



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

**NOTE:** This meeting will be held in the Boardroom.

*\*Starting/ending times may vary*

**Tuesday, September 12, 2023**

**Starting Time:** 6:00 – 6:30 p.m.\*

**CHAIR:** Ms. Robbins

**MEMBERS:** Mr. Mancl, Vice Chair

Ms. Versey

Mr. Laster

*(a quorum of the Board may be present)*

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, September 12, 2023 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 884 1988 8250 and Passcode: 567053 or <https://us06web.zoom.us/j/88419888250?pwd=bk9tN1pxNTdMdDdtUE04WWlJQmN5QT09> at the scheduled meeting time.

**REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE  
AGENDA**

- 20 Min. 1. **ATTENDANCE AND TRUANCY UPDATE – Mr. Jacob Konrath/Mr. Jason Ledermann/Mr. Jim Renzelmann/Mr. Eric Spielman/Mr. Nicholas Collins/Mr. Kyle Moore/Mr. Joe O’Brien**  
(Information/Discussion)

Administration will provide an update on current attendance and truancy prevention methods.

- 5 Min. 2. **GRADUATION REQUIREMENTS – Mr. Jacob Konrath** (Discussion/Possible Action)

Administration will provide an update regarding the graduation requirements for the 2023-2024 school year.

- 5 Min. 3. **SHEBOYGAN AREA SCHOOL DISTRICT CRISIS MANUAL – Mr. Jacob Konrath**  
(Discussion/Possible Action)

The administration recommends approval of the 2023-2024 Sheboygan Area School District Crisis Manual.

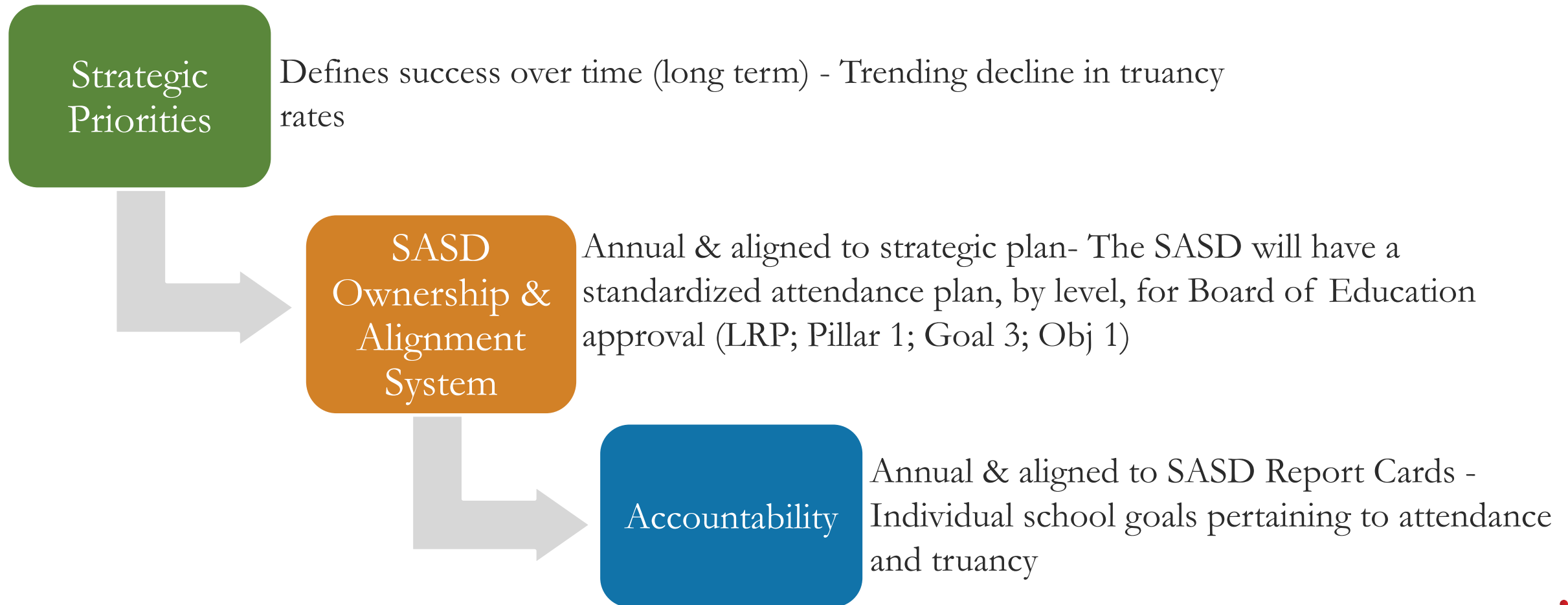


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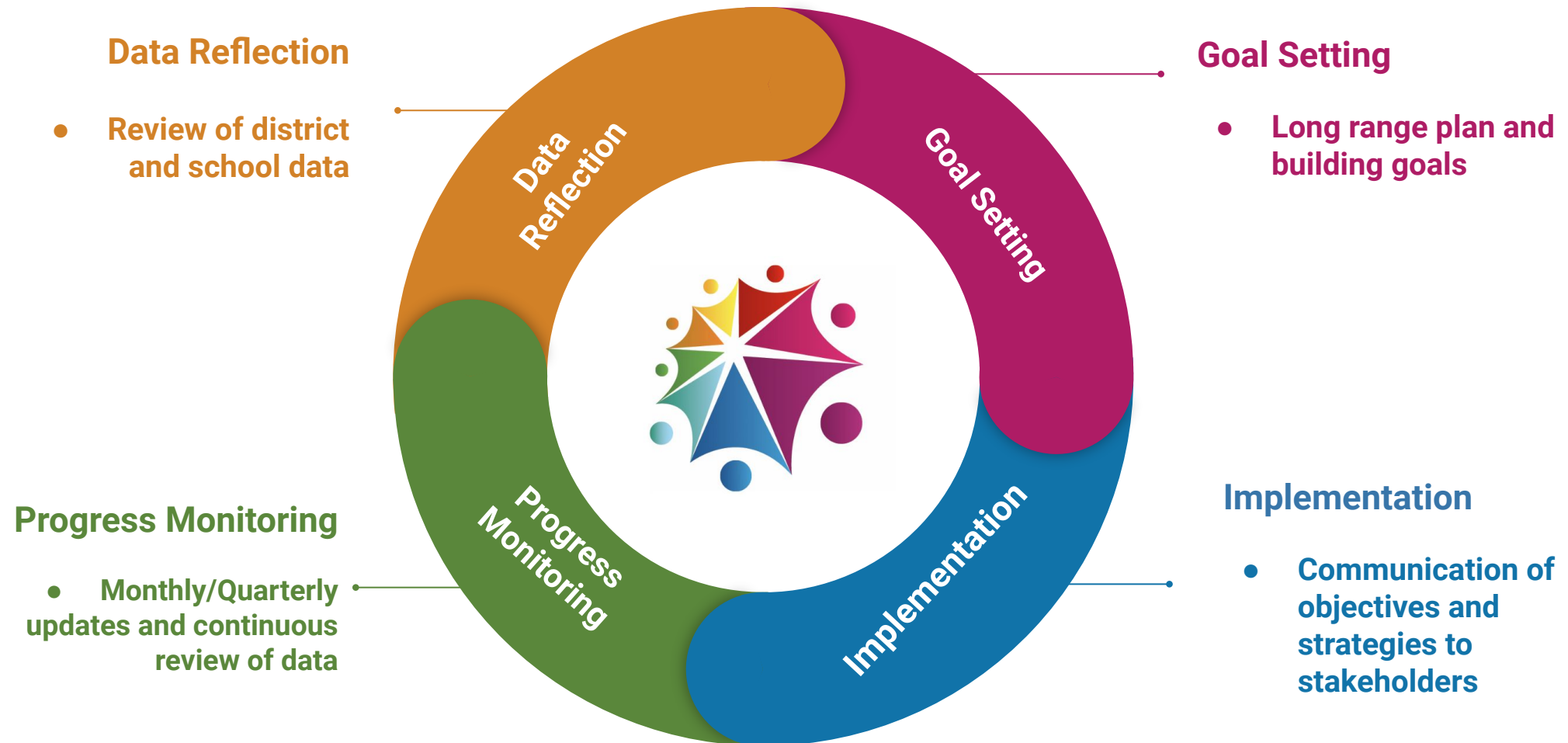
# Attendance and Truancy Prevention Process

Board of Education Presentation

# Utilizing Continuous Improvement to Measure Success



# Continuous Improvement Cycle



# Truancy Laws-

**Wisconsin Statute 118.15, 118.153, 118.16, 118.62-**

- **Summary - Any person having under control a child who is between the ages of six (6) and eighteen (18) years shall cause the child to attend school regularly during the full period and hours that the public or private school in which the child should be enrolled is in session until the end of the school term quarter or semester of the school year in which the child becomes eighteen (18) years of age. Students at the age of 18 may have an “Age of Majority” form on file that must be signed by a parent or guardian and approved by administration. Students are allowed 5 absences per semester.**



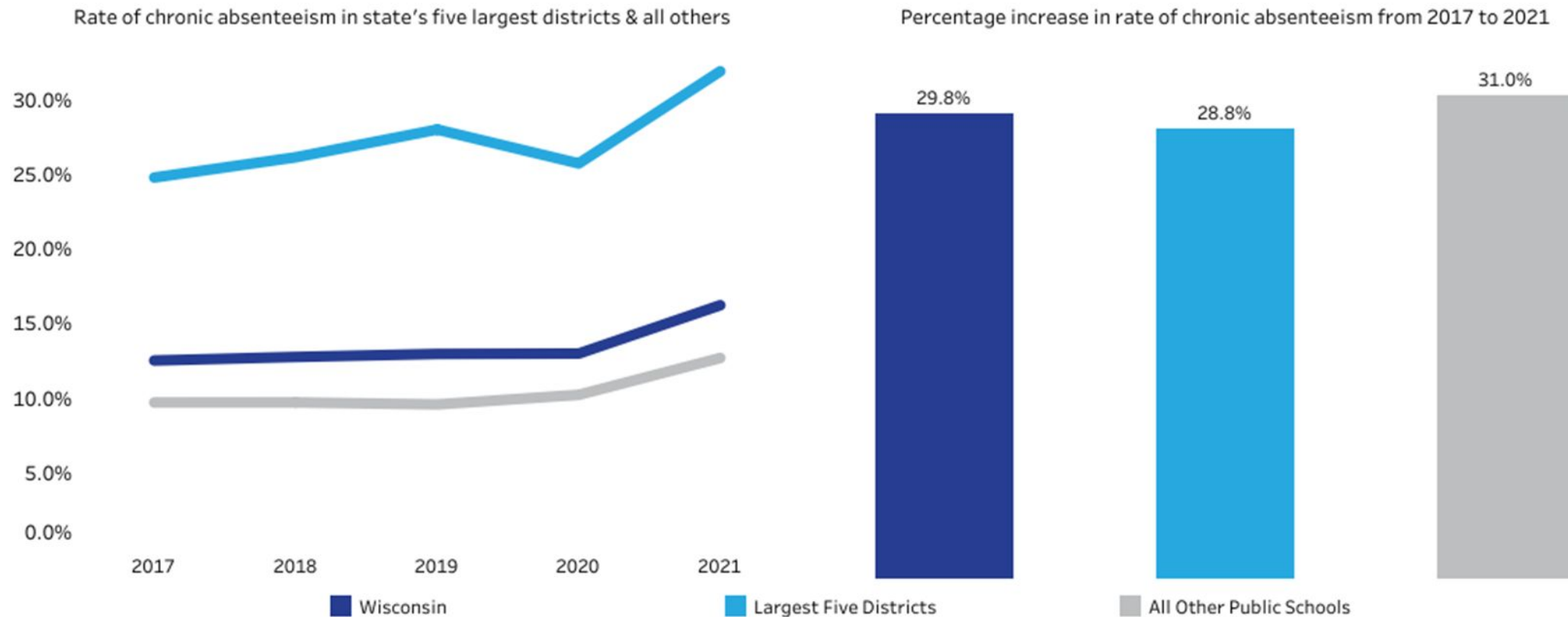
# Absenteeism/Truancy Facts-

- **There is a direct correlation between a student's socioeconomic status and the likelihood of truancy.<sup>1</sup>**
- **Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.<sup>2</sup>**
- **Chronic absence appears to have doubled by the end of the 2021-22 school year. It now affects nearly one out of three students (or 16 million vs. 8 million students in the 2018-19 school year).<sup>2</sup>**
- **Absenteeism and its ill effects start early.<sup>2</sup>**
- **Poor attendance can influence whether children read proficiently by the end of third grade or be held back.<sup>2</sup>**
- **By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.<sup>2</sup>**
- **Research shows that missing 10 percent of school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.<sup>2</sup>**
- **Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care.<sup>2</sup>**
- **When students improve their attendance rates, they improve their academic prospects and chances for graduating.<sup>2</sup>**
- **Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.<sup>2</sup>**
- **Most school districts and states don't look at all the right data to improve school attendance. They track how many students show up every day and how many are skipping school without an excuse, but not how many are missing so many days in excused and unexcused absence that they are headed off track academically.<sup>2</sup>**



# Statewide Truancy

**Figure 1: Chronic Absences Rise Across Wisconsin**

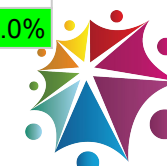


Source: Wisconsin Department of Public Instruction



# Truancy Data

School District	Enrollment	% Free/Reduced	% Truant 2017-2018	% Truant 2018-2019	% Truant 2019-2020	% Truant 2020-2021	% Truant 2021-2022	5-Year Average	% Truant Change 2017-2018 to 2021-2022	Difference 5-Yr Avg (SASD Avg - District X Avg)	Difference 2021-2022 (SASD 21-22 - District X 21-22)
Milwaukee	69,115	77.1	35.6%	36.9%	33.8%	36.6%	58.0%	40.2%	-22.40%	-22.82%	-37.5%
West Allis-West Mke	7,347	63.2	19.1%	19.4%	24.9%	28.1%	26.0%	23.5%	-6.90%	-6.14%	-5.5%
Racine Unified	16,516	61.2	24.1%	32.8%	27.4%	36.4%	52.5%	34.6%	-28.40%	-17.28%	-32.0%
Green Bay Area	19,166	58.7	18.2%	19.7%	19.5%	37.5%	30.2%	25.0%	-12.00%	-7.66%	-9.7%
<b>Sheboygan Area</b>	<b>9,583</b>	<b>55.3</b>	<b>15.2%</b>	<b>15.6%</b>	<b>16.1%</b>	<b>19.4%</b>	<b>20.5%</b>	<b>17.4%</b>	<b>-5.30%</b>	<b>0.00%</b>	<b>0.0%</b>
Kenosha	19,381	53.5	16.3%	17.1%	17.6%	19.8%	37.7%	21.7%	-21.40%	-4.34%	-17.2%
Fond du Lac	6,630	51.9	16.7%	13.7%	8.2%	10.6%	20.7%	14.0%	-4.00%	3.38%	-0.2%
La Crosse	6,139	51.3	13.6%	12.9%	13.2%	11.9%	21.6%	14.6%	-8.00%	2.72%	-1.1%
Janesville	9,552	49.6	18.2%	19.0%	19.6%	24.6%	26.4%	21.6%	-8.20%	-4.20%	-5.9%
Manitowoc	4,762	47.2	14.3%	16.6%	16.7%	31.9%	31.2%	22.1%	-16.90%	-4.78%	-10.7%
Madison Metro	25,497	44.9	18.0%	18.1%	19.4%	21.7%	36.7%	22.8%	-18.70%	-5.42%	-16.2%
Stevens Point	6,986	42.6	10.1%	12.2%	15.9%	6.3%	18.8%	12.7%	-8.70%	4.70%	1.7%
Oshkosh	9,203	42.5	11.3%	12.8%	13.3%	7.4%	15.4%	12.0%	-4.10%	5.32%	5.1%
Wausau	7,989	40.9	9.3%	10.3%	10.1%	13.8%	25.5%	13.8%	-16.20%	3.56%	-5.0%
Eau Claire Area	10,973	40.4	13.1%	12.3%	15.4%	12.2%	21.7%	14.9%	-8.60%	2.42%	-1.2%
Appleton	15,217	39.2	6.5%	7.1%	8.5%	20.8%	26.1%	13.8%	-19.60%	3.56%	-5.6%
Waukesha	12,080	34.9	8.2%	9.2%	10.0%	9.7%	18.9%	11.2%	-10.70%	6.16%	1.6%
Neenah Joint	6,526	28.9	9.6%	10.1%	10.7%	13.6%	14.3%	11.7%	-4.70%	5.70%	6.2%
Sun Prairie Area	8,381	26.8	13.5%	14.2%	13.7%	17.3%	22.2%	16.2%	-8.70%	1.18%	-1.7%
Wauwatosa	6,968	26.7	8.4%	10.2%	11.7%	22.6%	17.5%	14.1%	-9.10%	3.28%	3.0%
Middle-Cross Plains	7,252	18	10.9%	10.2%	9.0%	25.6%	20.9%	15.3%	-10.00%	2.04%	-0.4%
Elmbrook	7,727	11.1	5.2%	5.2%	4.7%	4.6%	5.5%	5.0%	-0.30%	12.32%	15.0%



-Results of the pearson correlation indicated that there is a significant large positive relationship between % Truant and F/R, ( $r(20) = .762, p < .001$ ).  
 -All data retrieved from the Wisconsin DPI Public Wisedash and WI DPI School Report Cards data sets.



# Free/Reduced Lunch : Truancy

- **Correlation between Free/Reduced Lunch (F/R) and Truancy present (slide 7)**
- **A 3-Year Weighted Truancy Rate can be calculated at each district based upon their report card score for truancy**
- **Free/Reduced Lunch ratio to Truancy to determine success of other districts (slide 9)**



# Truancy Data

School District	Enrollment	% Free/Reduced	Truancy Report Card Score	3-Year Report Card Truancy Rate	3-Year Weighted Truancy Rate if F/R % was equal to SASD	3-Year Report Card Truancy Difference	21-22 Truancy Rate if F/R % was equal to SASD	F/R Difference 2021-2022
Milwaukee	69,115	77.1	64.3	35.7	24.1	-11.6	28.58%	-29.42%
West Allis-West Mke	7,347	63.2	75.4	24.6	19.8	-4.8	23.43%	-2.57%
Racine Unified	16,516	61.2	67.6	32.4	19.1	-13.3	22.69%	-29.81%
Green Bay Area	19,166	58.7	73.4	26.6	18.4	-8.2	21.76%	-8.44%
<b>Sheboygan Area</b>	<b>9,583</b>	<b>55.3</b>	<b>82.7</b>	<b>17.3</b>	<b>17.3</b>	<b>0.0</b>	<b>20.50%</b>	<b>0.00%</b>
Kenosha	19,381	53.5	81.7	18.3	16.7	-1.6	19.83%	-17.87%
Fond du Lac	6,630	51.9	89.4	10.6	16.2	5.6	19.24%	-1.46%
La Crosse	6,139	51.3	87.4	12.6	16.0	3.4	19.02%	-2.58%
Janesville	9,552	49.6	78.6	21.4	15.5	-5.9	18.39%	-8.01%
Manitowoc	4,762	47.2	77.3	22.7	14.8	-7.9	17.50%	-13.70%
Madison Metro	25,497	44.9	79.9	20.1	14.0	-6.1	16.64%	-20.06%
Stevens Point	6,986	42.6	88.9	11.1	13.3	2.2	15.79%	-3.01%
Oshkosh	9,203	42.5	89.1	10.9	13.3	2.4	15.75%	0.35%
Wausau	7,989	40.9	88.5	11.5	12.8	1.3	15.16%	-10.34%
Eau Claire Area	10,973	40.4	86.7	13.3	12.6	-0.7	14.98%	-6.72%
Appleton	15,217	39.2	86.4	13.6	12.3	-1.3	14.53%	-11.57%
Waukesha	12,080	34.9	89.6	10.4	10.9	0.5	12.94%	-5.96%
Neenah Joint	6,526	28.9	88.3	11.7	9.0	-2.7	10.71%	-3.59%
Sun Prairie Area	8,381	26.8	84.7	15.3	8.4	-6.9	9.93%	-12.27%
Wauwatosa	6,968	26.7	85.5	14.5	8.4	-6.1	9.90%	-7.60%
Middle-Cross Plains	7,252	18	84.1	15.9	5.6	-10.3	6.67%	-14.23%
Elmbrook	7,727	11.1	95	5	D3.5	-1.5	4.11%	-1.39%



-All data retrieved from the Wisconsin DPI Public Wisedash and WI DPI School Report Cards data sets.

# Data Summary/Internal Interpretation

- **No “Model District” exists**
- **In 2021 16.1% of WI students were truant (up 23.9% since 2017)<sup>3</sup>**
- **No uniform attendance reporting existed during COVID years**
- **Research-based best practices do exist**
- **Resources are limited**



# Elementary Approach

SASD ELEMENTARY ABSENCE FLOWCHART											
3		5		7		10		15		20	
Excused	Unexcused	Excused	Unexcused	Excused	Unexcused	Excused	Unexcused	Excused	Unexcused	Excused	Unexcused
No Action	Send "First Notice" Skyward Letter	No Action	Send "Second Notice" Skyward Letter Teacher Phone Call Home	Send "First Notice" Skyward Letter	Send "Third Notice" Skyward Letter Principal/Counselor Interview with Student Principal/Counselor Phone Call Home	Send "Second Notice" Skyward Letter	Send Skyward "Fourth Notice" Letter Set Meeting Time and Date in Letter <u>or</u> House Visit	Send "Third Notice" Skyward Letter	Send "Fifth Notice" Skyward Letter SRO Involvement	Send "Fourth Notice" Skyward Letter	Send "Sixth Notice" Skyward Letter Parent Meeting with Goal Possible Ticket Issued
						Medical	Medical	Medical	Medical	Medical	Medical
						Require Medical Excuse	Require Medical Excuse	Require Medical Excuse	Require Medical Excuse	Require Medical Excuse	Require Medical Excuse

\*Parents notified of each unexcused absence via phone. Attendance also accessible via Skyward.



# Elementary Approach- Case Study

Proactive communication prior to and during the school year

- Parent Handbook
- School Procedures
- Parent Videos
- Office Communication

Initial Poor Attendance

- Parents were notified of each unexcused absence via phone
- Skyward letters generated and mailed at appropriate benchmarks
- Multiple Teacher/Principal/Counselor home contacts
- School Social Worker added to team
- Phone call home requesting parent conference (no response)
- Letter sent requesting conference
- No Call/No Show for requested conference
- Parent call - Parent said they were not aware of meeting - Meeting rescheduled
- Two reminders of meeting sent - No Call/No Show - Parent said they were not able to attend - Meeting rescheduled and reminder letter sent
- Parent meeting with Principal and Social Worker - Attendance plan developed
- Continued unexcused absences
- Ordinance citation for Caregiver Contribution to Truancy issued



# Middle School Approach

Tier I			Tier II			Tier III
0-6 Excused Absences	0-5 Unexcused Absences	0-9 Late Arrivals to School	10+ Excused Absences	10+ Unexcused Absences	10+ Late Arrivals to School	20+ Unexcused Absences
<p>Parents notified of each unexcused absence via phone. Attendance is also accessible via Skyward.</p> <p>No formal consequences until the above thresholds are met in tier 1.</p> <p>Administrator makes formal contact with parent and student once they pass the unexcused thresholds.</p> <p><a href="#">Details of Attendance Plans</a></p>			<p>Next threshold met and notify parents and students of next steps. Provide resources and supports as appropriate.</p> <p>Attendance team reviews the case to assess contributing factors, barriers, support needed and impact on the student.</p> <p><a href="#">Details of Attendance Plans</a></p>			<p>All absences and after 10+ counted as unexcused. Periods missed accumulate into days unexcused.</p> <p>Conference with parents and students about next steps, supports, and consequences moving forward.</p> <p>Medical conditions, 504's, and SPED accommodations are taken into account.</p> <p>Truancy and Citations explored in cases that apply.</p> <p><a href="#">Details of Attendance Plans</a></p>



# HMS Case Study

## Middle School Student Example 2022-23

- **Student in 6th grade, regular education, male, first unexcused absence occurred on 10/10**
  - Letter #1 sent 11/15 communicating threshold of 5+ unexcused absences, parent conference 11/28
  - Letter #2 sent 11/29 communicating threshold of 10+ unexcused absences, parent conference 12/05
  - Letter #3 sent 12/09 communicating threshold of 15+ unexcused absences, parent conference 12/19
  - Other check in conversations (text, email, call) from 12/19 to 1/19 until municipal court workshop for student
  - Municipal Workshop for attendance - attended 1/18, parent workshops offered as well but not attended
  - Student improved attendance and only 2 unexcused absences for remainder over next 2 months
  - No truancy citation issued
- **Supports provided:**
  - Office calls and emails about attendance with each absence, letters and reminders at thresholds, meetings with student and family, check in weekly from school social worker, municipal court workshop for student and parents
- **Consequences utilized:**
  - Make up time, loss of privileges, explanation of potential truancy consequences



# High School Approach

## Process:

1. 1-2 days unexcused - individual meetings with students
2. 3-4 days - letter home, individual meetings with students and parents
3. 5-6 days - loss of privileges, meetings with students and parents, student meetings on weekly basis, letter to parents
4. 7-9 days - letter, home visits, loss of privileges
5. 10+ days - letter, home visits, loss of privileges, truancy ticket warning, ticket

\*Parents notified of each unexcused absence via phone. Attendance also accessible via Skyward.

\*Student attendance is monitored through an “Attendance Task Force” (ATF) committee that meets weekly to discuss attendance issues, especially regarding students who are habitually absent. This team includes the school social worker, Dean, AP’s, and counselors.

## Preventative and Corrective Measures:

1. Individual student meetings with social worker, dean of students, or assistant principal (grade level assignments)
2. Individualized attendance plan including the following:
  - a. Bus assistance
  - b. Alarm/Daily call
  - c. Different transportation options
  - d. Support for language barriers with parents
  - e. Doctors notes/collaboration with healthcare professionals
  - f. PATH mental health supports
  - g. Bell ringing
  - h. Change of schedule
  - i. Peer mediation
  - j. Closed lunch
  - k. Loss of cell phone privileges
  - l. Loss of pass privileges
  - m. Loss of special events
  - n. Truancy groups
  - o. Tardy sweeps
  - p. Weekly emails to students on time-owed with possibilities for resolution





# NHS Case Study

- Initial Poor Attendance
  - Meeting with student and parent
  - Parent expressed concerns about sons well-being (mental health)
  - Son expressed concerns with family members in the building
  - Half-day schedule to come in morning and do credit-recovery online during afternoon
    - Only successful for a short period of time
  - Home visit
    - Created a multi-year plan for credit recovery to meet graduation requirements
  - Alternative options discussed
    - CHS decided upon - attendance improvement at CHS after being removed from peer group



# District Approach

In addition to the interventions at the building level, district level supports may also be initiated:

- Attendance Matters: Parent Workshop
- Municipal Court Educational Workshop
- Be Great: Graduate - Partnership with Boys and Girls Club
- MentorU - Partnership with Big Brother/Big Sisters
- PATH - Partnership with Lakeshore Community Healthcare and United Way of Sheboygan County
- System Of Care *Pilot Year*- Partnership with Sheboygan County Health and Human Services



# Citations

1. Sosu, E. M., Dare, S., Goodfellow, C., & Klein, M. (2021). Socioeconomic status and school absenteeism: A systematic review and narrative synthesis. *Review of Education*, 9(3), e3291.
2. "10 Facts About School Attendance." *Attendance Works*, 2022, [www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/](http://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/).
3. "A Look at Chronic Absenteeism." *Wisconsin Policy Forum*, 1 Jan. 2023, [wispolicyforum.org/research/a-look-at-chronic-absenteeism/](http://wispolicyforum.org/research/a-look-at-chronic-absenteeism/).





# Questions

# **SASD Graduation Requirements**

- **Total Credits**
  - A minimum of 23 (required and elective) credits must be earned in grades 9 through 12 for graduation.
  - Each semester class is worth  $\frac{1}{2}$  (.50) credits.
- **Language Arts (4 credits)**
- **Mathematics (3 credits)**
- **Social Studies (3 credits)**
- **Science (3 credits)**
- **Physical Education (1.5 credits)**
- **Health (.5 credit)**
- **Electives (8 credits)**

## 5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

A student must earn twenty-three (23) credits, including the credit requirements set by State statute, to be eligible to receive a diploma, provided all other requirements as determined by the State and the Board are met. The Board requires the following credit requirements for a diploma:

Language Arts	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
Health	0.5 credits
Physical Education	1.5 credits
Electives	8 credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

A student must also have participated in curriculum relating to financial literacy in order to earn a diploma.

In accordance with State law, a Board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has

demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one credit of mathematics and/or science credit.

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, §§ PI 18.03 and PI 18.04.

The Board directs the District Administrator to prepare a list of specific criteria for granting a high school diploma which includes the student's academic performance, the recommendations of teachers, the statutory credit requirements, and any additional Board-approved credit requirements.

### **Alternative Education Diploma**

The Board authorizes the District Administrator to establish an alternative diploma program for students who meet the requirements of State law but not the additional elective credit requirements established for attainment of a regular high school diploma from the District. An alternative education program is defined as an instructional program, approved by the Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled

curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program. (See Policy 2451)

The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.

Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements).

### **Graduation Activities and Ceremony**

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

### **Policy Reporting and Review**

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.



**SHEBOYGAN AREA**  
— SCHOOL DISTRICT —

# Crisis Management and Communication Manual

2023-2024

Sheboygan Area School District  
3330 Stahl Rd  
Sheboygan, Wisconsin 53081-4427  
920 459-3500

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## Roles: District Safety Team

**Incident Commander** - Superintendent or their designated authority will be responsible for the entire operation. (Duties may include, but not limited to; assessment of the incident, provide appropriate responses, activate crisis plan/team)

**Harvatiné - Konrath - Boehlke - Hintz**

**Assistant Commander/Incident Liaison** - Responsible for assisting the commander. Coordinating and communicating with all of the responding agencies. Responsible for documenting the event and analyzing what has transpired to aid in the debriefing conference.

**Konrath - Boehlke - Hintz - Spielman**

**Principal Shadow** - responsible for the duties of the affected Building Principal (as needed) to free Building Principal to assist with the incident.

**Secondary: Associate/Assistant Principals**

**Elementary: Spielman - Ledermann - McKillip - DeTroye**

**Buildings & Grounds Operation Safety Officer** - evaluates building operations and safety needs of the entire situation. Makes decisions to implement safety protocol.

**Vollmer - Kapp**

**Public Information Liaison** - releases any and all information to media, parents, and students.

**Sondalle - Koepsell - Hintz**

**Student/Staff Support Liaison** - manages student and staff care during the incident. Monitors and records all student and staff attendance related information. (Responsible for needs, wants and location of students and staff)

**Ledermann - Biller - Boutelle - Dulmes - Herbert - Kobelsky - Lepak - Lindsay - Mueller - Polzin - Rammer - Schoenenberger-Gross - Smith - Stoehr - Vorpahl - Walter**

**Admin Response Team Members** - Activated by the Incident Commander or designee, team members will be called upon to support schools in a time of need. Activities may include searching/sweeping classrooms or lockers, assisting with securing areas within the building, supporting staff and students, and/or monitoring access to/from the building for students and staff.

Scott Aleff  
Troy Schoblaske  
Bo Thao  
Lori Gasper  
Jason Duff

Wendy Baackes  
Jennifer Eisold  
Mike Jaber  
Pat O'Connor  
Jim Renzelmann

Wayne Eschen  
John Koehler  
Grace Tesmer  
Kelly Blum  
Ryan Pawlisch

## Accidents at School

### Definition

Any type of accident that causes injury to a student, a staff member, or a visitor on the playground or in the building.

### **Action**

For minor accidents and injuries:

- Treat at the scene if possible or have the injured person taken to the health room or appropriate location for assistance.
- Procedures are outlined in the Sheboygan Area School District First Aid Flipchart.

For major accidents or injuries:

- Call the ambulance immediately 9-911. (Adult accompanies student)
- Call the parent/guardian and/or spouse immediately. (See Student/Employee Emergency Card)
- Send a copy of the Student/Employee Emergency Card with ambulance personnel.
- The Principal will then contact the Superintendent of Schools.
- The Principal will then contact the Assistant Superintendents.

Additional Preventive or Supportive Actions

- In the health room, post the names of building staff who have completed paramedic, American Red Cross First Aid, or other special lifesaving or life-sustaining training or expertise (such as CPR).
- Post a list of emergency telephone numbers for the building.
- Provide a Crisis Response Worksheet to staff in the event of an accident or injury on the playground or in the classroom.
- Provide information to teachers about all students in their classes who have special medical or physical needs. Such conditions might include allergies, fainting, seizures, diabetes, etc.

## **Accidents To/From School**

### **Definition**

A student or staff member has had an accident on the way to or from school.

## Action

- If help is not on the way, call 9-911 (or 911 if outside of the district) immediately to alert the police, fire, or rescue departments.
- Attempt to confirm the identity of individuals involved in the accident.
- Notify the following:
  - Superintendent's Office [920/459-3511](tel:9204593511)
  - School Principal
  - Assistant Superintendents of Student and Instructional Dept. [920/459-4030](tel:9204594030) or [920/459-3781](tel:9204593781)
- Contact parents, spouse, or individual named on the student/employee Emergency Card.

### Additional Preventive or Supportive Actions

- If parents, spouse, or close relatives cannot be reached, call their supervisor at the place of employment.
- An administrator or school representative should go to the scene and keep open communication with the school secretary.
- If a student needs to be transported to a medical facility, assign a staff person to accompany the student.

## Assault (Physical and Sexual)

**In the event that there is an occurrence of a serious physical or sexual assault, the following items should be completed, as necessary:**

- Principal confer/notify the SRO or Contact Police- Call 911
- Stay with the victim and render first aid as needed. (However, attempt to avoid washing away evidence.) Call a Counselor or Social Worker.
- Preserve the crime scene; close off the area of occurrence.
- Don't let the assault victim shower, wash, or change clothes to preserve possible evidence.
- Notify the Superintendent.
- If the student needs to be transported to a medical facility, assign an adult to accompany the student.
- No information should be released. Superintendent should be the only source of information to the public and press.
- If assault and/or sexual assault is reported after the fact, follow your Mandatory Reporter training.

# Bomb Threat or Suspicious Item

## Definition

A telephoned, written, or e-mail message threatening to place or explode a bomb on school property. A suspicious item is found in or on school grounds.

## Voice message or robocall:

- Listen carefully to understand as much as you can.
- As soon as you can, before any interruptions, write down all words and statements that you're told. Complete the "Bomb Threat Call Report Form" (attached).
- Attempt to determine male or female, background noise, voice tone, and anything else that stands out to you.
- Do not erase voicemail or other electronic communication messages.
- Notify the principal or his/her designee as soon as possible.

## Real-time/live-caller (if you have the caller on the line)

- Without interrupting, ask open-ended questions (tell me more about that/this, why will this happen, when, where, what will happen, what can I do to help, etc.)
- Keep the caller on the line as long as possible and try to get another person's attention. Information about the number called from and call duration are usually on your phone; do not delete any information about the call.
- Notify the principal or his/her designee as soon as possible.
- Complete the "Bomb Threat Call Report Form" (attached).

## Written Threat

- Handle the document as little as possible
- Notify the principal or his/her designee as soon as possible
- Rewrite the threat exactly as is on another sheet of paper note the following:  
Date/time/location document was found Any situations or conditions surrounding the discovery/delivery. Full names of any personnel who saw the threat
- Secure the original threat; DO NOT alter the item in any way If small/removable, place in a bag or envelope If large/stationary, secure the location

## E-mailed Threat

- E-mailed Threat Leave the message open on the computer
- Notify the Site Decision Maker(s) and authorities
- Print, photograph, or copy the message and subject line, note the date and time

**Do NOT use portable phones, pagers, or other radio-activated equipment as they may trip explosive devices.**

**Suspicious Item**

A suspicious item is defined as any item (e.g., package, vehicle) identified as potentially containing explosives, an IED, or other hazardous material that requires bomb technician diagnostic skills and specialized equipment to further evaluate. Suspicious indicators are based upon the prevailing and/or communicated threat, placement and proximity of the item to people and valuable assets, and more tangible aspects to include, but not limited to; unexplainable wires or electronics, other visible bomb-like components, unusual sounds, vapors, mists, or odors

- If Suspicious Item is Found DO NOT touch, tamper with, or move the item.
- Immediately report the item to the Building Administrator and local law enforcement/first responders.

**NOTE: the discovery of one device should not automatically mean the conclusion of a search; More devices may be present!**

**Considerations for the Building Administration:**

- If the threat is made or a suspicious item is found, ensure the area is secured and cleared of personnel. Consult [Threat Risk Assessment](#) document found in Resources.
- Notify the Superintendent's Office. A decision will be made to implement one or more of the following: lockdown (partial or full), search (partial or full), evacuation (partial or full). Dependent upon the decision, administrative response teams may be activated.
  - Factors to review: evacuation location, weather, method of transportation, law enforcement recommendations, parent reunification plans, time of day, traffic, the general safety of students and staff. If a school-wide evacuation occurs, advise all evacuees to remove all personal items (i.e. purses, backpacks).
- Notify Appropriate School Personnel and Building Crisis Team
- Notify police and/or the school resource officer - as needed. Ensure emergency responders are briefed upon arrival.
- A decision to re-enter the building will be made after consultation with officials by the Superintendent.
- Follow District Crisis Media and Communication Plan

# Building Destruction

## Definition

All or part of a school building is destroyed.

## Action

- Immediately following destruction, all injuries are treated and all students and staff are evacuated.
- The Superintendent, Principal, and Executive Management Team will plan the next steps including:
  - Extent of Damage
  - Gather needed information, such as school reopening date, location of the temporary school site, and timing for contacting the media. Employee Assistance Program for staff members and preparing a follow-up letter for parents.
  - Facility Services will coordinate the determination of the extent of damages.
- Initiate administrative/staff phone tree, if needed.

## Additional Preventive or Supportive Actions

- If a school building is destroyed as the result of a crisis, you must consider the future once the safety and emotional well-being of students and staff have been taken care of.
- The Principal should meet with all staff and allow time for questions and answers. Reassure the staff.
- The Principal should meet with parents to give them facts, allowing time for questions and answers.
- Parents will want to help. Provide opportunities for them to do so. School counselors, psychologists, and social workers should meet with parents and suggest ways they can help their children cope with the situation.



- ❑ Resume routine as soon as possible.
  - ❑ Work with Nutrition Services to review cooking schedules.
  - ❑ Work with the Transportation Department to review bussing schedules.
  - ❑ Provide teachers with information for classroom discussion.
  - ❑ Identify, assess, and if necessary, send anxious students and staff to a counselor, social worker, school psychologist.
  - ❑ Have volunteers on buses for the first day or two, for students who have never ridden a bus.
  - ❑ Have a brief daily meeting with staff for debriefing and updating.
  - ❑ Provide continuous information to students and parents.

## **Bus/District Vehicle Incident**

**The bus/district vehicle incident guidelines within the district crisis manual are designed as a tool to assist drivers and staff members in dealing with an incident off the school premise. This will include extracurricular events, field trips, and daily transportation to/from school.**

### **Considerations prior to an incident:**

- The school bus will be stocked with a current first aid and clean up kit.
- If using a district vehicle, take along a basic first aid kit and clean up kit. See your school office or custodian for needed supplies.
- Staff must take a list of students in attendance. Lists should include a student's home telephone number, names of parent/guardian with contact numbers, home address, and any health conditions.
- Take along a list of district contact numbers (listed below) to have in the event of an emergency.
- School staff should have a list of chaperones and teachers who are in attendance on the trip, their home addresses, phone numbers, emergency contacts, and pertinent health information.

### **Considerations at the scene of an incident:**

- If an emergency response from the police or ambulance is needed, call 911.
- Identify and prioritize the students' and staff's medical and physical needs.
- If possible, safely separate non-injured from injured.
- Retrieve all emergency information brought along for students and staff.
- Communicate student/staff medical needs, history, or medications, if known with 911 dispatch.
- Notify the school administration and staff at school as soon as safely possible.
- Keep a record of all students or staff who require medical transportation and where they are being transported.

- ❑ If possible, have staff accompany any student who is being medically transported.
- ❑ Encourage students to keep the incident private until all involved parties are notified by authorities. (Discourage social media, Facebook, Snapchat, etc.)

**Considerations for the building administration:**

- ❑ Gather medical and emergency contact records of students and staff involved.
- ❑ If able, communicate with emergency personnel to assess the facts, needs, and impact of those involved.
- ❑ Notify Superintendent at 459-3514.
- ❑ Consider parent or emergency contact notifications.
- ❑ Notify staff not involved.
- ❑ Refer media to the Superintendent's office for any and all statements for and to the media.
- ❑ Consider online notification system possibilities and needs.
- ❑ Consider the emotional impact on the students and staff not involved. Activate the District Crisis Response Team if needed.
- ❑ Consider the short- and long-term impact on the students, parents, and staff, and also the recovery needs of all.

# CPI Protocol

If an escalated behavior incident arises, a CPI team may be utilized to assist. All staff should employ verbal de-escalation skills, as needed when dealing with challenging student behaviors. However, only staff trained to utilize the verbal and physical de-escalation techniques as taught by Crisis Prevention Institute (CPI) should use seclusion and/ or restraint with a student. This ensures that student crisis situations are handled in a safe way for all involved.

Per 2019 Wisconsin Act 118, the use of seclusion or physical restraint is prohibited except in an emergency situation when: a student's behavior presents a **clear, present, and imminent risk** to the **physical safety** of the student or others, and it is the least restrictive intervention.

## Building Requirements –

### Each Building must have a CPI team to include:

- 5-6 staff members to support during escalated behavior incident
- Required team members: building administrators, school counselor, a special ed. Teacher. Other potential team members: EAs, reg. ed. teachers, social workers, etc.
- All staff (EAs and Teachers) in specialized teams, school psychologists, and PSTs will be CPI trained.

### CPI Team Size Recommendations:

Grade Level	School Size	CPI Team Size Recommendation
Elementary	250 or less	3-5
Elementary	250 or more	5-7
Middle School	250 or less	3-5
Middle School	250 or more	5-7
High School	250 or less	3-5
High School	250 or more	5-7

## CPI Team Responsibilities:

- Complete CPI training every two years
- Engage in periodic refresher training
- Participate post incident debriefs
- Complete required paperwork

Here are a few examples of when physical restraint may or may not be appropriate:

It may be appropriate to use physical restraint/seclusion when:	It may be inappropriate to use physical restraint/seclusion when:
<ul style="list-style-type: none"><li>● breaking up a physical fight</li><li>● Stopping a student from moving in with a weapon</li><li>● Stopping a student who is throwing furniture close to others who could be injured</li><li>● preventing a student from running onto a busy road</li></ul>	<ul style="list-style-type: none"><li>● making a verbal threat</li><li>● ripping paper off a bulletin board, ripping down posters, etc.</li><li>● refusing to move/ transition</li><li>● knocking items off of desks</li><li>● Throwing items in a direction away from people</li></ul>

## Qualifying Incidents:

- An incident is defined as an occurrence in which a covered individual or a law enforcement officer uses seclusion or physical restraint on a student.
  - It is considered one incident if immediately following the use of seclusion or restraint, the student's behavior presents a **clear, present, and imminent physical safety risk**, and the covered individual or law enforcement officer resumes the use of seclusion or physical restraint.
- Schools are required to include incidents of seclusion or physical restraint by **law enforcement officers** in schools when documenting incidents, notifying parents, and developing and providing a written report.

## Meeting Requirements:

- After each incident of seclusion or physical restraint the principal or designee must meet with the covered individuals to debrief the events preceding, during, and following the incident and how to prevent the need for seclusion or physical restraint in the future. [CPI Debrief](#)
- The conversation must include factors that may have contributed to escalation and alternatives to the use of seclusion or physical restraint.
- After the **second incident** of seclusion and restraint in a school year for a student with a disability, the student's IEP team **must meet** within **10 school days** of the incident to review the IEP.
  - The IEP must include appropriate positive behavior interventions and

supports based on the Functional Behavioral Assessment (FBA) of the behavior(s) of concern. Consider adding or review/ revising a Behavior Intervention Plan (BIP).

### **Notification & Reporting:**

As of March 1, 2021. all Seclusion/Restraints are to be reported using this google form [Seclusion and Restraint Form](#).

- Principal or designee must notify the student's parent of the incident as soon as possible or within one business day of the incident.
- A written report must be completed by principal or designee, which must include all names and titles of individuals present.
- The principal or designee is required to retain the report and within three business days of the incident provide the report to the students parent by:
  - First Class Mail
  - Electronic Transmission
  - Hand delivered

### **Additional Resources:**

[CPI Debrief](#)

Additionally, seclusion and restraint data is collected and shared with the Board and Wisconsin DPI.

Wisconsin DPI Link: <https://dpi.wi.gov/sped/topics/seclusion-restraint>  
[Act 118 Revisions to Seclusion & Restraint Slideshow](#)

Seclusion Room Protocol

**Appropriate Use**

- In accordance with Act 118, the seclusion room should be used as a last resort when the student's behavior is a **clear, present, and imminent risk** to the **physical safety** of the **student or others**.
- The seclusion room should **never** be used **for disciplinary reasons**.
- The seclusion room should **only** be **used by trained staff**.

### During Use

- The student should be **supervised at all times**. Staff should be able to **clearly hear and see** the student at all times.
- The seclusion room should **not** be **locked** and **all windows** should be **free of any obstructions**.
- While the student is demonstrating risk behavior, **limit all verbalizations** and **directives** should come **from a primary/single staff member**.
- When the student shows signs of regaining control give the student a directive such as:
  - “When you are calm and ready to come out, please sit against the wall”
  - “When you sit against the wall, I will open the door.”
- When the student complies with the directive or the student's behavior is no longer a “clear, present, and imminent risk,” release the student from the seclusion room.
- If the student resumes risk behaviors, limit verbalizations until the student is regaining control.

### After Use

- When the student exits the seclusion room be sure to tend to the student's needs (emotional, physical, etc.).
- When student demonstrates tension reduction, re-establish therapeutic rapport. At the appropriate time, debrief the incident with the student and any pertinent staff following the CPI COPING model.

### Follow Up

- In accordance of Act 118, follow the appropriate debrief, notification, and reporting procedures.

Updates: July 2021

# Chemical/Hazardous Material Spills - External

## Definition

A toxic material that is accidentally spilled as part of the manufacturing process or in transportation, and which may be hazardous and require precautions, including evacuation.

The main threat is toxic fumes. Be aware of the possibility of explosive materials.

It can also mean chemicals/hazardous materials which come in contact with students or staff.

## Action

- KEEP STUDENTS INSIDE.
- Call 9-911.
- Notify the following:
  - Superintendent of Schools
  - Assistant Superintendents of Schools
  - Coordinator of Facility Services

## Additional Preventive or Supportive Actions

- Maintain material safety data sheets – custodian to maintain.
- Toxic fumes inside a building will require evacuation.

## If you're outside when an incident occurs:

- Students and staff should move indoors as soon as possible if safe to do so.
- Move upstream, uphill, and upwind; hazardous materials can be transported quickly by air and water.
- Don't touch or step in spilled material.



## Chemical/Hazardous Material Spills - Internal

### Definition

A toxic material that is accidentally spilled as part of the manufacturing process or in transportation, and which may be hazardous and require precautions, including evacuation.

The main threat is toxic fumes. Be aware of the possibility of explosive materials.

It can also mean chemicals/hazardous materials which come in contact with students or staff.

### Action

- Evaluate the level of hazardous exposure.
- Evacuate building.
- Call 9-911.
- Emergency response will determine procedures.
- Notify the following:
  - Superintendent of Schools
  - Assistant Superintendents of Schools
  - Coordinator of Facility Services

### Additional Preventive or Supportive Actions

- Maintain material safety data sheets – custodian to maintain.
- Toxic fumes inside a building will require evacuation.
- Close all windows and doors. Seal gaps under doorways and windows with wet towels and duct tape or a similar thick tape.
- Close as many internal doors as possible.
- Turn off all ventilation systems.
- Remain in protected, interior areas of the building where toxic vapors are reduced, and keep a radio with you if possible.
- If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- If known, report what chemical(s) have spilled. Refer to Safety Data Sheet for emergency procedures. Immediately report any chemical accident.
- If you know the chemical spilled, refer to the Safety Data Sheet for emergency procedures.



# Child Abuse or Neglect Reporting Procedures

## Mandated Reporting of Suspected Child Maltreatment

Any school personnel having reasonable cause to suspect that a child seen in the course of professional duties has been abused and/or neglected shall immediately report the situation to the Sheboygan County Child Protective Services. Remember, notifying school personnel does not fulfill your legal requirement for mandatory reporting.

\*If made aware, School Administrators are able to report suspected child maltreatment without first hand knowledge.

If a child is in **immediate danger**, reports should be made at once by telephoning one of the following:

- Sheboygan Police Department 920-459-3333
- Sheboygan County Sheriff's Department 920-459-3111

## **ALL SCHOOL PERSONNEL ARE EXPECTED AND LEGALLY RESPONSIBLE TO REPORT ALL SUSPECTED CHILD MALTREATMENT.**

- Any staff having reasonable suspicion should report those facts to the Sheboygan County Child Protective Services. The identifying educator should make an oral report by calling 920-459-3207.
- Reports to SCCPS need to be made as soon as possible.
- Have current student information records available when reporting. Have the [Suspected Child Abuse Report](#) available when making the report.

When making the oral report, you may be asked the following:

- Name and date of birth of child suspected of being abused or neglected.
- Name of school and grade.
- Name, address, telephone number of child's caretaker. Place of employment if known.
- Facts and circumstances forming the suspicion.
- Present whereabouts of child.
- Any factors contributing to high risk.
- Siblings in home/ages/school attending.
- Other adults in the home.
- Relative, close friend, or emergency contact.

If needing to leave a message with SCCPS attempt to call back until SCCPS contacts you or you speak with someone. Document your attempts to contact SCCPS on the Suspected Child Abuse Report.

## Definitions of Suspected Child Maltreatment

Report the facts of the suspected abuse or neglect when you have reasonable cause to suspect that it has occurred. A primary school responsibility is to report the facts of the suspected child maltreatment. Responsibility to investigate reports of suspected child maltreatment lies with the Sheboygan County Child Protective Services. Abuse and neglect are defined by state law, apply across all cultures and socioeconomic groups, and include the following:

**Physical Abuse** – Physical injury is inflicted on the child by other than accidental means. Physical injury to the child includes, but is not limited to, lacerations, bone fractures, burns, internal injuries, severe or frequent bruising, or great bodily harm (WI Stats. 48.02(1)(a) and (14g)).

**Neglect** – Failure, refusal or inability on the part of the parent, guardian, legal custodian or other person exercising temporary or permanent control over the 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 (WI Stats. 48.981(1)(d)).

**Sexual Abuse** – Sexual intercourse or sexual contact with a child (WI Stats. 480.02(1)(b)). Exposing a child to harmful material (WI Stats. 948.11). Soliciting a child for prostitution (WI Stats. 948.08). Sexual exploitation of a child (WI Stats. 948.05). Knowledge of sexual intercourse or sexual contact occurring between minors is not considered privileged information to be withheld from the notification process. This is to be reported regardless of the ages of the minors involved. Sheboygan County Child Protective Services will review the information and determine a course of action on a case-by-case basis.

**Emotional Damage** – Emotional damage for which the child’s parent, guardian, or legal custodian has neglected, refused or been unable, for reasons other than poverty, to obtain the necessary treatment or to take steps to improve the symptoms (WI Stats. 48.02(1)(gm)). “Emotional damage” means harm to the child’s psychological or intellectual functioning. “Emotional damage” shall be evidenced by one or more of the following characteristics exhibited to a severe degree: anxiety, depression, withdrawal, outward aggressive behavior, or a substantial and observable change in behavior, emotional response or cognition that is not within the normal range for the child’s age and stage of development (WI Stats. 48.02(5j)).

**Threatened Harm** – Any school personnel having reasonable cause to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur (WI 48.981(2)).

**Sex Trafficking of a Child** - Involves another person benefitting from forcing, defaulding, or coercing a child into commercial sex act with another person (s.948.051 Wis Stat.)

**Sexual Exploitation of a Child** - Involves forcing, defrauding, or coercing a child to engage in sexually explicit way for the purposes of recording, displaying, and/or distributing the recording (s.948.05 Wis. Stat.)

Reference: Wisconsin Child Sex Trafficking and Exploitation Indicator and Response Guide

**Things to Consider:**

- Make reports as soon as possible. (Example - if a staff member is currently teaching a class request to have your class covered so they are free to make the report.)
- Consult key personnel, including the building administrator, school counselor. Respect confidentiality of the child by not sharing details with others beyond these key school personnel and Sheboygan County Health and Human Services Department.
- Every instance of suspected child abuse or neglect of the same named child must be reported.
- After completion of Suspected Child Abuse or Neglect form keep one copy for personal records and send one copy to the Director of Pupil Services.

[Suspected Child Abuse Report](#)

Updated 6/2021

## Communications in a Time of Crisis

The most important - and first - consideration in any crisis is the health, safety and welfare of students and staff. However, crises, by their very nature, generate both media and public interest. Be prepared for such attention.

In the event of a crisis, the Superintendent should be notified immediately. In consultation with the Executive Management Team, Principal, and/or other Administrators, he will determine the immediate communication needs. The primary goal of communication during a crisis will be to keep people informed while trying to: maintain the privacy of students and staff; minimize the disruption to the educational process; avoid compromising any investigation or emergency procedures. The Superintendent (or a designee) shall:

- As soon as possible, VERIFY THE FACTS.
- COMMUNICATE THE FACTS as known to the Superintendent, and other administrators as necessary. Supt. Office will notify the EMT and School Board. Based on the situation, the Superintendent (or designee) will implement a notification procedure to delay or close school.
- DESIGNATE A SPOKESPERSON. The Superintendent is the designated spokesperson. No other school officials should make statements to the media unless coordinated through the Superintendent's Office.
- RESTRICT PUBLIC AND MEDIA ACCESS TO THE BUILDING. Weighing the public's right to know against an individual's right to privacy and the obligation we have to provide a nondisruptive educational environment is sometimes difficult. The Superintendent, in consultation with school and law enforcement officials as appropriate, will determine access limitations and the best location(s) for media.
- PREPARE INITIAL STATEMENTS. In most crisis situations, the media will be aware of the incident immediately and will be on the scene shortly thereafter. An initial statement, providing the basic facts, can help control conjecture. This statement can be emails to reporters or a verbal statement can be given outside the school or building.
  - Keep Staff Members informed.
  - Counsel staff members and students that, while they have a right to talk to the media, they also have a right to refuse to comment. Media inquiries should be referred to the superintendent's office.
  - DESIGNATE INDIVIDUAL(S) TO ANSWER PHONES and provide these individuals with a factual statement of what has happened and what is being done.
  - PREPARE FACT SHEETS for distribution to staff members and others as appropriate, including media.

- ❑ PREPARE COMMUNICATIONS TO BE SENT HOME to ensure that parents understand what has occurred and what is being done. (insert link to sample letter file) This letter is often shared with media to accompany a written statement.
- ❑ A copy of the communication/letter should be emailed or faxed to the Superintendent's Office.
- ❑ KEEP STAFF MEMBERS, STUDENTS AND PARENTS up-to-date using school messenger, email, fact sheets, letters or the website as appropriate.
- ❑ PLAN A PRESS CONFERENCE if necessary and desirable. Prepare statements for those who will need to speak at the press conference.
- ❑ KEEP A LOG of what has occurred and files of all communications.
- ❑ MONITOR MEDIA to assess the handling of the situation. Correct misinformation immediately through the use of web, emails, follow ups with media, etc.

# Completed Suicide / Sudden Death Action Steps

## Definition:

Death: The cause or occasion of loss of life.

Suicide: A self-inflicted injury resulting in death

## Action:

- As soon as any staff member hears about a completed suicide / sudden death, he/she shall contact the principal IMMEDIATELY. If the principal is unavailable an associate principal shall be contacted. If there is no associate principal please contact the Superintendent of Schools.
  
- The principal will then confirm the completed suicide / sudden death and obtain information with the police / sheriff's department or coroner.
  
- The principal will contact the parent / caregiver / parent representative to offer condolences and to obtain guidance as to what will be shared with staff and students.
  
- The principal will then contact the Superintendent of Schools.
  
- The principal will then contact the Director of Pupil Services. The Director will then notify the district pupil services team.
  
- The principal will initiate a chain call to the Building Crisis Response Team to inform them of a planning meeting to be held early the next morning before school prior to the all faculty meeting.
  
- The Building Crisis Response Team consists of the Assistant Superintendent of Student and Instructional Services, Associate Principals, Counselors, Psychologist, School Social Worker, and School Nurse.
  
- The principal initiates a chain call to all faculty to inform them of the suicide / sudden death and to attend a special faculty meeting prior to the start of the student school day.
  
- The principal shall contact the district Employee Assistance Program coordinator who will access counselors via the EAP for staff members.

## Building Crisis Team Meeting Agenda: (Can be adapted based on building needs)

Inform team members of all facts known.

- Decide what facts to share with staff and students. All facts known to the police and media need to be shared including if the death was ruled a suicide. The method of suicide should NOT be shared.
  
- Contact family to tell them of the plan.



- ❑ Prepare a written statement to be read by teachers or Crisis Response Team Members to students. [Example Scripts](#)
  
- ❑ Decide when / how to read statements to students. Never use mass announcements or assemblies to inform students. For additional assistance with informing students see attached examples.
  
- ❑ Assess impact of event on students / staff / community.
  
- ❑ Identify staff members who have experienced a recent loss or would be significantly impacted.
  
- ❑ Consider hiring a floating substitute teacher.
  
- ❑ Identify siblings / where they attend and inform building administrators of these schools.
  
- ❑ Identify student's previous schools to inform staff who may have worked closely with the student.
  
- ❑ Identify close friends who may be significantly impacted by this news by contacting their teacher / guidance counselor. Plan to inform these students separately if possible.  
[Example of secondary contact log](#)  
[Example of elementary contact log](#)
  
- ❑ Identify two to six areas in the school building where students can come during the day to receive support from pupil service providers. The library has been utilized as a central meeting place in some situations. However, smaller environments are more effective in dealing with smaller groups of students.
  
- ❑ Identify a Team member who will follow the student's schedule or remain in the student's classroom for the day.
  
- ❑ Begin work on a Fact Sheet with information for staff, especially secretaries, to share with parents who contact them.
  
- ❑ Confirm that a Parent Letter is being created by administration and the district Coordinator of Communications to be provided to families. Consider translation of letters in various languages as time permits.
  
- ❑ Decide whether to call in additional school psychologists, school social workers, school counselors, or mental health professionals.
  
- ❑ Identify a crisis team member who will purchase healthy food / beverages and a central location for food to be available to staff members throughout the day.
  
- ❑ Discuss removal of student's belongings. This needs to occur outside of school day. Coordinate with family members.

### **Staff Meeting Agenda (Can be adapted based on building needs)**

- Inform the staff of all known facts.
- Provide the staff with a written statement that they will share with their students at agreed upon time.
- Inform staff of their option to have assistance with informing their students.
- Provide staff with suggestions for supporting students. For example, [Developmental Understanding of Death](#)
  - Let staff know that additional information will be provided to each of them with more information as it becomes known to assist with answering questions from parents.
  - Inform staff of support services available in the building (individual, small or large group support).
  - Inform staff that a letter is being prepared to send home with students to inform parents of the facts known.
  - Inform staff that counselors from the Employee Assistance Program will be available to them for confidential support.
  - Encourage staff to immediately share names of students who may be significantly impacted by the news so that they may be informed in a small group setting.
  - Inform staff of siblings / close relatives that have already been identified. Ask staff to share names of any others that may have been overlooked.
- Offer opportunities for questions.
- Inform staff of mandatory after school meeting / debriefing

### **After School Meeting Agenda (can be adapted based on building needs)**

- Ask for staff input on how the day progressed.
- Identify students in need of follow up contact by pupil service providers.
- Inform staff of availability of EAP services for their needs.
- Discuss needs for the following school day.
- Share any information known about funeral arrangements.
  - Encourage staff to engage in wellness activities for the evening, avoid stressful endeavors as they too are strongly impacted by the sudden death.

- Remind staff to direct any media calls to the building principal or superintendent.

**One Week Later: Staff Meeting**

- Discuss the funeral and identify students who attended and who may still be struggling.
- Review suicide warning signs with faculty.
- Remind faculty of EAP services and access telephone numbers for these services.
- Answer questions / address ongoing concerns.

# Emergency Alternate Locations

Early Learning Center  
School (Contact: Principal) to South High  
3128 S. 12th  
Street ..... 459-  
3634

Cleveland Elementary  
Technical College to Lakeshore  
(Contact: Principal/Head Engineer)  
1290 North Avenue, Cleveland..... 458-4183  
Ext. 270 or ext. 104

Cooper Elementary  
School (Contact: Principal) to St. Dominic  
2100 N. 21st  
Street ..... 452-8747

Peter Lutheran Church (Contact: Pastor) to St.  
2104 Geele  
Avenue ..... 452-4771

Étude Elementary  
Recreation Center to Pigeon River  
(Contact: Recreation Department)  
3506 N. 21st Street .....(Rec. Dept.) 459-3775

Or (Pigeon River Rec. Center) 459-3903

Grant Elementary to St Elizabeth  
Ann Seton School (Contact: Principal) 814 Superior  
Avenue ..... 452-1571

(Contact: Principal) to YMCA  
812 Broughton  
Drive ..... 451-8000

Sheboygan Christian School (Contact: Principal) to  
418 Geele  
Avenue ..... 457-3060

Jackson Elementary to Bethel Baptist  
Church (Contact: Pastor) 2411 Weeden  
Creek Road ..... 452-4860

Jefferson Elementary to Evangelical  
Free Church (Contact: Pastor) 1710 N. 15th  
Street ..... 452-6520

Lincoln-Erdman Elementary to Town of  
Sheboygan Firehouse

3911 County Trunk Y..... 467-6800

Longfellow Elementary to Christ Child  
Academy (Contact: Principal) 1449 S. 12th

Street ..... 459-2663

Farnsworth Middle School (Contact: Principal) to  
1017 Union

Avenue ..... 459-3655

Bethlehem Lutheran School (Contact: Principal) to  
1121 Georgia

Avenue ..... 452-5071

## Emergency Alternate Locations

Madison Elementary to Good Shepherd  
Lutheran Church (Contact: Pastor) 1614 S. 23rd

Street ..... 452-8759

Pigeon River Elementary to Pigeon River  
Recreation Center (Contact: Recreation Department)  
3506 N. 21st Street .....(Rec. Dept.) 459-3775

Or (Pigeon River Rec. Center) 459-3903

Sheridan Elementary to Immanuel  
Evangelical Lutheran Church (Contact: Principal) 1626 Illinois

Avenue ..... 452-9681

Wilson Elementary to Lakeshore  
Lanes (Contact: Owner) 2519 S

Business Drive .....458-1352

Farnsworth Middle to Longfellow  
Elementary School (Contact: Principal) 819 Kentucky

Avenue ..... 459-3580

High School (Contact: Principal) To South  
3128 South 12  
Street ..... 459-3634

Horace Mann Middle to UW-Sheboygan  
Center (Contact: Dean's Office) One University

Drive ..... 459-6610

Urban Middle Brewing Company (Contact: Principal ) ..... 920-395-3583	to 3 1837 North Ave	Sheeps
North High Brewing Company (Contact: Principal) Avenue..... 920-395-3583	to 3 1837 North	Sheeps
Central High Methodius Church (Contact: Rectory) Avenue .....	to Ss. 822 New Jersey 457-7110	Cyril &
Étude Middle/High School Kohler Arts Center (Contact: Principal) Ave .....	to John 608 New York	Michael
South High Reformed Church (Contact Pastor) 1315 Washington Avenue .....	to Bethany 452-0051	
Mann Middle School (Contact: Principal)  2820 Union Avenue .....	to 459-	Horace
3666 CHANGE Academy 710 N 8th Street.....	to Mead Library 459-3400	
Health and Human Services 1011 N 8th Street.....	459-6418	
Warriner Middle/High School 710 North 8th Street .....	to Mead Public Library 920-459-3400	

## Fire or Explosion

### Definition

A fire or explosion in a school building presents an immediate threat to students and staff.

### Action

Sound the fire alarm. Initiate fire drill procedures.

Call 9-911.

- Have the custodian shut off all gas and fuel lines, if safe to do so.
- Check the building to ensure that everyone has evacuated.
- Notify the following:
  - Coordinator of Facilities Services.
  - Superintendent regarding the closing of the school.
  - Assistant Superintendents of Schools regarding closing of the school.

**Additional Preventive or Supportive Actions**

- Turn off the lights and close all doors and windows.
- If school must be closed, have a plan for what to do with students whose parents did not hear the news.
- Move away from the building. It may also be necessary to go to your school's Emergency Alternate Location: \_\_\_\_\_
- Teachers must remain with their classes and make sure all students are accounted for based on their class roster. In the event a student is unaccounted for, notify emergency personnel immediately.
- Establish a hotline to provide accurate information to parents.

**Supportive Measures**

- Conduct a monthly fire drill, including times when students are at recess and/or lunch.
- Review the school's fire drill procedures with the staff:
  - Evacuate the building according to the instructions posted in each classroom.

# Gas Leaks

## Definition

One or more people report smelling the odor of gas in the school. The odor of natural gas may indicate a leak in the building, which may cause an explosion. Natural gas is mixed with Mercaptan to give it odor.

## Action

Evacuate the building immediately, following the fire evacuation plan. Move students a safe distance away from the building. It may be necessary to relocate students to your school's Emergency Alternate Location: \_\_\_\_\_.

Contact the head custodian to turn off the main gas valve and main electrical line.

Call \_\_\_\_\_ 9-911.

Notify the following:

Wisconsin Public Service Company - 9-1-800/450-7260 or 9-1-877-444-0888

School Principal \_\_\_\_\_

Superintendent of Schools

Coordinator of Facilities Services

Assistant Superintendents of Schools

Keep students out of the building until the problem has been corrected or an all clear is given.

## Additional Preventive or Supportive Actions

Teachers of science and technical education labs should take precautionary measures before leaving their rooms.

If gas shut off is located in the room, turn it off.

Do not operate any electrical switches.

Appoint other school personnel to learn how to turn off main gas valve and main electrical line.

Staff appointed at this school are:



# Intruder/Threat of Violence

In the event of an immediate threat to the safety of the school community ALICE protocols will be utilized in response as follows:

## ALICE

1. A - ALERT
2. L - LOCKDOWN
3. I - INFORM
4. C - COUNTER
5. E - EVACUATE

**Alert** - Always the first step. After recognizing there is a violent intruder or indicators such as gunshots, screaming, loud noises or observed gun or weapon in hand. Utilize phone, school PA system, and word of mouth. After an alert, ALICE allows options. There is no specific order. Use acquired information to make solid decisions.

**Lockdown** - Utilize when it is recognized an escape is not an option "right now". Used to buy time. When in a lockdown state, barricade the door, spread out within the room (do not huddle), look for alternate routes to evacuate, do not open the door for anyone, dial 911 when the opportunity presents itself.

**Inform** - This step is a continuation of alert. The goal is to pass on information in real time using all available resources.

**Counter** - Utilize to create opportunities for survival. The goal is to take back control. This is NOT a negotiation. To counter is a personal choice. Use as a last resort. Use anything to interrupt the focus/mindset of the intruder.

**Evacuate** - Know the layout of your building and the nearest exit. You have the authority to exit the building. Know how to operate and break windows if necessary. Evacuate to appropriate rally point and take count of students.

## Lock and Hold

A lock and hold can be used in a situation where we need to keep the hallways clear and the school secure. The procedures for a lock and hold are as follows:

### Lock and Hold

Any students & staff outside must return to the building immediately.

Lock outside doors.

Teachers continue regular classroom activities.

No one else enters or leaves the building.

## Threat Risk Assessment

(From: FBI Classification of threat risk levels)

***Low Level of Threat: A threat that poses a minimal risk to the victim and public safety.***

- ❑ Threat is vague and indirect.
- ❑ Information contained within the threat is inconsistent, implausible or lacks detail.
- ❑ Threat lacks realism.
- ❑ Content of the threat suggests the person is unlikely to carry it out.
- ❑ Threats are made by young children (under 9 or 10) and there is laughter in the background.
- ❑ The caller is definitely known and has called numerous times.

***Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic.***

- ❑ Threat is more direct and more concrete than a low-level threat.
- ❑ Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- ❑ There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
- ❑ There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility—an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement about the availability of weapons.
- ❑ There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

***High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others.***

- ❑ Threat is direct, specific and plausible. For example, “This is John Smith, I’m fed up with Mr. Jones yelling at me. There’s a bomb under his desk.”
- ❑ Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the intended victim under surveillance.

## **Kidnapping**

### **Definition**

A student is removed from the school by another person without the parent’s permission and knowledge and without the permission of school personnel. The school district requires proof through a court order restricting parental rights of noncustodial parents.

**Action**

**Among preventive activities which may help avoid kidnapping situations are:**

- Make sure that school office personnel have a list of students who are not to be released to anyone except a particular parent or guardian.
  
- Before releasing a child to anyone except the parent or guardian on the list, have the school secretary check with the custodial parent for approval. The time and date of phone approval should be noted.
  
- When a parent telephones a request that a child be released from school, confirm the identity of the caller (by a return call to the parent) before the child is permitted to leave the school. If there is any doubt, write the message and phone number down, and make a return call after cross-checking the phone number with those in the child's folder or emergency cards.
  
- Ask a person picking up the child for a photo ID if unknown to school personnel.

**Additional Preventive or Supportive Actions**

- Check the school records to determine if there may be a legal custody issue.
  
- Call the parent or guardian.
  - Call 9-911. Be able to state where and when the student was last seen, give a description of the student's clothing and the names of close friends.
  
- Notify appropriate personnel:
  - Superintendent \_\_\_\_\_ of \_\_\_\_\_ Schools
  
  - School Principal \_\_\_\_\_
  
  - Assistant Superintendents of Schools

# Lightning

## Definition

Lightning is a serious hazard during thunderstorms and tornadoes. Take special precautions if threatened by lightning.

## Action

- All classes outside should go in the nearest building immediately.
- If caught outside during a severe thunderstorm, get inside a large building or a car. If this is not possible, DO NOT stand underneath a natural lightning rod, such as a tall, isolated tree in an open area.
- Avoid projecting above the surrounding landscape, such as standing on a hilltop, in an open field, on the beach, or a small boat.
- Avoid using the telephone except in emergencies (use cell phone).
- Avoid isolated sheds or other small structures in open areas.

# Medical Crisis

A medical crisis is an event that is extraordinary and therefore, cannot be predicted. Schools must be prepared to respond to a medical crisis in an organized and timely manner so that students and staff can continue to function effectively without additional trauma, stress, anxiety or the development of a secondary crisis. School crisis must be managed in a way that ensures the safety of all those involved.

In the event of a medical emergency, time can often be of the essence. A medical response team provides the most rapid response and subsequent assessment and treatment of the victim, while causing the least amount of disruption or concern possible for the entire school community.

## **Building Requirements –**

**Each Building must have a medical response team to include:**

- 6-10 volunteer staff members
- Annual medication training
- CPR/AED/FA Certification
- Annual Medical Response Drills

Updated 6/2021

# Medical Emergency Protocol

## Initial Response Procedures

- Evaluate the accident scene.
- If the scene is safe, proceed to the victim and assess the severity of the injury.
- Call the office immediately to request the Medical Response Team.
  - Give **EXACT** location
  - Student name
  - State the emergency
- Stabilize the victim and administer first aid/CPR if trained to do so. If not trained, await Medical Response Team members.
- Assist emergency personnel by clearing away bystanders and/or supervising students.
- Work with Administrators to file accident/incident reports; send a copy to the District Office.

## Medical Response Team Procedures

- Assess the severity of the injury.
- Ensure that 911 has been called if appropriate. When calling 911, give them the door number for the closest location to enter the building.
- Stabilize the victim and give first aid until medical personnel arrive.
- Assist emergency personnel by supervising areas.
- Assist with bystanders/students if necessary.
- Notify parent/s or legal guardians listed on the emergency card.
- Notify the Superintendent's Office @ 459-3511 or 459-3512.
- File incident report; send copy to District Office.
- In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children.

Updated 6/2021

## Medical Lockdown Protocol

**Definition** - A “medical lockdown” is used when hallways or common areas need to be free of students for medical reasons. This type of lockdown does allow staff and students to continue with productive activities in a limited fashion, but they must remain in the classroom.

## **All Call**

Announcement over the public address system, *“All staff, we are initiating a Medical Lockdown. The Medical Response Team reports to room \_\_\_\_\_ at this time. Medical Response Team report to room \_\_\_\_\_. All staff and students remain in your classrooms at this time.”*

## **All Clear**

Announcement over the public address system, *“Thanks for your assistance, the Medical Lockdown has ended. I repeat, the Medical Lockdown has ended. Please resume normal activities.”*

## **Staff NOT directly involved in Medical Response Incident**

- Take attendance and account for ALL students in your area. Do NOT let anyone leave for ANY reason.
- Keep your classroom door locked at all times so that you do not have to lock it during an emergency.
- If classes are in transition, enter the nearest classroom and take cover.
- Do not call the office unless with absolute vital information so we do not tie up the phone lines.
- Students should NOT leave the classroom for any reason.
- Wait for the official All Clear.

Updated 6/2021

# Missing or Kidnapped Child

## If a child is taken illegally or is missing, the building staff should:

- Notify Police - Call 911
- Gather student records, including parent or guardian contact and sibling information. Photos
- Consult with Police
- If witnessed, gather facts about the abduction and a description of the abductor from witnesses. Document last sighting of student, clothing description, friends, etc. Check surveillance
- Notify the Superintendent. Discuss parent notification

## After care for your building community:

- Consider impact on student(s), staff and district:
  - Meet with staff, if possible.
  - Visit classrooms, if requested.
  - Prepare a statement for the media. Ask police what information can be released.
  - Prepare a fact sheet for those answering phone inquiries.
  - All media contact should go to the Superintendent.
- Consider plans for building recovery.



# Nuclear Warning

*Person in charge should keep a portable radio tuned to the Emergency Broadcast Station.*

## Action

- Central Office administration will contact each school in the event of a nuclear threat.
- Listen to the local radio station (WBFM - FM93.7 or WHBL - 1330AM) for additional information.
- Take immediate proactive action. **Remember shielding is required.** Move to the center of the building (lowest level, if there is more than one story) away from outside walls or any opening to the outside.

## Nuclear Warning Procedures

**The Sheboygan Emergency Government Office may declare a nuclear warning due to an emergency at the nuclear power plant at Point Beach, or due to a problem involving the transportation of radioactive materials. When a nuclear warning is given, the principal or designee should tune to the local Emergency Broadcast Station and follow directions.**

- Keep students and staff within the building unless directed by emergency staff to evacuate or move to different locations.
- Communication with Emergency Government, Law Enforcement, and the Superintendent will be vital.
- Designate staff to respond as needed to the following possibilities: Student/staff physical and emotional needs, parental needs, lockdown and/or evacuation plans, reunification plans.
- Release students and staff as directed by Police, Fire, emergency government, or Superintendent.
- We may also be asked at our schools to be a community shelter for other district schools and/or community members. Designating staff to coordinate these efforts may be needed.

# Post Crisis Response Team

## Purpose:

Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA-S meet five basic standards. They are:

- Consistent with research evidence on risk and resilience following trauma
- Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students
- Applicable and practical in field settings
- Appropriate for developmental levels across the lifespan
- Delivered in a culturally-informed and flexible manner

PFA-S assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA-S has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed. (from the National Child Traumatic Stress Network)

## Procedures:

Following an event the building Administrator (or assigned designee) contacts the Director of Pupil Services. Events which may trigger the need for psychological first aid support:

- |   |   |
|---|---|
| <input type="checkbox"/> Death of a Student | <input type="checkbox"/> Bomb Threat          |
| <input type="checkbox"/> Fire/Explosion     | <input type="checkbox"/> Violence             |
| <input type="checkbox"/> Lockdown/Intruder  | <input type="checkbox"/> Abuse/Neglect        |
| <input type="checkbox"/> Suicide            | <input type="checkbox"/> Bioterrorism         |
| <input type="checkbox"/> Medical crisis     | <input type="checkbox"/> Nuclear Warning      |
| <input type="checkbox"/> Community Violence | <input type="checkbox"/> Building Destruction |
| <input type="checkbox"/> Kidnapping         |   |
- 
- The Director of Pupil Services will gather distinguishing features of the event. The Director of Pupil Services or their designee will then convene a team of 2 to 3 Pupil Services staff (staff may include: School Counselor, School Social Worker, School Psychologist & School Nurse-must include if potential for immediate or chronic medical needs is evident).
  - All staff communication regarding the death should be filtered through the building administration team to ensure that all notifications have been made and there is an accurate account of the events to protect the interests and privacy of the family.
  - The action steps below are to help guide the crisis response team in the process of notifying and intervening with staff and students.

- ❑ Pupil services should be aware of the protocols highlighted in [Psychological First Aid for Schools: Field Operations Guide from the National Child Traumatic Stress Network and National Center for PTSD](#)

Updated 6/2021

# Power Failure or Downed Lines

## Definition

An accident or other malfunction causes a power failure or power lines are down.

## Action

### If power lines are down in the vicinity of the school:

- Keep students and others away from downed lines.
- Call 9-911.
- Notify
  - Alliant Energy** (9-1-800/862-6261) or
  - WE Energies (Cleveland)** (9-1-800/662-4797) of the problem.
- Notify the custodian \_\_\_\_\_.
- Notify the building administrator \_\_\_\_\_.
- Consult with the Superintendent regarding closing of school. (459-3511 or 459-3512)
- If classes are canceled, school personnel will be responsible for notifying parents.
- If downed power lines are in contact with a vehicle, do not attempt to exit the vehicle.

### If the school loses electrical power for no apparent reason:

- Secure all entrances/exits.
- Contact Facilities Services at 459-3572
- Call Alliant Energy (9-1-800/862-6261) or WE Energies. (9-1-800/662-4797) to tell them of the problem and to determine how long the outage may last. The district's maintenance unit may be able to help determine this information.
- If the outage is likely to last for several hours, the school may need to close for safety reasons. If this appears to be the case, consult the Superintendent's Office.

# Suicide: Attempt In School

## Definition:

A self-destructive act which could result in death.

## Action:

Emergency Services Required:

- Obtain immediate medical attention by calling emergency services (9-911) if needed.
- Block off area from all students.
- Notify the building administrators.
- The building administrator with assistance from the pupil service provider shall contact parents/caregivers to inform them of the facts known.
- Building administrator or designee shall:
  - Assign an adult to accompany a student in the ambulance – preferably an individual familiar with the student.
  - Send a copy of Student Emergency paperwork with ambulance personnel when feasible.
    - Notify the Superintendent of Schools
    - Notify the Assistant Superintendent of Student and Instructional Services
  - Keep a written log of facts.
- Pupil services provider will contact the receiving facility within 24 hours to determine if a release of information has been signed by parents /students over the age of 18.
- If the release is in place allowing communication between school personnel and parents/treating professionals, transitional programming shall be offered to parents/students to meet that student's needs upon re-entering the educational environment.
- If parents desire transitional programming, information regarding the student's needs will be compiled by a pupil services provider. A planning meeting will be scheduled with appropriate parties to develop a plan for the student's re-entry into the educational environment.

Emergency Services Not Required

- Obtain First Aid if necessary.
- Refer to and follow "Suicide Ideation / Threat" guidelines in Crisis Manual.

Updated 6/2021

# Suicide: Ideation / Threat

## Definition:

Having thoughts about killing oneself. Saying or doing something that reveals a self-destructive desire.

## Action:

- Use ACT:
  - Acknowledge: the symptoms that concern you and that they are serious.
  - Care: Let the student know you care about them and want to help.
  - Tell: a pupil service provider about your concerns.
- Escort the student immediately to a pupil service provider (school counselor, school social worker, school psychologist). **Do not leave the student unattended.**
- If a building pupil service provider is not available escort the student to a quiet area in the building with supervision. The Principal should then contact the Pupil Services Coordinator at ext. 3561 so that a provider from another building can respond to the student's needs.
- Pupil service provider will evaluate the potential for suicide or self-harm. The Suicide Assessment Intervention (SAI) is a tool that can be utilized to guide the assessment.
- Pupil service providers will consult with another Pupil Service professional to share findings and plan of action.

## High Risk:

- If it is determined that the student is an imminent danger to himself / herself or others parents will be contacted by telephone or in person and informed of the student's status. If unable to reach parents or parents are unresponsive contact the Mobile Crisis Unit.
- Pupil Service providers shall contact the Mobile Crisis Unit at 459-3151 and keep the student supervised until arrival of parents and/or Mobile Crisis Unit.
- Building level administrators may be informed of student status.
- Pupil service providers will follow up with the family, a receiving facility within 24 hours and/or the Mobile Crisis unit to determine if a release of information has been signed by parents / student over the age of 18.
- If the release is in place allowing communication between school personnel and parents/treating professionals, transitional planning shall be offered to parents/student to meet that student's emotional health needs upon re-entering the educational environment. Transitional planning is individualized and is dependent upon the student's needs and building level.
- If parents desire transitional planning, information regarding the student's needs will be compiled by a pupil service provider. A planning meeting will be scheduled with the appropriate parties, as well as those parties requested by parents, to develop the plan for the student's re-entry to the educational environment.

## Low Risk:

- ❑ If it is determined that the student is not an immediate danger to himself / herself or others, parents shall be contacted and informed of the results of the assessment/SAI. If appropriate, a crisis plan / contract shall be developed and a referral may be made to outside resources.
- ❑ Pupil service provider will determine if additional student contact is necessary in the weeks following the assessment.

Updated 6/2021



# Tornadoes

## Definition

A rotating, funnel-shaped cloud which strikes the ground with winds that may exceed 200 miles per hour.

**Tornado watch:** *Conditions are favorable for a tornado or severe weather.*

**Tornado warning:** *A tornado has been sighted in the area.*

- When severe weather is forecast, the school secretary shall monitor weather bulletins on the Citizens' Band radio.
- If a warning is issued, signal a tornado drill to students and staff via the PA system.

## Action

### Before a tornado strikes:

- Understand the terms used to describe tornado threats.
- If a revolving, funnel-shaped cloud is spotted or reported by students and/or staff, call 9-911 immediately.
- Know the location of shelter areas in your school/building.
- Conduct tornado drills at school, and urge parents to conduct them at home, so that everyone knows in advance where to go and what to do if a tornado warning is issued.

### During a tornado:

- When a tornado is sighted, stay away from all windows, doors, and outside walls. Protect your head from falling objects or flying debris. Take cover immediately.
- If you're in school when a tornado strikes, go to pre-designated areas. Interior hallways on the lowest floors are usually safest. Stay away from windows and open spaces. Assume duck and cover position.
- If you're on a larger bus, sit on the floor and hold onto the seat. If a substantial structure is immediately available, get out and go to that structure. If you're riding on a small bus and there is no shelter nearby, get out and lie flat in the nearest ditch, ravine, or culvert. Use your hands to shield your head.
- Do not try to flee or "run" from a tornado in a school bus or other vehicle.

### After a tornado strikes:

- Ensure the structural integrity of the building before anyone enters the building. Be sure that walls, ceiling and roof are stable and that the structure rests firmly on the foundation.
- Look out for broken glass and downed power lines.

# Water Supply Failure

## Definition

Loss of functioning water in the facility or visible water leakage from ground or into the building.

## Action

- Notify the following:
- Building Custodian
- Building Administrator
- Coordinator of Facilities Services 920-459-3571 or Cell 920-946-1129
- Superintendents of Schools regarding closing of school 920-459-3511 or 920-459-3512
- Nutrition Services 920-459-3568
- Depending on the location and severity of the water main break, the Coordinator of Facility Services will determine if the water main repair can be delayed until school is out of session.

# Weather Emergencies

**Should potentially dangerous weather situations occur, always consult with the Superintendent and local law enforcement. The following are guidelines for response action planning to possible weather situations.**

## **Snow, ice, extreme cold or other dangerous winter weather.**

- Review with all staff regularly the building response plans for all weather emergencies. Included in plans should be a plan for reunification of students and parents.
- Monitor local weather utilizing the best available method which may include, but is not limited to, computers with internet, radios, TV, emergency notification radios, or mobile device.
- If potentially dangerous weather threatens, activate an emergency action plan specific to your building.
- Superintendent will make the decision on canceling all or part of the school day.
- Due regard for personal safety of ALL students, visitors, and staff should always be considered priority.
- Consider parent notification and/or reunification plans for any potentially dangerous winter weather.

## **Tornado, heavy rain, high wind, hail or other dangerous weather:**

- Review with all staff regularly the building response plans for all weather emergencies. Included in plans should be a plan for reunification of students and parents.
- Monitor local weather utilizing the best available method which may include, but is not limited to; computers with internet, radios, TV, emergency notification radios, or mobile device.
- If potentially dangerous weather threatens, activate an emergency action plan specific to your building.
- Due regard for personal safety of ALL students, visitors, and staff should always be considered priority.
- If any person is injured at or near school campus, call 911 for emergency response.
- If a building is damaged causing concern for safety of persons in the building, call 911.
- Prior to moving students, and at such time as it is safe to do so, designate staff to evaluate interior, exterior of building and surrounding neighborhoods for potential hazards.
- Evaluate for possible lockdown or shelter in place if damage is severe.
- Only release students from school when it is absolutely cleared by local law enforcement and/or the Superintendent after a weather event has occurred.

- ❑ Prior to any school trip that will cause students or staff to travel away from the building, current and future weather forecasts should be considered for potential safety issues.

# Resources

## Sheboygan Area School District Adult Emergency Card

Name	DOB
Address	
Home Phone	Cell Phone
Spouse Name	Phone
Employer	Usual Work Hours
Employer Phone	Extension

### **Emergency Contacts**

Name	Phone
Relationship	
Name	Phone
Relationship	

### **Personal Information**

Physician	Phone
Dentist	Phone
Hospital	Phone
Allergies	
Medical Conditions	
Medications	
Blood Type (if known)	

### **Vehicle Information**

Make & Model of Car
---------------------

License Plate #

The information on this card is for your benefit in the event of an emergency and is considered confidential.

## ANNUAL SAFETY PREPAREDNESS CHECKLIST

School :

Administrator Name:

Once you have completed, please check box and, where indicated, enter date(s).

**Fire Drills**

- One fire drill per month (unless admin deems that students may be endangered by inclement weather) to be recorded on form required by DPI
- One blocked exit-remind staff

Date	Date	Date	Date	Date
Date	Date	Date	Date	Date

**Two Tornado Drills**

Date	Date
------	------

**Complete two Safety Drills (using Safety Plan protocols)**

Date	Date
------	------

\*Note: per WI Act 309, these two drills can be substituted for any of the above required drills.

**Two Updated portable "Go Box" - one stored in office, plus one other location**

- (1) Lists of all students, including students with special needs and descriptions of needs (i.e., medical issues, prescription medicines, dietary needs) and marked confidential; (2) contact list of school personnel; (3) school safety plan; (4) copies of student release form (from safety plan); (5) a whistle; (6) hats or bright vests for visibility and response team identification; (7) a battery-operated flashlight and batteries or glow sticks; and (8) a first-aid kit.
- Can be placed in plastic tub or backpack and should be clearly labeled as "Emergency Go Box"

**Medical Response Team**

**Complete one table top exercise with staff using the Safety Plan**

Date:
-------

**Canine search of building at High School/Middles School using Safety Plan**

Date:
-------

**Review Safety Plan with all staff**

- Ensure the Safety Plan folder is in each room
- Ensure that each folder contains updated rosters
- Ensure that tornado and fire signs are in each room

**Review crisis information with Crisis Team members** (found in Safety Plan)

**Update school phone tree and distribute to staff**

**Review locked door policy with custodial staff**

Update door database to reflect current staff assignments-confirm with district office.

**Ensure custodian checks AED battery as well as expiration date on EAD pads.**

**Ensure that all staff have an ID badge and wear it (complete periodic checks)**

Ensure that all staff have completed and have on file in the office an Adult Emergency Card. update annually.

Update staff regarding location of MSDS sheets

Submit completed form to district office no later than one week after the last day of school.

Revised 9/12/16

## Bomb Threat Report Form

(Place this form under your telephone)

A telephoned or written message threatening to place or explode a bomb on school property. The primary goal is to protect human life. It is most important to listen carefully to what the caller is saying.

### **Questions to Ask:**

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

### **Caller's Voice**

Calm \_\_\_\_\_  
Angry \_\_\_\_\_  
Excited \_\_\_\_\_  
Slow \_\_\_\_\_  
Rapid \_\_\_\_\_  
Soft \_\_\_\_\_  
Loud \_\_\_\_\_  
Laughter \_\_\_\_\_  
Crying \_\_\_\_\_  
Normal \_\_\_\_\_  
Distinct \_\_\_\_\_  
Slurred \_\_\_\_\_  
Nasal \_\_\_\_\_  
Stutter \_\_\_\_\_  
Lisp \_\_\_\_\_  
Raspy \_\_\_\_\_  
Deep \_\_\_\_\_  
Clearing Throat \_\_\_\_\_  
Deep Breathing \_\_\_\_\_  
Cracked Voice \_\_\_\_\_  
Disguised \_\_\_\_\_  
Accent \_\_\_\_\_

Familiar \_\_\_\_\_

### **Background Sounds**

Street Noises \_\_\_\_\_  
Crockery \_\_\_\_\_  
Voices \_\_\_\_\_  
PA System \_\_\_\_\_  
Music \_\_\_\_\_  
House Noises \_\_\_\_\_  
Motor \_\_\_\_\_  
Office Machinery \_\_\_\_\_  
Factory Machinery \_\_\_\_\_  
Animal Noises \_\_\_\_\_  
Clear \_\_\_\_\_  
Static \_\_\_\_\_  
Local \_\_\_\_\_  
Long Distance \_\_\_\_\_  
Phone Booth \_\_\_\_\_  
Other \_\_\_\_\_

### **Threat Language**

Well Spoken \_\_\_\_\_  
Foul \_\_\_\_\_  
Irrational \_\_\_\_\_  
Incoherent \_\_\_\_\_  
Taped Message \_\_\_\_\_

<b>Exact Wording of the Threat:</b>	
Sex of caller:	Race:
Age:	Length of call:
Number at which call was received:	Time: Date:
Remarks:	
Report Call Immediately To (Name of Principal/Supervisor):	
Name of person completing form: :	Time: Date:





**Affect and mood (observations in interview)**

*How do you usually feel? (Use 1-10 scale: 1=super, 10=very poor) see last page for visual*

*How do you feel right now?*

*What feeling words best describe you on a regular day?*

*Extent of feeling right now*

*Extent of feelings of hopelessness*

*Previous crises resolutions (Cite any examples)*

**Symptoms (observations and from interview)**

- sleep patterns (dreams, nightmares, hypersomnia, insomnia (early, middle, late)
- appetite changes
- weight loss or gain
- withdrawal from friends, peers and others
- withdrawal from pleasurable activities
- concentration and attention problems
- increased substance usage (ATOD)
- reckless, accident-prone
- deterioration in appearance
- change in school performance, attitude or attendance
- morbid thoughts of death and dying
- somatic complaints (lethargy/headaches)
- sexual promiscuity
- future goal/wishes
- thoughts of hurting others (consider referral for threat assessment, check with administrator)

**Additional Information (may be gathered from student or other information sources)**

**Warning Signs**

- Talks about wanting to die or kill self
- Looks for ways to kill self
- Reports feeling hopeless or having no purpose
- Reports feeling trapped/in unbearable pain
- Talks about being a burden
- Increasing use of alcohol or drugs
- Acts anxious, agitated or reckless
- Sleeps too little or too much
- Withdraws or reports feeling isolated
- Shows rage or talks about seeking revenge
- Displays extreme mood swings
- Other\_\_\_\_\_

**Risk Factors**

- Mental illness
- Substance use disorder
- Hopelessness
- Impulsive and/or aggressive tendencies
- Trauma or abuse history
- Major physical or chronic illness
- Previous suicide attempt
- Family history of suicide
- Recent loss of relationship
- Access to lethal means
- Local suicide cluster
- Lack of social support and sense of isolation
- Asking for help is associated with stigma
- Lack of healthcare, especially mental health and substance abuse treatment
- Exposure to suicide death in real life or via the media or internet
- Nonsuicidal self-injury
- Cultural/religious belief that suicide is an acceptable solution to coping challenges

**Protective Factors**

- cohesive/stable family connection
- positive relationship with peers
- identifies trusted adult
- connectedness to school setting
- identifies positive coping and problem solving skills
- access to mental health services
- knows when to seek adult help
- religious involvement
- lack of access to lethal weapons or me

**Additional Medical or Disability Related Factors**

- Does the student have an identified educational (IDEA) disability or health impairment (Section 504) that impacts the student's communication, or thinking from a cognitive or emotional basis? If so, describe.
- Does the student need assistance to communicate? Does the student's behaviors impact their ability to communicate? Note special factors or disability or health / medication/ medical treatment related needs.

**Section 3 ACTION PLANNING: Select Interventions, Develop Student Safety Plan, Collaboration**

**Resources available to the student in his/her own estimation.**

parents/relatives:

teachers/counselors:

Clergy:

peers/friends/other

**Low Risk** (current thoughts of suicide, but no suicide plan, acknowledge helping resources).

Step 1: Develop a [Safety Plan](#):

Copies of Safety Plan provided to:

- Student
- Parent/Guardian
- Pupil Service Provider

Step 2: Possible Primary Caregiver Action Plan (caregiver protection actions: including any referrals made)

- Increased supervision
- Constant student supervision
- Means restriction
- Provided 24/7 resource numbers
- Immediate treatment referral (ex. CAT)
- Mobilized prosocial support system
- Consultation with mobile crisis (920) 459-3151
- Transported to services
- 

**Moderate Risk** (prior attempt, thoughts of and plan for behavior or no resources, but not time frame for behavior)

Step 1: Possible Action Steps Include:

- Call 911, wellness check if necessary
- Parent or staff transport to emergency room
- Consultation with mobile crisis (920) 459-3151
- Mobilization prosocial support system
- Identified caring adults
- Provide treatment referral (ex. CAT)
- Provided 24/7 resource numbers
- Specify [Safety Plan](#)
- 

Step 2: Primary Caregiver Action Plan (caregiver protection actions: plan including any referrals made)

- Increased supervision
- Constant student supervision
- Means restriction
- Provided 24/7 resource numbers
- Immediate treatment referral (ex. CAT)
- Mobilized prosocial support system
- Consultation with mobile crisis (920) 459-3151
- Transported to services
- 

**High Risk** (thoughts of suicide, plan for behavior, time frame for behavior specified, an no helping resources)

Step 1: Possible Action Steps Include:

- Call 911, wellness check if necessary
- Parent or staff transport to emergency room
- Consultation with mobile crisis (920) 459-3151
- Mobilization prosocial support system
- Identified caring adults
- Provide treatment referral (ex. CAT)
- Provided 24/7 resource numbers
- Specify [Safety Plan](#)
- 

Step 2: Primary Caregiver Action Plan (caregiver protection actions: plan including any referrals made)

- Increased supervision
- Constant student supervision
- Means restriction
- Provided 24/7 resource numbers
- Immediate treatment referral (ex. CAT)
- Mobilized prosocial support system
- Consultation with mobile crisis (920) 459-3151
- Transported to services
- 

**Collaboration** - Share identified actions with school and community crisis intervention resources.

Possible Steps include:

*Notify school contact/s (ex. Pupil services provider, principal, teacher as appropriate):*

*Notify police/911 (date/time/person who took call):*

Mobile Crisis (date/time/person who took call or did assessment):

[CPS Referral](#) (920) 459-3207 (date/time/person who took call):

Private agency (date/time/person who took call):

- Consent to share/release information [ROI](#)

### **Pupil Services Review & Parental Sign Off**

Reviewed by second Pupil Services provided:

Date:     /     /                      Time Ended:            am/pm

Assessor Signature: \_\_\_\_\_

Parent/Guardian/Student Review:

Date:     /     /                      Name:

Parent/Guardian Signature: \_\_\_\_\_

Low risk may utilize verbal communication: time of phone call \_\_\_\_\_

### **Follow Up**

- Yes
- No

Possible Additional Forms: [SASD School Re-Entry Form](#)

### **Virtual Checklist (find private space, use headphones (staff & student))**

Step 1: Determine Location and Contact Information for the Student at Risk

- Student's exact location:
  - Street address:
  - Room currently in:
- Student's Contact information

- Cell phone number:
- Alternate phone number:
- Email address:
- Other:
- Reason for referral clarified with student:
- Assent to conduct a risk assessment obtained.
- Action taken if a student does not provide assent (consider requesting a wellness check).

Step 2: Determine Location and Contact Information for Primary Caregivers

- Caregiver's current physical location
- Caregiver's Contact information
  - Cell phone number:
  - Alternate phone number:
  - Email address:
  - Other:

Step 3: Contact Primary Caregiver and Obtain Informed Consent

- If indicated, parent communication with emergency response services (911) is facilitated.
- Permission to conduct a risk assessment obtained.
- Permission to conduct a risk assessment NOT given
  - Possible Actions taken:
    - Call CPS
    - Request Wellness check
    - Other
- Intervention produces when primary caregivers not available to give consent:
- Reason for referral shared.
- Emergency contact information verified/obtained.
- Immediate recommendation for student care and supervision offered.

**Resources**

**Immediate Suicide Risk, Call 911**

Important Phone numbers:

Sheboygan County CPS: 920-459-3207

Sheboygan County Mobile Crisis: (920) 459-3151

Mental Health Resources

- [Elementary School](#)
- [Middle School](#)
- [High School](#)

Additional Forms

- [Suspected Child Abuse](#)
- [SASD School Re-Entry Form](#)
- [ROI](#)

Safety Plan Resources:

- [Safety Plan](#)

- Virtual Hope Box
- Suicide Safe App
- Got Your Back App
- Safety Plan App
- My3

**Hotlines:**

*National Suicide Prevention Lifeline (English, Spanish, Hmong & over 200 Additional Languages)*

- Call, text or chat 988. The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Crisis Text Line*

- Text MHA to 741741 and you'll be connected to trained Crisis Counselors. Crisis text line provides free, text-based support 24/7

*The Trevor Project*

- Call 1-866-488-7386 to text START to 678678. A national 24-hour, toll free confidential suicide hotline for LGBTQ youth.

*Siri*

- Ask Siri for suicide resources and get connect immediately. Siri recognized this crisis and will respond to inquired about suicide with a helpful response providing information about the National Suicide Prevention Lifeline hotline, with a quick button to tap on to connect the hotline number firstly (1-800-273-8255). The crisis hotline is open 24 hours a day, 7 days a week.

## Community Mental Health Resources- Adult

### **If in immediate risk of suicide, call 911**

#### **National Suicide Prevention Lifeline**

*Call 1-800-273-8255. The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.*

#### **Siri**

*Ask Siri for suicide resources and get connected to help immediately. Siri recognizes this crisis, and will respond to inquiries about suicide with a helpful response providing information about the National Suicide Prevention Lifeline hotline, with a quick button to tap on to contact the hotline number directly (1-800-273-8255). The crisis hotline is open 24 hours a day, 7 days a week.*

Mental Health America- online therapist tool

<https://mhasheboygan.org/therapist-directory>

24/7 over the phone or mobile Crisis: 920-459-3151

Aurora Memorial Medical Center (enter through emergency room)

(920) 451-5000

2629 N 7th Street, Sheboygan, WI 53083

<https://bit.ly/ShebCoAuroraMedical>

St. Nicholas Hospital  
(920) 459-8300  
3100 Superior Avenue, Sheboygan, WI 53083  
<https://www.stnicholashospital.org/>

Crisis Text Line: 741741  
<https://www.crisistextline.org/text-us/>

### Depression Rating Scale

