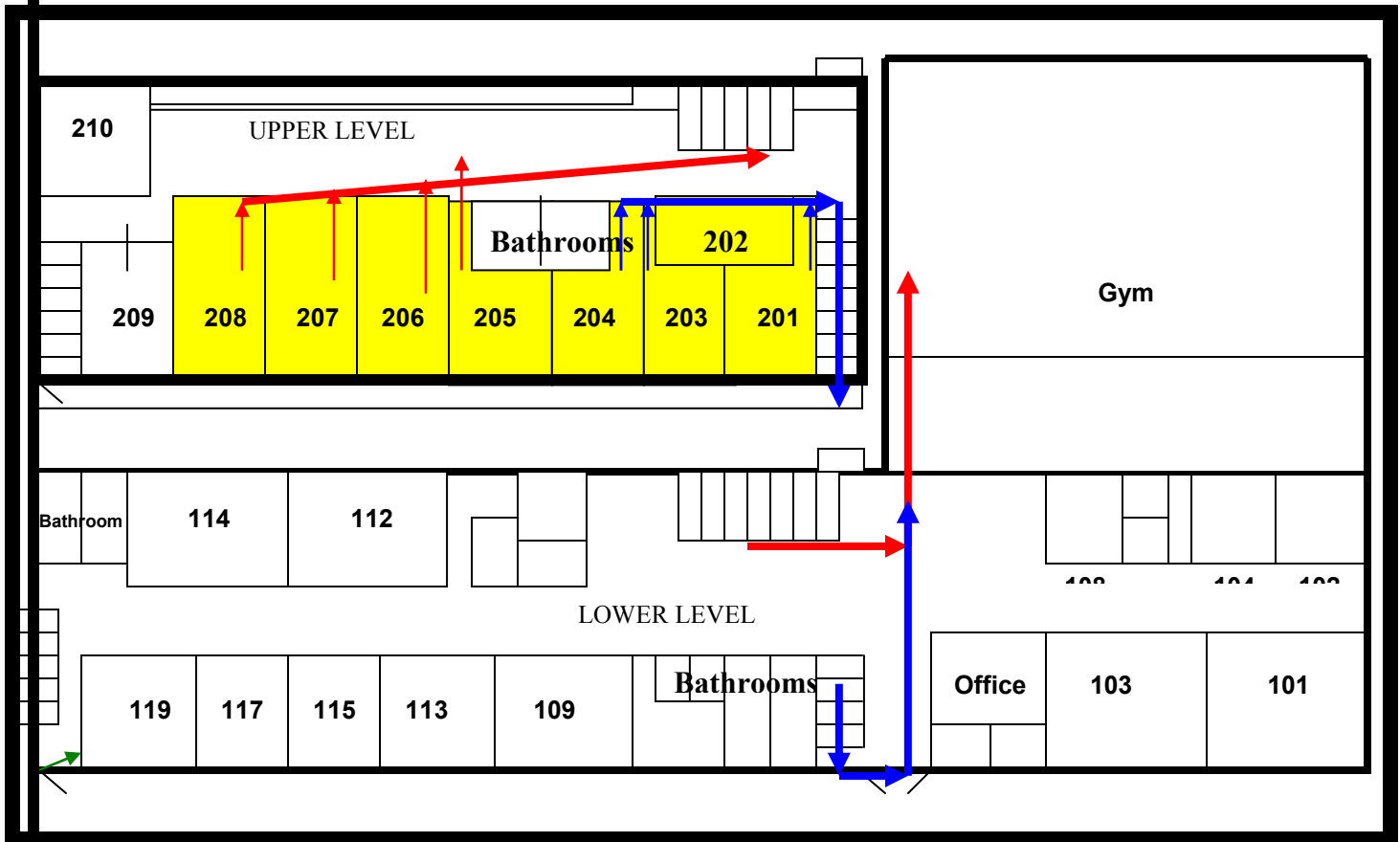
Go to room 114; Move classroom desks away from wall and kneel down in rows against WEST wall. Close door.

Rooms 112 and 113

Go to room 112; Move classroom desks away from wall and kneel down in rows against WEST wall. Close door.

Rooms 109, 115 and 119

Go to hallway; Kneel down in rows against lockers as close to WEST wall as possible. Close classroom doors.



WCA Tornado Procedures

Rooms 201, 202, 203, and 204

Go to GYM via FRONT stairway; Enter through gym door and walk $\frac{3}{4}$ way down along SOUTH wall of gym. Kneel in rows as close to the South wall as possible.

Rooms 205, 206, 207, and 208

Go to GYM via FRONT stairway; Enter through gym door and walk $\frac{3}{4}$ way down along SOUTH wall of gym. Kneel in rows as close to the South wall as possible.

Gym Classes / Cafeteria

Walk $\frac{3}{4}$ way down along SOUTH wall of gym.
Kneel in rows as close to the South wall as possible.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

PROCEDURE:

- The school administrator will activate the SCHOOL CRISIS PLAN, and issue an appropriate emergency response action, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- The school administrator will instruct all staff to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The OPERATIONS MANAGER will contact the Milwaukee Fire Department and will work with them to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the school administrator issues the EVACUATE BUILDING action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the evacuation assembly area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the predetermined assembly area to account for students. Teachers will notify the STUDENT ACCOUNTABILITY COORDINATOR of any missing students.
- The INFORMATION/MEDIA COORDINATOR will coordinate with the District Media Liaison and disseminate information to parents and media as determined by the school administrator and the Office of Administrative Accountability.
- If needed, the LOGISTICS MANAGER will arrange for adequate bus transportation to the ALTERNATE-SITE EVACUATION area(s) as directed by the school administrator.
- In the event that the school cannot be restored to normal operations within a reasonable period of time, the school administrator will work in conjunction with the Office of Administrative Accountability to determine the most appropriate course of action.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

PROCEDURE:

- Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
- The school administrator will immediately activate the SCHOOL CRISIS PLAN. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the evacuation assembly area.

The following notifications are to be made immediately:

EMERGENCY 9-1-1

Office of Administrative Accountability

Division of School Safety and Security

- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly area to account for students. Teachers will notify the STUDENT ACCOUNTABILITY COORDINATOR of all missing students.
- Designated school staff should be stationed at appropriate safe locations to prevent unauthorized entry to the building.
- The OPERATIONS MANAGER is to meet the responding fire department personnel and direct to them to the location of the fire and brief them on the situation.
- The LOGISTICS MANAGER will notify appropriate utility companies of damages.
- The LOGISTICS MANAGER will arrange for adequate bus transportation for staff and students to the Off-Site Location, if so ordered by the School Administrator.
- Any affected areas will not be reopened until clearance is received from the Milwaukee Fire Department and approved the school administrator.
- For fires during non-school hours, the School Administrator and the Office of Administrative Accountability will determine if the school will open the following day.
- All fires, regardless of their size, which are extinguished by school personnel, require a call to the Milwaukee Fire Department to indicate that the “fire is out”.

- In the event that the school cannot be restored to normal operations within a reasonable period of time, the school administrator will work in conjunction with the Office of Administrative Accountability to determine the most appropriate course of action.

For further information on school fires see the [2004 FEMA SCHOOL FIRES REPORT](#).

Wisconsin Career Academy

Fire Emergency Procedures

In case of a fire, electrical sparks, or smoke, the first person to notice the incident should proceed to the nearest fire emergency pull box and sound the alarm.

Note: Sound the alarm *before* you do anything else.
Do not try to extinguish the fire first; **first sound the alarm.**

Fire emergency pull boxes are located at the following locations:

- Next to the east doors by the main office
- Next to the south exit doors by room 119
- Next to the north exit doors by room 101
- Next to the three exit doors in the cafeteria
- Next to each of the outside doors in the gym
- Next to the south exit stairs outside room 209
- Next to the up stairs across from room 203
- Next to the down stairs by room 201

Fire Evacuation Routes:

- Teachers must know the classroom exit route for every class they teach in.
 - **Rooms 101, 102, 103, and 104** – enter the hallway and exit the building through the *north* doors.
 - **Rooms 109, 112, 113, and 115** – enter the hallway and exit the building through the *east* doors next to the office. Exit through left door.
 - **Rooms 114, 117 and 119** – enter the hallway and exit the building through the *south* doors.
 - **Rooms 207, 208, 209 and 210** – enter the hallway and proceed down the *south* stairs and exit the building at the bottom of the stairs
 - **Rooms 205 and 206** – enter the hallway and proceed down the *main* stairway (center of the building) and exit the building through the *north* doors.
 - **Rooms 201, 202, 203 and 204** – enter the hallway and go down the *north* (front entrance) stairway and exit the building at the bottom of the stairs. Exit through the right door.
 - **Gym or cafeteria classes** – should line-up and exit through the cafeteria north exit.

Fire Drills:

Fire drills will be scheduled on a monthly basis throughout the school year. If there are no fire drill directions in your room, please notify Mr. Dawursk.

- Instruct students in your classroom as to appropriate evacuation procedures.
- Be sure lights are turned off, windows closed and doors shut as you leave your room during the drill.
- Emphasize the importance of moving quietly and quickly to the designated area in the parking lot.
- Take your attendance records for the period (possibly your entire grade book), keep your students in a straight line and take attendance. The Fire Drill Captain for your line area will ask you if all of your students are out of the building and in your attendance. You need to know where your students are.
- All staff must exit the building whenever a fire alarm sounds, even if you have no class. No exceptions.

Fire Extinguishers:

If it is an actual small fire and you have already sounded the alarm AND the building is being evacuated, there are fire extinguishers located at the following locations:

- On the north, south and west walls of the gym.
- On the north, south and east walls of the cafeteria.
- On the hall way outside of room 109.
- On the hallway outside of room 119, by the south exit doors.
- On the hallway outside of room 210, by the assistant principal's (Mr. Dawursk's) office
- On the hallway outside of the upstairs restrooms.
- On the hallway outside of the upstairs elevator doors.

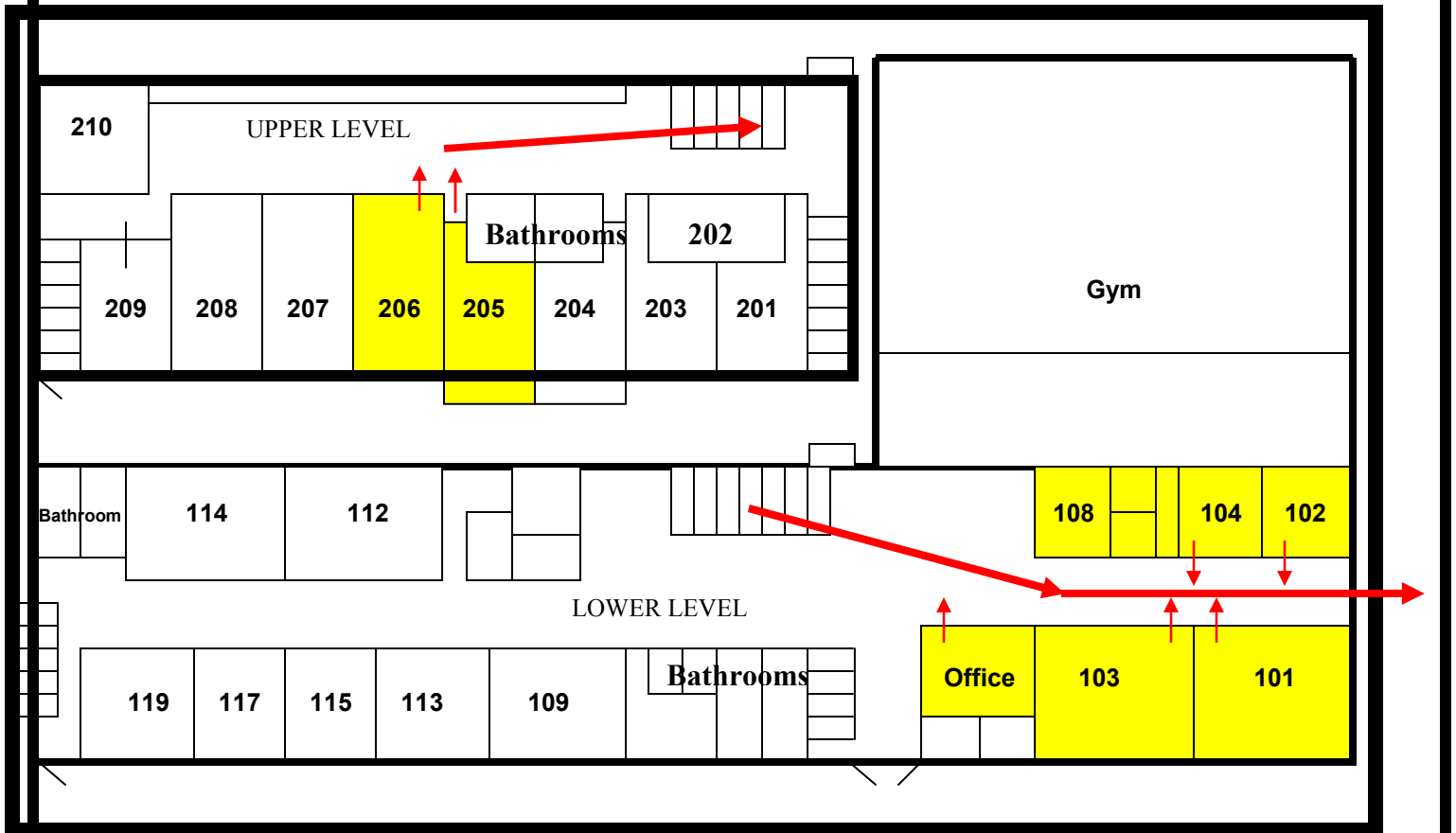
Drill Captains:

The *Drill Captains* are to observe the exit and re-entry of the classrooms at their designated exits. They should make sure lines are orderly and safe and report any violations for discipline. They are also to report via walky-talky when their classrooms have completely exited the building and all students are accounted for. Upon instruction from the Dean of Students, an "all clear" signal will be given and the Captain would then instruct the classrooms to re-enter the building in an orderly fashion.

Designated Captains:

- **North Exit: Mr. Hansen**
Rooms 101, 102, 103, 104
Rooms 205 and 206
Parking Lot North
- **East Exit (Main): Mr. Kaman**
Rooms 109, 112, 113, and 115 – Exit through the left door.
Rooms 201, 202, 203 and 204 – Exit through the right door.
Parking Lot East
- **South Exit: Mr. Bora**
Rooms 114, 117 and 119
Rooms 207, 208, 209 and 210
Parking Lot South
- **Cafeteria North Exit: Mr. Senel**
Gym or cafeteria classes
- **Building Supervision: Mr. Dawursk**

Updated 02/25/08 -- Glen E. Dawursk, Jr.



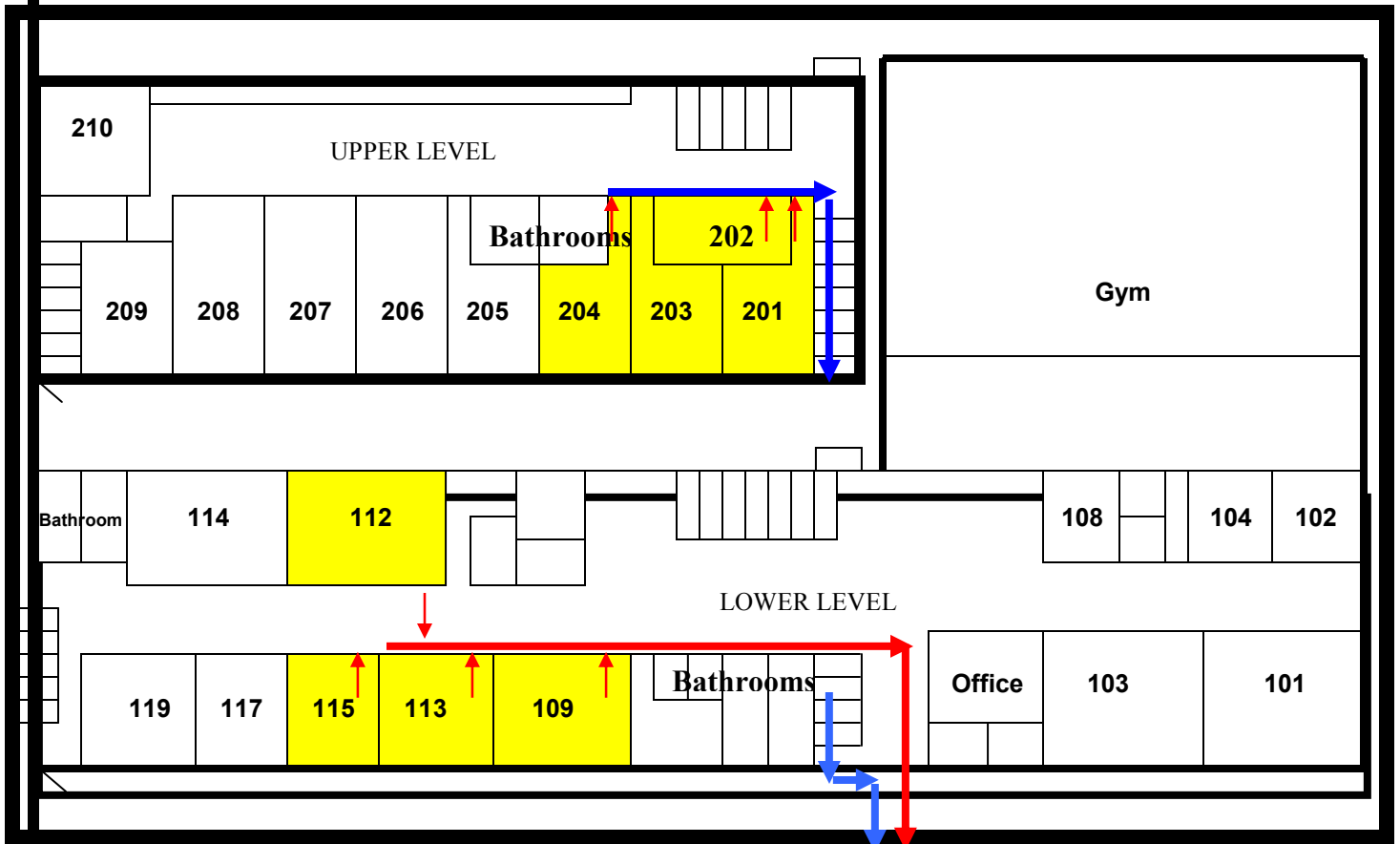
WCA FIRE EVACUATION

**Rooms 101, 102, 103,
104, 112, and 119**

Enter the hallway and exit the building through the *north* doors.

Rooms 205 and 206

Enter the hallway and proceed down the *main* stairway (center of the building) and exit the building through the *north* doors.



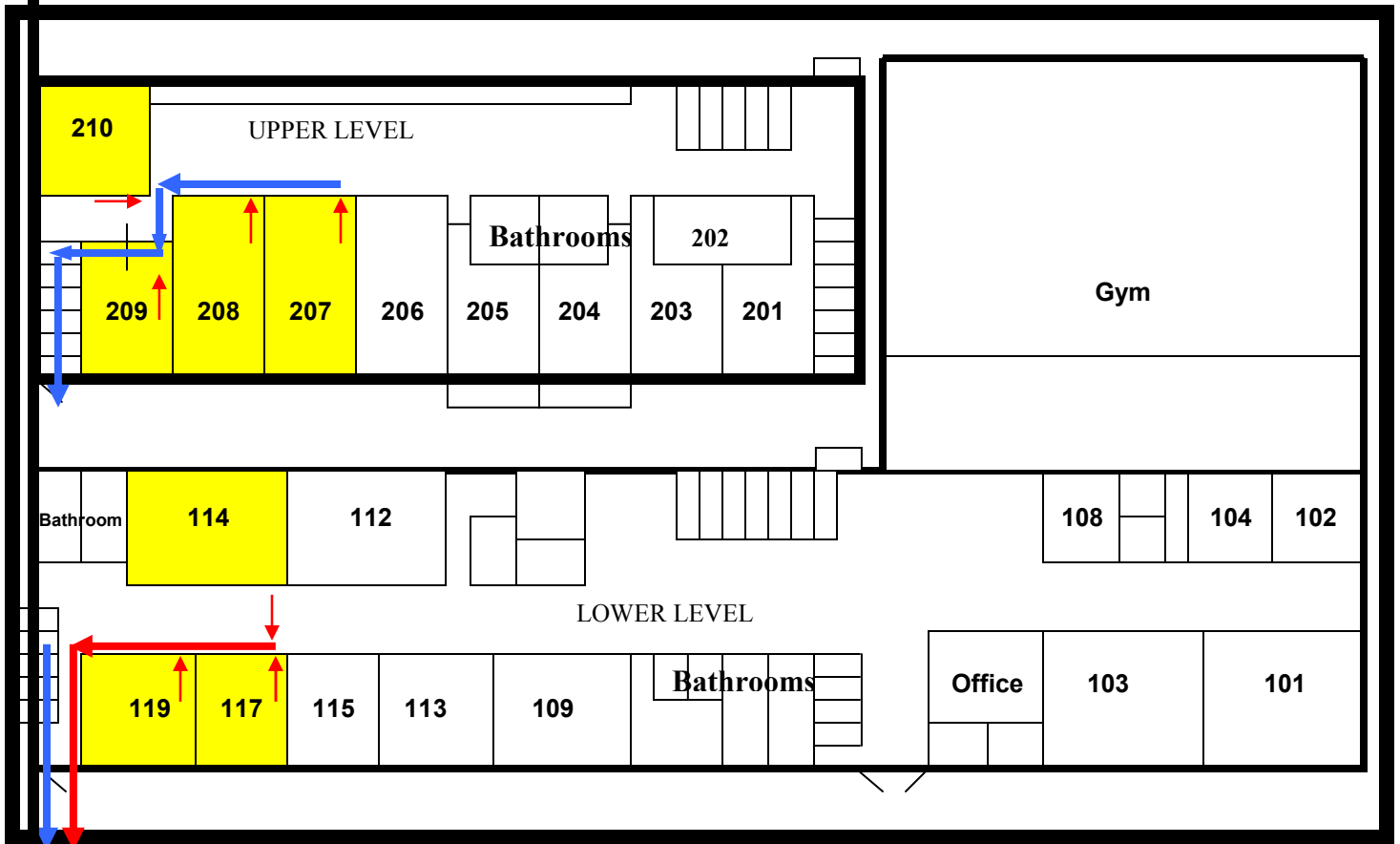
WCA FIRE EVACUATION

Rooms 109, 112, 113, and 115

Enter the hallway and exit the building through the **east** doors next to the office. Exit through left door.

Rooms 201, 202, 203 and 204

Enter the hallway and go down the north (front entrance) stairway and exit the building at the bottom of the stairs (**east** doors). Exit through the right door.



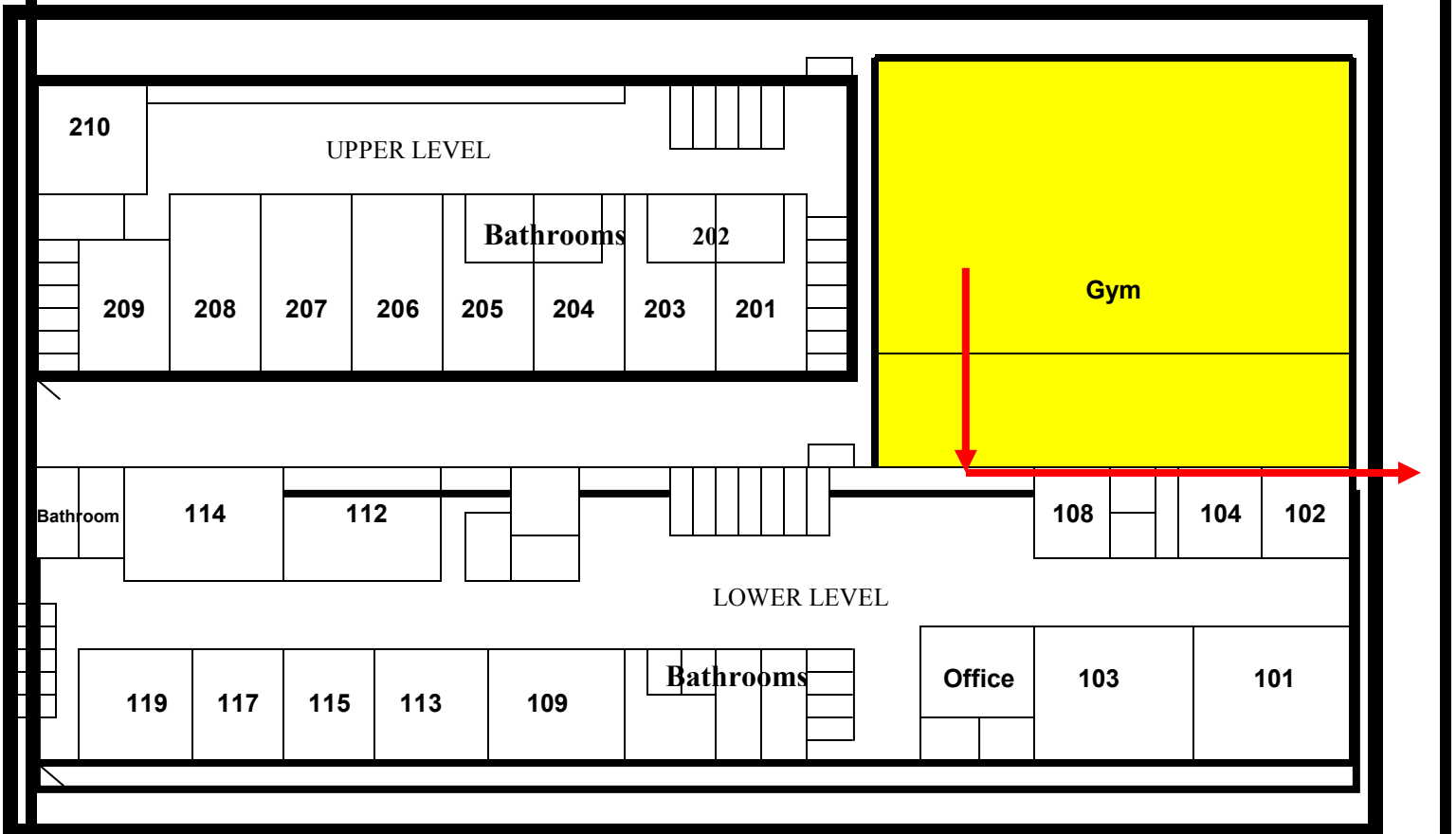
WCA FIRE EVACUATION

Rooms 114, 117, and 119

Enter the hallway and exit the building through the **south** doors.

Rooms 205, 208, 209, and 210

Enter the hallway and proceed down the south stairs and exit the building at the bottom of the stairs (**south** doors).



WCA FIRE EVACUATION

Gym or cafeteria classes

Should line-up and exit through the cafeteria **north** exit.