

**Educational Project Proposal Approval Page**

The attached seminar educational project, by Barbara Wills, entitled Crisis Management Plan, when completed is to be submitted to the Graduate Faculty of the University of Wisconsin-Platteville in partial fulfillment of the requirements for the Masters of Science in Education degree.

Approved: \_\_Karen Stinson\_\_\_\_\_ Date: \_\_September 3, 2014\_\_\_\_\_  
Project Advisor

# **Crisis Management Plan**

An Educational Project

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

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In Partial Fulfillment

Of the Requirement for the Degree

Masters of Science in Education

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By

Barbara A Wills

2014

## **Acknowledgements**

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## Abstract

As a member of the administrative team at St. Joseph School, it was observed that there was no crisis management plan in place for the district. As a result, it was determined that a plan needed to be developed and implemented in the school.

Information was gathered from area schools located in rural Southwestern Wisconsin. Information that was pertinent to St. Joseph School District was compiled and utilized with the plan. Adaptations and modifications were made to facilitate the implementation of the crisis plan in the St. Joseph School District.

*Keywords:* crisis management plan, operational crisis management, emergency preparedness, resource crisis management

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# **Crisis Management Plan**

Barbara A. Wills

Under the supervision of Mr. Dave Chellevoid

## **Chapter 1: Introduction**

Crises are unpredictable and unexpected events (Nickerson, 2010). Because of the tragic events of September 11, 2001, schools must now plan for catastrophic events as well as traditional crises and emergencies. Crisis Management Plans are essential to the safety of students as well as staff in every school district (Zantal-Wiener and Howard, 2010). It is the responsibility of every school district to protect the people within their building from the possibility of danger and the threat of danger. A Crisis Management Plan is an essential tool that schools can develop. The plan provides specific steps and procedures to follow in case of an unexpected event. The primary concern is for the health and safety of all.

Having a working Crisis Management Plan will benefit the students and the staff because they will feel safe and be able to concentrate on their work and studies. The Crisis Management Plan will promote the well-being of every person within the school building. Parents will also benefit because they know that their child is safe and steps have been taken to ensure their safety.

### **Purpose of the Study**

St. Joseph's School, Hazel Green had a very basic Crisis Procedure Plan. A procedure was in place to follow in case of a fire or tornado. The plan needed to be updated to include many other potential crisis situations within the school and buildings.

Educators are responsible for the students' safety as well as their physical and mental well-being. This is now a time when employees of schools are being held personally accountable

for the handling of many of the crisis situations that occur during the school day. Every crisis situation has unique characteristics. Therefore, a plan will present a logical series of steps that can be used to deal with specific crises.

### **Hypothesis**

The Crisis Management Plan created for St. Joseph School will update the existing and outdated procedures that are used at the present time. This plan will provide specific steps and instructions for the teachers and staff to follow in case of a crisis. This plan will ensure the safety and well-being of the students which will in turn benefit the parents since they know that steps have been taken to protect their children.

### **Questions**

Questions to be studied include:

1. What type of crisis should schools prepare for?
2. What should be included in a Crisis Management Plan?
3. How do you train teachers and students about procedures to follow in the event of a crisis?

### **Significance of the Study**

This Crisis Management plan is significant to the safety and well-being of the students attending St. Joseph's School. This plan will inform parents and students that steps have been taken to ensure the safety and health of all.

### **Delimitations**

- The administrative team was not able to review all available sample school district Crisis Management Plans. Some of the plans contained information that was not useful or

applicable to St. Joseph's School. The researcher reviewed sample plans that were the most similar to the size and location of the school.

- The research will only contain Crisis Management Plans that pertain to events that could occur in the southwest Wisconsin area.

### **Methodology**

Data for the St. Joseph's School Crisis Management Plan was gathered by examining sample crisis management plans from similar sized and located schools. After completion of a draft, the plan was reviewed by area law enforcement officers and experts to determine that the procedures listed in the plan were reliable. After the final draft was completed, a binder was made for each staff member so that each teacher would be aware of the procedures and can teach them to their students. A flip chart will be presented to each parent so they are aware of what steps will be followed in case of a crisis situation. The administrator, staff, and students will practice the steps and procedures each year so that everyone is aware of what to do in a crisis situation.

### **Methods and Procedures**

Areas that will be included within the St. Joseph's School Crisis Management Plan will include: Accidents, Bomb Threats, Chemical Leaks and Spills, Contagious Disease, Dangerous person on School Ground, Death of a Student or Faculty, Fire, Food Poisoning (On Campus), Intruder within the School Building, Natural Disaster Restraint/Seclusion, Serious Injury or illness, Sexual Assault/Abduction on Campus, Suicide or Attempted Suicide, or Weapon Threat.

These topics will be included in the Crisis Management Plan because they are specific situations that could occur at the school at any given time. Within the Crisis Management Plan

are guidelines to follow for each situation, duties for the administrator to follow, as well as duties for the teacher to follow.

The plan will also include names and numbers that are important to each situation as well as sample communication (email, text, call) to parents in order for them to be aware of the situation. In some situations the parents may have to pick up their child from an alternate location. As part of the communication component of the plan, a sample media release is also included.

The Crisis Management Plan has been developed by the principal of St. Joseph's School with input from police and fire personnel in order to make sure the steps are completed correctly. Once the Crisis Management Plan has been completed, the principal will conduct in-service meetings with the staff in order to ensure that all of the steps are understood and followed correctly. The administrative team will then meet annually to reflect on how the Crisis Management Plan was implemented during the previous year and to update procedures.

## **Chapter 2: Review of Literature**

### **Why Crisis Management Plans Are Needed**

Crises are unpredictable and unexpected events. A crisis event may include threats or acts of violence. A crisis event may result in illness, injury, or even death. A crisis event may even be a man-made disaster (Nickerson & Brock, 2011). A crisis may happen at any time and involve a small number or a large group of people. A school's size or location does not prevent a school from having a crisis occur. In fact, educational leaders must recognize that crisis management plans are an essential responsibility in order to protect their students (Gainey, 2009).

During the past two decades there has been increased interest in school crisis prevention and intervention (Nickerson & Brock, 2011). Crisis such as the Columbine High School shooting in April 1999 and the Virginia Tech tragedy in April 2007 have caused school districts to assess the need for effective crisis management plans (Gainey, 2009). Schools have realized that they need to continue to be prepared and understand how to contain a crisis event and protect the lives of their students. These two events, as well as many other violent incidents, attract the attention of the media but there may be many other less violent crises that may occur in schools on any given day. These incidents may be student injuries, fires, severe weather, disagreements between students and staff, or disagreements that may intensify and interfere with the goal of educating students. "A crisis jeopardizes the ability of the school district to safeguard its mission, students, employees, and other stakeholders, making it essential for districts to transform themselves into crisis-ready organizations" (Gainey, 2009).

Schools need to develop a Crisis Management Plan to meet the demands of any number of potential school emergencies. There are many variables that must be taken into account in a

Crisis Management Plan. Students and staff are moving around whether they are changing classes or going to lunch so there may many students with few supervisors. Some students may be in a classroom, the gym, or outside for recess. Parents and volunteers may be visiting at anytime throughout the day. Some schools may have more than one building so they need a specialized plan for each building. Transportation of students may vary such as school buses, private cars, or walking which will impact the plan because students need to be able to be returned to their parents. Students in school may have physical, mental, or emotional disabilities that will require a unique plan specifically for them. Schools may also have some language barriers that will require an individual plan. During an emergency, schools need to be prepared to respond and meet the unique needs of their students, staff, and visitors (Zantal-Wiener & Horwood, 2010).

Other characteristics that may affect a Crisis Management Plan are demographics such as rural or urban settings. These demographics will affect how long it takes for law enforcement and first responders to reach the crisis situation. Also schools may have parts of their building that are used after school hours by local community groups or athletic events. Schools with athletic programs have students from other schools coming into their building as well as students from their own building traveling. All of these situations contribute to the need for a set of standards and procedures to manage the crises or emergencies that could happen in a given day (Zantal-Wiener & Horwood, 2010).

Since each school district is unique, most Crisis Management Plans are created to fit the needs of each individual school. Different emergencies and crises may vary from district-to-district as well as from school-to-school. Each school must evaluate their situation and create a plan that:

1. Is created and based on the unique characteristics and resources of the district and its schools.
2. Is developed and practiced in collaboration with community partners such as emergency personnel and first responders.
3. Will ensure the safety of the school community which can include students, staff, visitors, students with disabilities, as well as students with special communication, medical, or physical needs.
4. Provides for all hazards such as natural disasters, student injuries, transportation hazards biological hazards, physical well-being, and student culture hazards. The following examples are items that could be included in a Crisis Management Plan (Zantal-Wiener & Horwood, 2010).
  - Natural disasters may include: tornado, hurricanes, floods, etc.
  - Transportation hazards may include: bus accidents, plane crashes, etc.
  - Chemical hazards may include: science accidents, chemical spills, etc.
  - Biological hazards may include: infectious diseases, contaminated food, etc.
  - Physical well-being may include: staff or student death, staff or student injury, etc.
  - Student culture hazards may include: bullying, intruders, etc.

Because demographics and resources will be different from school-to-school, the plans must be unique to each school. If a school is located where hurricanes can not occur, there would not be a need for policies and procedures on hurricanes. The school districts must also work with the resources that are available within their area. School districts may have to rely on neighboring districts for help with some of the needed resources.

Another area that schools have been working on within their Crisis Management Plans is the use of physical restraint and seclusion. This is where personnel may use a physical method to restrict the movement, physical activity, or normal access to a person's body (Couvillon, Peterson, Ryan, Scheuermann, & Stegall, 2010). Physical restraint and seclusion may be used with a student whose behavior is a threat to himself/herself or to the other students within the classroom. Today many students with behavior disorders are integrated into the general education classroom settings. Sometime with these students, situations may arise that causes their behavior to escalate, and the student may become violent. These violent acts can cause harm to the student, staff, or other students in the classroom. School staff need to be able to determine the need for physical intervention and how to appropriately de-escalate the situation or prevent the behavior from occurring again.

It is important that each school develops a comprehensive emergency preparedness program that is effective in the district and school situation. Crisis Management Plans must be able to be used in a broad range of crisis events, must have well-trained crisis management teams, and must include policies and procedures to handle the situations that may occur.

### **Ingredients of a Crisis Management Plan**

A Crisis Management Plan must include policies and procedures that addresses all types of emergencies or crises. Strategies must be developed to handle crisis events, but also have strategies and tactics to prevent or reduce the impact of the crisis on a particular group while at the same time try to minimize the damage to the organization (Gainey, 2009).

Schools must have a crisis response team in order to address the safety needs of the students, staff, and families within their building (Nickerson, Brock, & Reeves, 2006). These crisis response teams must also work with community teams and law enforcement personnel who

have more advanced crisis knowledge and training to handle situations that may occur. A hallmark of school crisis teams is multidisciplinary membership (Nickerson, Brock, & Reeves, 2006). A crisis team may include the principal, guidance counselor, nurse, teachers, law enforcement liaison, medical liaison, and parent liaison. It is good practice to organize teams according to job functions so that trained personnel can help in areas where another individual may not have as much training.

Generally the crisis response coordinator for a school is the administrator of the school. This person is responsible for coordinating the development of the school plan, overseeing the response to the crisis that may occur, and evaluating the response. Many school also have an individual to coordinate the psychological needs of the students and staff. Schools may also work with local law enforcement personnel in order to coordinate student safety. Medical liaison members help with communication between the paramedics and the hospitals. Parent liaisons are used in order to help in responding to phone calls and to reunite parents with their students.

There are generally four phases to a Crisis Management Plan: (Zantal-Wiener & Horwood, 2010).

1. Prevention: This is where the plan will address that safety of the facilities and the climate of the school to ensure that it is a safe and healthy learning environment. In this phase the plan will identify the security needs of the facilities; assess the facilities of potential hazards and vulnerabilities; examine policies related to food preparation; establish policies related to building access; and establish communication procedures for students, staff, parents, and media.
2. Preparedness: This is where the plan will facilitate a rapid and effective response in the case of an emergency. In this phase the plan will establish emergency management

policies and procedures; develop and incident command center; coordinate communication between first responders and school officials; conduct training for school staff, students, and parents; and conduct simulated drills and exercises.

3. Response: This is where the emergency management plan is implemented. In this phase the plan will activate communication plans; activate response actions to a lock down or evacuation; work with community personnel and first responders, account for students and staff during a procedure; and make informed decisions.
4. Recovery: This is where the facilities are restored to a safe and healthy learning environment. This phase ensures that the facilities is returned to its normal working order; the students and staff return to their normal working environment; and that the physical and emotional health of the students and staff has been sustained.

These four phases are essential in a crisis management plan. If schools have safety policies in place and are constantly updating and evaluating them, they may be able to prevent a crisis situation from occurring. Being prepared is important in any crisis situation, so if a school has policies and procedures in place and have practiced them with their students and staff, the school will be able to handle the situation quickly. After the crisis has been dealt with and resolved, the crisis management team can meet together to discuss what happened and how to improve.

It has been recommended that schools organize crisis management plans into three levels (Knox & Roberts, 2005).

- Primary prevention: this is where schools conduct activities on conflict resolution; gun safety; drug and alcohol awareness programs; and suicide prevention programs.

- Secondary intervention: these are steps taken in the after-math of a crisis to minimize the effects of the crisis and keep it from escalating. This may include evacuating students to a safer place, immediate crisis intervention to ensure the safety of those involved, and notification of parents.
- Tertiary intervention: this is where more long-term counseling and assistance is needed to assist in the well-being of everyone involved.

Prevention is an important area in preventing crises. If the school has a crisis management program in place to work on conflict resolution and communication, a situation can be prevented from occurring or stopping it before it can escalate.

Two of the most important components of a Crisis Management Plan are communication and management. Communication is important not only at the time when a crisis is occurring, but it is also crucial in possibly preventing a crisis from occurring. School personnel and students who observe an incident where a possible crisis may occur such as student conflict or bullying situations should notify school administration immediately. Communicating with school authorities may prevent a crisis situation from occurring. Many schools have trained staff members to use physical restraint on a student in order to prevent behavior problems and attempt to deescalate a situation where student behavior could possibly threaten another student or group of students (Couvillon, Peterson, Ryan, Scheuermann, & Stegall, 2010).

Communication must take place between the crisis management coordinator and all the team members that are involved. A chain of command must be established and followed on what procedures should take place and when they should occur. Policies and procedures must be established in order to communicate with parents and also with the media (Gainey, 2009).

Management is also crucial in a crisis management plan. The Crisis Management Plan must have a commander who will coordinate and be in charge of the overall events in a crisis. This commander must ensure the safety of all the students, work with different agencies and law enforcement and personnel, keep parents informed about their children, work with the media, and try to bring a swift resolution to the situation.

There are three levels of intervention that are recommended for a crisis management plan (Knox & Roberts, 2005).

1. School-based crisis team: This consists of school administrators, school nurse, counselors, support staff and teachers who can provide crisis intervention services and ongoing counseling services.
2. District-level teams: These teams provide crisis response oversight for the school and include administrators and staff who oversee district policies and procedures; staff training and supervision; and assistance to schools in the time of a crisis.
3. Regional resource teams: These are multidisciplinary teams with representatives from school administration, mental health staff, police staff, and social services staff. These groups meet to review programs, establish protocol, and provide training to district-level teams.

These teams are very important in any crisis situation. Hopefully a crisis will be minimal and can be solved by school-based crisis team members. Student intervention programs can be put into place and implemented to bring about a quick resolution. The district level teams and regional resource teams are excellent resources for schools to use when dealing with a larger crisis. The resources from these district and regional teams usually have highly trained personnel within them to assist in a crisis event.

A comprehensive model must be established and incorporate at all of these levels of intervention in order to adequately plan for a crisis that may occur. Coordinating and implementing all of the needs in a school crisis can be confusing and cause a breakdown or delay in the response. If these teams work together, a speedier resolution may occur and benefit everyone involved (Knox & Roberts, 2005).

### **Training for a Crisis Management Plan**

One purpose of a school-based crisis team is to delegate the roles and duties that need to take place during and after a crisis. The size of a team may vary depending on the size of the school district. Schools do not want to make the team too large because they are harder to manage and it is more difficult to schedule meetings. On the other hand, if the team is too small, there will not be enough people to handle all of the tasks (Knox & Roberts, 2005). Once a team has been established it is recommended that a team have members to assist as a backup if members are unavailable.

An effective Crisis Management Plan has predetermined guidelines to use when faced with a crisis or event. These guidelines will help the team respond promptly to a crisis. Crises situation may be very different from each other, but having a general set of guidelines and procedures will assist in a quicker resolution to the crisis. A checklist of procedures for each of the members to follow is helpful. It is also important to have a roster of students in order to determine who is in the building and to coordinate a quicker response to a crisis situation.

Many schools have a phone tree established in order to communicate with people involved in a crisis. These groups may be students, parents, and staff. A communication coordinator can assist in maintaining an up to date phone log for the district, screen incoming calls, and notifying staff and community resources. When a crisis involves a large group of people, a district may

want to have a crowd management coordinator who will work with law enforcement personnel in order to ensure safety to everyone involved (Knox & Roberts, 2005).

Some schools have assigned the role of an evaluator to the crisis team. This team member conducts drills and readiness checks to make sure that crisis management is effective. If a crisis has occurred, the evaluator will collect data and look for areas of the plan that may need improvement. An evaluator may be responsible for demobilizing and debriefing a crisis team after a crisis has occurred. Demobilizing refers to evaluating the policies and procedures to determine if they were effective. It also looks at problems that may have occurred with implementation of the plan as well as any unforeseen problems that may have taken place. Debriefing refers to the processing of a crisis incident. Typically debriefing occurs in 24 to 72 hours after a crisis and can be done individually or with a team of counselors and trained staff. The debriefing allows people to share their feelings and emotional reactions to a crisis. The meetings should allow people to support each other as they work through a crisis situation (Knox & Roberts, 2005).

In crisis situations involving violence, there will be a need for medical shelter and also emergency needs for law enforcement personnel. School crisis teams will need to develop guidelines and procedures for students as far as parental permission for treatment, support groups, and other follow-up services that may be needed. Schools may also have to deal with issues such as how to convey a death of a student, how to handle personal belongings, and school memorial services. All of these need to be given careful thought in order not to escalate the effects of a crisis (Knox & Roberts, 2005).

There is not a specific answer to handle all of the crisis situations that could occur within a school district. Establishing a well thought out plan that is effective will help to set guidelines

and procedures to follow in the event that a crisis may occur. The plan will need to be continually updated and evaluated to ensure that the steps within the plan are effective. Together with a team of trained personnel, these guidelines will help to protect and ensure the safety of all of the students within a district (Collins, 2007).

One of the biggest challenges that schools face in order to be a crisis ready district is training and the level of preparedness that is needed for the different crises that may arise. Some of the challenges are lack of time, personnel, and financial resources for adequate crisis management preparation and training (Gainey, 2009).

Effective crisis management training requires time, effort, and money for a school district to implement correctly and effectively. However there are training curriculum and workshops that schools may look to for help (Gainey, 2009). Schools may want to cross-train crisis team members or provide specialized training for team members to help them with their roles and responsibilities. School districts may want to share trained team members in order to assist each school district and lessen the financial burden. Training manuals have been developed to provide step by step processes for school crisis teams.

Some practical steps for implementing crisis management plans include: (Gainey, 2009).

1. The crisis plan should be a part of the day-to-day operations of the school.
2. It should be a primary tool of preparedness. There should be constant updating and evaluating of the plan.
3. Identify potential threats or weaknesses of the plan.
4. Assemble and train a crisis management team to lead planning efforts for the district.
5. Build relationships with groups in the community. These groups will be helpful with the execution of your plan.

An effective Crisis Management Plan must be continually updated and evaluated to see if situations have changed or if there are new threats that were not addressed in the plan. Staff is constantly changing within a school, so new staff will need to be trained on the policies and procedures so that everyone is trained on what to do in a crisis situation.

One of the best ways to train crisis management teams is to look over different case scenarios. Teams can look at the recommended steps that have been developed and apply them to different situations that could occur within their district. Consideration should be taken to address the specific geographic and demographic characteristics of your school district. For example, rural districts will differ in the response time for law enforcement and support personnel and also in the pickup time from parents in case of evacuation or bussing issues. Schools also need to look at the background factors of the students and staff within their district particularly if there are students requiring accommodations.

### **Chapter 3: Methodology**

In order to complete the Crisis Management Plan for the St. Joseph School district, the administrative team began by looking at plans from other area schools in Wisconsin. The plans from larger schools were not reviewed because of size compatibility issues. The team also did not review sections of plans regarding hurricanes or flooding because the chances of that happening were extremely small or even nonexistent in the area.

As the team reviewed plans, pertinent information was selected that was used in creating the St. Joseph School District Crisis Management Plan. One major piece of pertinent information was that there were students in two different buildings.

The next step was to create the Crisis Management Plan notebook following the sample plans of the other districts. Each potential crisis event was written with specific guidelines and procedures. Each event was placed in alphabetical order in the notebook. In addition to the crisis procedures and guidelines, additional sections were created that included maps of the building, class rosters of the students and staff, emergency contact information and other critical information needed for the plan.

The administrative team reviewed the plan to see if anything was missing or if items needed to be changed. All of the Crisis Management Plan notebooks were created and staff were trained on how to use them and told to keep them in a safe and confidential location.

#### **Chapter 4: Summary, Conclusion, and Recommendations**

School administrators and staff need to look at the importance of using conflict resolution and peer assistance programs within a school. These programs will assist in dealing with possible crisis situations that could occur among students and staff within the school district. It is more beneficial to de-escalate or even avoid a crisis situation by having plans in place to work through these situations when they arise.

A Crisis Management Plan can not possibly cover every type of crisis that could arise, but developing a plan covering a broad range of crisis policies and creating a well-trained crisis management team will be beneficial to the district as well as to the students and the staff. It is the job of educational leaders to provide all of the resources that they can in order to meet the needs of the continuing challenges in our society as well as safely educating the next generation of children (Gainey, 2009).

The Crisis Management Plan will be reviewed annually by the administrative team at St. Joseph School in order to ensure that it is a current and updated plan that will protect the students and staff at St. Joseph School. Plans are made to update the Crisis Management Plan and replace the necessary pages in the notebook so that it remains a viable and useful document.

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## **St. Joseph School, Hazel Green** **Crisis Management Plan**

### **Philosophy**

- St. Joseph School has undertaken the planning for different crisis situations. It is our contention that by thinking through possible crisis situations and providing solutions to them, all persons involved in dealing with these situations will be better prepared to handle them in the best possible manner. Our primary concern is for the health and safety of all.

### **Rationale**

- Education has entered a time when employees of schools are being held personally accountable for the handling of many crisis situations that occur during the school day.
- Educators are held accountable for the students' growth in knowledge as well as their physical and mental well being.

### **Crisis Management Plan Description**

- St. Joseph School has developed a Crisis Management Plan to address preventive, intervention, and post-intervention of crisis situations. The plan provides uniform predictable applications in the event of potential crisis situations. This system clearly outlines steps to be taken in the event of a crisis and provides steps for follow-up.
- It is understood that every crisis situation has the potential for certain unique characteristics; therefore this plan is not proposed as a total plan of action for every crisis. It is, however, presented as a logical series of steps that can be used to deal with a specific crisis.
- It is understood that the individual crisis team will need to use his/her best judgment in applying or modifying this plan to handle the situation in the safest, most efficient and compassionate way.

### **Definition of a Crisis**

A condition which arises suddenly and without warning and adversely affects students and staff. The condition may or may not be life threatening.

## **Emergency Evacuation**

- In the event of an emergency evacuation, the children will be taken to the St. Francis de Sales Church in Hazel Green.

## **Russ Stratton Bus Company**

- Office: 608-744-8748
- Cell: 608-732-0748

## **Emergency Contact List** *(Update Annually)*

- Police-911
- Sheriff's Department-911  
(608-762-1160)
- Fire-911
- Emergency Management Agency  
Steve Braun: 608-723-7171 cell: 608-778-1155
- Poison Control Center  
1-800-222-1222
- Hospital Emergency Room  
Mercy: 563-589-9666  
Finley: 563-589-2460
- Power Company  
Alliant: 1-800-862-6222
- Gas Company  
Alliant: 1-800-862-6263
- Grant County Health Department  
Julie Leibfried, RN  
608-723-6416
- Telephone Company  
Frontier 1-800-921-8101
- Chemical Emergency  
1-800-424-8802

### **St. Joseph Emergency Contact List**

- **Pastor**  
Father Ken Frisch: 608-854-2392 (Home)
- **Principal**  
Barbara Wills: 608-854-2468 (Home)
- **Parish Council President**  
Ryan Berning: 563-590-5671 (Cell)
- **PEC President**  
Art Martin: 608-545-0766 (Cell)
- **Lead Teacher**  
Stacy Casper: 815-266-9088 (Cell)
- **Janitor**  
Mary Donar: 815-747-6497 (Home)

## **Fire**

**Alert Signal:** Fire Alarm (3 Rings)

### **Lead Administrator Response**

- Make sure the alarm has been activated as soon as notification is received.
- Call 911 and give address as 780 County Highway Z, Hazel Green, WI.
- To the extent it is safe to do so, ensure that all classrooms, bathrooms, cafeteria, office, and other rooms have been evacuated.
- Move students and staff at least 300 feet away from the facility of danger.
- Determine if everyone is accounted for.
- Provide fire service personnel with master keys and floor plan of the facility

### **Staff Response**

- Gather all students and visitors in your area and evacuate according to the fire evacuation plan.
- Ensure that people with special needs are provided with assistance.
- If you encounter fire or find a pathway blocked, seek an alternative route.
- During the evacuation, remain alert to any potential hazards in the area.
- Move students at least 300 feet away from the facility of danger.
- Remain alert to potential dangers in the area and properly supervise students under your care.

# **Tornado**

## **Alert Signal:** Tornado Alarm (1 Long Ring)

- Tornado Watch-no funnel cloud has been sighted, but conditions are such that a tornado could occur.
- Tornado Warning-a funnel cloud has actually been sighted or detected by radar. Take shelter immediately.

## **Lead Administrator Response**

- Monitor weather radios.
- Announce alert over the telephone system.
- Make sure all outdoor activities have been moved indoors when the tornado watch is received.
- When tornado warning has been received, move all students and staff to the safe areas;
  - Main school-Library
  - Kindergarten and Preschool-Basement of the Rectory
- Make sure everyone remains in a duck and cover position until the danger passes.
- Bring a flashlight in case of loss of power.
- Implement injury protocol, if needed.
- If an evacuation is deemed appropriate after a tornado strike, move students and staff away from gas and electrical lines. If an evacuation is not appropriate, stay in safe areas until local emergency management officials can assist in getting students and staff to safety.
- Implement family reunification protocol if needed. Make sure that parents sign for their children.
- Implement media protocol if needed.

### **Staff Response**

- Gather all students and proceed to safe area.
- Ensure that special needs persons are provided with assistance.
- Take attendance once you are in your safe area.
- Make sure you bring a flash light in case of power outage.
- Remain alert to potential dangers in the area and properly supervise students under your care.

## **Lock Down-General**

**Alert Signal:** This is done on our telephone system to all classrooms and the rectory building.

- A General Lock Down is a means to rapidly enhance the level of security in all buildings. By locking all of the exterior and interior doors, the staff will help to ensure the safety of the students. This type of lock down allows the students and staff to continue their activities, but in a limited fashion.

## **Lead Administrative Response**

- Make announcement on telephone system that we are in a general lock down.
- If appropriate, call Grant County Sheriff's Department of the situation requiring the lock down.
- If it is safe to do so, make sure that all exterior doors have been secured.
- Notify Stratton Buses in order to stop any inbound buses. Also, have Stratton Buses on standby if an evacuation deems necessary.
- If it is safe to do so, brief staff of details by way of telephone system. The lock down could remain in effect for several hours.
- Once the situation has been resolved, the lock down may be lifted. This command will be given by the principal or lead teacher. The lead administrator may wish to inform staff members of the reason that the lock down was issued, if not done so previously. The staff will then be instructed on how to explain the situation to the students.
- The administrator should communicate to the parents of the actions that were taken to protect their children.

## **Staff Response**

- Make sure that your doors are locked.
- Make sure you have all of your students in your classroom.
- If possible, report your status to the administrator by way of the telephone.
- Continue with normal activities as the situation allows.

- If students need to move within the building (ex. Restroom, water fountain), make sure that you accompany them as a whole class.
- Be prepared to implement evacuation process or Emergency Lock Down if directed to do so.

## **Lock Down-Emergency**

**Alert Signal:** This is done on telephone system to all classrooms and rectory building.

- An Emergency Lock Down is a response to an actual emergency situation. This type of Lock Down is used to rapidly enhance the level of security in all buildings. By locking all of the exterior and main interior doors, the staff is making it more difficult for a dangerous person to gain access to staff and students. This type of lock down requires that all staff and students seek as much physical safety from physical assault as possible by using visual and physical barriers.

## **Lead Administrator Response**

- Make announcement on the telephone system that we are under an Emergency Lock Down.
- If possible, call 911.
- As soon as it is safe to do so, make sure all doors are locked and secure.
- If it is safe to do so, make sure that all exterior doors have been secured.
- Notify Stratton Buses in order to stop any inbound buses. Also, have Stratton Buses on standby if an evacuation deems necessary.
- If it is safe to do so, brief staff of details by way of telephone system. The lock down could remain in effect for several hours.
- Once the situation has been resolved, the lock down may be lifted. This command will be given by the principal or lead teacher. The lead administrator may wish to inform staff members of the reason that the lock down was issued. The staff will then be instructed on how to explain the situation to the students.

- The administrator should send a brief note home to inform the parents of the actions that were taken to protect their children.

### **Staff Response**

- Make sure that your doors are locked.
- Make sure you have all of your students in your classroom.
- If possible, report your status to the administrator by way of the telephone.
- Do not open the door for people claiming to be public service personnel unless you have been instructed to do so by a staff member whom you recognize.
- Remain in place if the fire alarm rings. Fire evacuation will be signaled by an intercom announcement.

### **Accident or Serious Illness at school**

- Call 911. To dispatcher, report location (780 County Highway Z, Hazel Green, WI.) and the nature of the injury.
- Administer First Aid. Do not move the injured or ill individual unless the scene is unsafe.
- Take precautions against contact with bodily fluids by wearing disposable gloves.
- Remove other students from area.
- Notify families of injured or ill individual.
- Assign a staff member to accompany the injured or ill individual if transport to the hospital is necessary.
- Complete a written documentation of the incident.

## **Bomb Threat**

- Keep caller on the telephone as long as possible.
- Call 911
- Call Stratton Buses to request a bus to evacuate the students and staff.
- Move students and staff to the church until the bus comes to evacuate the students.
- Make sure that all of the students and staff are accounted for.
- The evacuation bus will take the students and staff to St. Francis de Sales Church.
- The students and staff will stay at the evacuation site until a sweep is conducted at the school by appropriate personnel.
- After the sweep has been completed, it will be determined if the students and staff can return to the school.
- If students are not able to return to school, begin parent reunification protocol.

## **Bus Breakdown or Accident**

- Southwestern Schools or Stratton Buses will call informing the principal of with details of the incident.
- Inform parents of the incident if necessary.
- Assist in informing parents when the child will be delivered to their home or the location where the child can be picked up.

## **Chemical Accident**

- Call 911
- Activate crisis management plan if appropriate.
- Determine source of leak or spill.

- If source is off campus, shut off all vents and fans.
- Have students remain inside unless otherwise instructed.
- If the source is in the building, move students and staff to the church to determine if an evacuation to alternate site is needed.
- Authorities will evaluate the chemicals that are present and they will remove them.
- Send information about incident with anyone going for medical treatment.
- Notify families of affected persons.

### **Contagious Disease** (Pandemic Flu Outbreak)

- Contact Grant County Health Department
- Follow the guidelines issued by the Grant County Health Department and the Department of Public Instruction.
- Using input from the school nurse and health department, decide on an approach that best addresses the situation.
- Meet with parents, if appropriate.

### **Custody**

- At the beginning of the year the parents fill out an emergency information sheet for their child.
- Only the people listed on the emergency information sheet will be allowed to pick up the student.

## **Dangerous or Irate Person on School Property**

- Call 911
- Check identification if possible. Determine if the person has a legitimate reason to be on campus.
- If person is a parent or a person with legitimate reason to be there, utilize a combination of extreme politeness, courtesy, and firmness to de-escalate the behavior.
- If person does not have legitimate reason to be there, ask the person to leave. If the person fails to leave, call 911.
- If student or staff witnessed the situation, inform them of the facts once the situation is resolved.

## **Earthquake (If inside)**

- Don't panic
- Take cover under a desk, table, or bench to protect from falling objects.
- If no cover is available, get against an inside doorway or wall and cover head.
- Stay away from outside walls, windows, or glass.
- All doors should be left open to minimize jamming if the building shifts.
- Stay put and take appropriate cover.

## **Earthquake (If outside)**

- Move quickly away from building and away from overhead electrical wires.
- Lie flat, face down, and wait for shocks to subside.

## **Food Poisoning at School**

- Notify Food Service Director
- Close cafeteria if appropriate.
- Call the Health Department, if appropriate.
- Notify Families.
- Document who is affected and the treatment received.
- Follow check out procedures.
- Notify staff.
- Update communications with families.

## **Hostage Situation**

- Call 911
- Make sure that the police know if an armed person is inside the school and his/her last known location.
- Isolate the area.
- Notify staff
- Evacuate the building.
- Secure students and staff
- Designate separate area for media.
- Designate a specific person to talk to the media.
- Identify spokesperson to communicate with the hostage taker, if needed, until law enforcement arrives.
- Notify families of all persons involved

## **Traumatic Event of Suicide**

- Call 911.
- Isolate the area.
- Isolate the witness.
- Suspend bell system. Everyone stays where they are.
- Notify parents (in person if possible)
- Assign separate area for media, parents, and counseling.
- Communicate with staff.
- Document all students checking out.
- Announce the availability of counseling and location.
- Teachers can identify students who need counseling.
- Document counseling and who needs follow-up.
- School should remain in session unless principal deems it inappropriate.

## **Steps to be taken if a student talks/writes about suicide**

- Listen. An effort should be made to really understand the feelings being expressed behind the words. Allow the person to express their feelings.
- Notify the principal.
- Notify the parents.
- Ask directly if the individual has considered suicide. Try to discuss this openly.
- Request a physician's release which states that it is safe for the student to return to school.
- Act definitely. Do something tangible and provide the student with an alternative course of action.

- Be affirmative and supportive. Strong, stable mentors are necessary in the life of a distressed individual.
- Do not be misled if the individual admits to seriously considering suicide and then make light of the issue.
- Be a non-judgmental listener who shows interest and support.
- Send work home to the student and allow make-up work so their grades are not jeopardized.

### If a tragedy occurs on a weekend or holiday:

- Notify staff.
- Determine appropriate response.

### **Utility Failure**

- A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage, or water service to the building.

**Alert Signal**-An announcement over the telephone system or personal notification is appropriate.

- Contact the local service provider. (See emergency contact numbers.)
- Notify staff.
- Determine if it is safe to conduct normal activities then notify staff of the course of action.
- If appropriate, implement Evacuation protocol.
- If appropriate, implement Family Reunification protocol.
- If water or sewage pipes are broken or leaking, take steps to reduce water damage.
- In the event of a gas leak, move students to the church and call 911 or emergency service.

- **Weapons at School**

- Determine degree of danger.
- Confiscate weapon discreetly, if possible.
- If weapon is a gun, call 911.
- Report to law enforcement agents.
- Notify parents of the students.

**If unable to confiscate weapon:**

- Call 911.
- Notify staff.
- Evacuate area.
- Notify parents.

## **Crisis Response Assignments**

### **Crisis Response Leader-Principal**

- Assess situation as to what happened, who is involved, and what is to be done.
- Make announcement and inform teachers to evacuate or lock down.
- Media spokesperson
- Develop fact sheet for press release.
- Identify suitable facilities or area for media representatives.
- Supply a written statement of information to be given over the phone.
- Discuss with the teachers the best way to age appropriately deliver the information to the students.
- Supply teachers with a written statement to inform students
- Schedule emergency faculty meeting for information and follow-up plan
- Assist with evacuation or lock down of facility
- Assist with parents arriving at school
- Schedule a debriefing at conclusion of event
- Coordinate follow-up crisis center with counselors
- Contact parents of students involved as well as all families

### **Crisis Response Member-Lead Teacher**

- Assist with evacuation or lockdown
- Supervise security
- Restrict entrance to authorized personnel only
- Assist with injured if needed
- Grab binder with emergency information
- Make sure all students who leave have been signed out by parents

- Assign remaining faculty members to assist with students

#### Crisis Response Member-Lead Teacher

- Keep driveway open for emergency vehicles
- Direct emergency personnel to area needed
- Make crisis counseling available to staff members
- Assist with other duties assigned

#### News Media

- If school officials believe that the presence of news media will interfere with the safety of the students or disrupt the educational environment, they can be prohibited from entering the building. However, they cannot be prohibited from being outside the school grounds.
- Remind employees that the principal will respond to the news media. The employees should not feel compelled to respond to the news media if they are uncomfortable doing so.
- If the situation is especially sensitive, have adequate supervision on the playground and at the entrance of the school so that students are not asked to comment on the situation.

#### Family Reunification

- In case of an evacuation, students will be taken to St. Francis de Sales Church in Hazel Green.
- If emergency personnel feel that the students cannot return to school, the parents of each student will be called.
- The parents may come to St. Francis de Sales and pick up their child.
- The lead teacher will ask each parent to sign for their child that they are picking up.
- The lead teacher will turn in the signed pick-up sheets to the principal once all of the students have been reunited with their family.

**Fire Drill Instructions** (Posted in Rooms)

Signal is 3 short rings of the school bell.

Close doors and windows.

Turn off lights.

Exit classrooms in line. Walk quickly. Don't run.

Keep silent.

Teachers exit last

Walk to designated areas.

Wait for signal to return to building.

Return in silence.

\*\*\*If not in classroom at time of drill: Leave building through the nearest exit.

**Tornado Drill Instructions** (Posted in Room)

Signal is 1 long ring of the school bell.

Open window and doors

Students take large textbook with them.

Exit classroom in line. Walk quickly. Don't run.

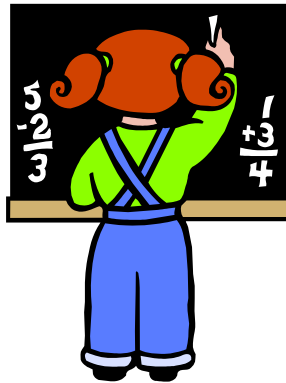
Keep silent.

Teachers exit last.

Students sit in library protecting their heads with their textbook.

Wait for all clear signal.

Return in silence.



# Lock Down and Evacuation

## Plan

2013

## Table of Contents

### General Lock Down Procedure

- These are the steps to be followed if there is a situation in our area where we are advised by law enforcement officials to lock down our buildings until it is determined that the students are safe and the situation has been handled.
- The students will stay in school, but no one will be able to enter or exit until the all clear has been given.

### Evacuation Procedure

- These steps are to be followed if there is a threat to our building such as a gas leak or bomb threat.
- The students will evacuate the buildings and be transported to St. Francis de Sales Church Hall in Hazel Green.
- The students may be transported back to St. Joseph's School or may be sent home depending on information from the law enforcement agency.

### Emergency Lock Down Procedure

- These steps are to be followed in the case of an emergency lock down where there is potential danger to our school and students.
- If possible, the students will be evacuated to a site away from the school until law enforcement officers can ensure the safety of the students and staff.

### General Lock Down Procedures for Teachers

1. When notified by the principal or lead teacher, close and lock classroom doors. Close windows and pull down shades.
2. Take attendance of all students in the room. Call the office if someone is missing.
3. Continue with regular classes.
4. Do not allow students in the hallway alone. Accompany students during class switches. Take a classroom restroom break if necessary.
5. If P.E. classes are outside, they must return to their homeroom.
6. Students and staff in rectory must stay in rectory building.
7. An all clear announcement will be made when the threat has passed.

### Evacuation Procedures for Teachers

1. Once it has been determined that an evacuation is necessary, principal or lead teacher will notify the teachers the exit route from the buildings.
2. All students and teachers in both buildings will board a bus. Attendance will be taken to make sure that all students are accounted for. Students may take a book with them. No students will be allowed to take their bookbags with them.
3. Students will be taken to St. Francis de Sales Church Hall. They will stay there until it is determined by the principal or law enforcement officers that the students may return to school or be sent home.
4. Lead teacher should take the Emergency Phone Numbers binder and a cell phone in order to have contact with the principal and also if parents need to be called to pick up their child.
5. Once parents are notified, they may pick up their child at St. Francis de Sales Church Hall. All parents must sign a dismissal form when they pick up their children.

## Emergency Lock Down Procedures for Teachers

1. Staff and students in both building will be notified through the classroom telephones that there is immediate danger to the students or staff in the buildings.
2. Close and lock classroom doors. Turn off lights. Close windows and shades.
3. Have students move to their “In Room Safe Spots.” Sit close together on the floor and remain calm.
4. Take attendance of all people in the room.
5. No one is allowed to leave the room. Do not open the classroom door under any circumstance.
6. An all clear announcement will be made when the threat has passed.

\*\* Teachers will be contacted if circumstances permit to check on missing persons or given more instructions.

## Lock Down Procedures for Office Personnel

1. Notify school through phone system: “We are in a general lock down situation.” or “We are in an emergency lock down situation.”
2. Call 911. Identify the school and the room you are calling from.
3. Lock down building and wait in a safe place for law enforcement to arrive.
4. Call Father Ken. (608-854-2392)
5. If circumstance permits, call teachers in classroom to make sure all students are safe.
6. Communicate with law enforcement officials only when they make contact with you. This is done after the scene is made safe.

### **\*\*\*If evacuation must occur:**

- Call Stratton Bus Company. (608-744-8748)
- Tell law enforcement officials our evacuation site.
- Take along Emergency numbers to call parents.

**All request for information must be directed  
through the principal, pastor,  
or lead teacher in their absence.**

## Evacuation Procedures for Office Personnel

1. Principal or lead teacher, in absence of the principal, will remain at the school until evacuation is complete.
2. Principal will call each classroom to release the students to the bus to go to the evacuation site.
3. Lead teacher will go with the bus to the evacuation site taking from the office:
  - Emergency book containing parent information
  - Class attendance sheets
  - Parent release sheets
4. Lead teacher will answer questions from emergency personnel at the evacuation site until the principal arrives.
5. Principal will go with the law enforcement officers to the evacuation site to release the students.
6. Principal or pastor will work with law enforcement. Media releases must be cleared through the law enforcement agency. Parents will be given a call that the students have been evacuated. The children will be held at the evacuation site until they have received directions from the law enforcement agency about directions and procedures to follow.
7. Parents will be given directions on where to pick up their child. Children will be released only to those listed on the emergency release form. No teachers or students will be allowed to be interviewed.

### Evacuation Site Dismissal Procedures

1. Principal will direct dismissal of children to their parents in the following manner:
  - a. Parents will be called and told where to pick up their child.
  - b. Parents must sign a dismissal form stating the children they are taking from the evacuation site.
  - c. Form must be verified by principal or lead teacher before the child has been released.
  
2. Principal or lead teacher will collect forms after all students have been picked up by their parents.

Dismissal Form for Emergency Evacuation

Name of student: \_\_\_\_\_

Name of student: \_\_\_\_\_

Name of student: \_\_\_\_\_

Name of student: \_\_\_\_\_

Name of student: \_\_\_\_\_

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(Signature of Pick-up Person)