

THE WISCONSIN OFFICE OF SCHOOL SAFETY'S COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

2ND EDITION



SPEAK UP
OUT
WISCONSIN



DISCLAIMER

The purpose of these materials is to guide and support efforts to improve school safety. Every effort has been made to be as accurate as possible. However, this document does not constitute either an informal or formal opinion of the Wisconsin Attorney General or the Wisconsin Department of Justice as described in Wis. Stat. § 165.015(1). It does not constitute legal advice or counsel. It does not create an attorney-client relationship. It creates no rights beyond those established under the constitutions, statutes, regulations and administrative rules of the United States and the State of Wisconsin. It does not attempt to provide answers to every question that may arise regarding school safety. Many factors affect school safety and the likelihood of violence. You should review the statutes and regulations governing schools and consult an attorney for specific information and advice when necessary and appropriate.

This document may be superseded or affected by newer versions and/or changes in the law.

Revisions to this Framework:

2nd Edition, November 2024

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A LETTER FROM ATTORNEY GENERAL JOSH KAUL

Dear Wisconsin School Safety Partners:

We know that when children are safe, they can learn and the Wisconsin Department of Justice shares in our mutual commitment to keeping our school communities safe. Children deserve to feel safe at school. Parents deserve to know their children will return home safely from school each day. School staff deserve to be empowered with school safety practices that are shown to prevent violence.



Schools are safer when there is a combined effort of local school leaders, law enforcement partners, emergency management, school boards and the public. This updated framework is intended to grow the capacity of those who work to keep schools safe to identify appropriate school safety practices and adapt them locally to fit their unique needs. School safety is complex—there is no single intervention that universally protects our schools. Instead, we must employ multifaceted school safety strategies such as the following outlined in this guide:

- Conducting school safety needs assessments, creating useful, applicable School Safety Plans, and regularly practicing these plans through school safety exercises and drills.
- Implementing SPEAK UP, SPEAK OUT (SUSO), our statewide tipline. SUSO provides students and communities with a trusted method for getting help and reporting concerns when students are struggling.
- Creating a multidisciplinary behavioral threat assessment and management team, empowered with the knowledge and training needed to intervene when a student may pose a threat, provide support to struggling youth and prevent potential violence.
- Promoting effective routine security practices.
- Creating safe school climates.
- Proactively building crisis response resources, in order to respond effectively after crisis events, reduce trauma, and get kids back to learning more effectively.

With this updated framework, the Wisconsin Department of Justice's Office of School Safety has distilled current knowledge of model school safety practices and made it accessible in one place to all Wisconsin schools. I encourage all school safety partners to use this comprehensive guidance as they work to keep our schools safe.

Sincerely,

A handwritten signature in black ink that reads "Joshua L. Kaul". The signature is written in a cursive style.

Joshua L. Kaul

ACKNOWLEDGEMENTS

Many people contributed materials, expertise, and experience to this project. The Wisconsin Department of Justice (DOJ) gratefully recognizes the contributions of the members of the Office of School Safety Advisory Committee in providing information and materials, reviewing and lending their expertise to this framework. In addition, DOJ is grateful to the Office of School Safety's statewide school safety partners.

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INTRODUCTION

The Wisconsin **Comprehensive School Safety Framework (CSSF), 2nd Edition** provides schools and school safety stakeholders with a set of guidelines, principles, actionable recommendations and best practices. Newly updated by subject matter experts at the Office of School Safety (OSS), its Advisory Committee, and statewide partners, the CSSF can be trusted to guide decision making and problem solving as we strive to create and maintain safe and supportive school environments.

The complex and multifaceted nature of school safety requires a customized approach that is adaptable to the needs and challenges of various school environments. There is no single factor that accounts for school violence and safety concerns, and no single solution to school violence prevention. The extensive and varied content of the CSSF addresses comprehensive school safety.

Effective school safety efforts require all stakeholders to take a participatory, informed approach to creating and sustaining safe learning environments. Many decisions on the best ways to keep schools safe are decided at the local level. Every school bears local responsibility for protecting its staff and students. This responsibility is shared among the school board or governing council, school administrators, staff, teachers, and students. The duty to protect our children cannot be transferred to another party or surrendered to others in the belief that any school is somehow invulnerable to violent acts. The CSSF strives to educate stakeholders on school safety best practices, respecting [local control](#) (Ward, 2023) while increasing confidence in decision making.

School safety policies must be balanced and reasonable. They must maintain an appropriate level of vigilance and an achievable structure. They must minimize risk of serious harm, yet also facilitate a fair and interpersonally supportive climate in the school.

With comprehensive coverage of all aspects of school safety, the goal of the CSSF is to continue guiding local efforts to prevent, mitigate, prepare for, respond to, and recover from violence. All children, parents, and school staff deserve safe school environments where students can learn and thrive.

SCHOOL SAFETY ASSESSMENTS

School safety assessments are an integral part of a comprehensive safety plan. A school safety assessment can help identify where sound security practices exist and measures needed to help protect students, staff, and facilities. [Wisconsin Statute 118.07\(4\)\(b\)](#) requires public and private school personnel, in consultation with law enforcement, to conduct an on-site safety assessment of each school building, site, and facility that is regularly occupied by pupils. The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis. Safety assessments must be conducted every three years.

A recommended best practice is to use a safety assessment tool or instrument (e.g., a checklist) to conduct a comprehensive assessment. Safety assessment instruments should assess key elements of safety plans, including safety practices or procedures, people (e.g., those responsible for school safety), programs (e.g., Behavioral Threat Assessment and Management, SUSO, etc.), and physical security (Timm, 2023). OSS does not endorse or recommend a specific safety assessment tool or instrument. Below are freely available resources and tools that districts may use to conduct a comprehensive safety assessment. The Wisconsin School Safety Coordinators Association (WSSCA) also provides school security assessments to public and private schools across the state. The WSSCA Safety and Security Assessment Program web page can be found at <https://www.wssca.org/assessments>.

- Readiness and Emergency Management for Schools (REMS) Technical Assistance Center (2024). A Site Assessment Tool for Planning Team Members and Safety Leaders. <https://rem.ed.gov/SITEASSESS.aspx>
- New Hampshire Department of Education (2018). School Facility Self-Assessment Checklist. <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/school-facility-self-assess-checklist.pdf>
- Cybersecurity & Infrastructure Security Agency (2024). School Security Assessment Tool (SSAT). <https://www.cisa.gov/school-security-assessment-tool>
- Georgia Department of Education (n.d.). School Safety Assessment. <https://www.gadoe.org/wholechild/Documents/School%20Safety%20Assessment.pdf>

According to the U.S. Department of Education (2013), a valid safety assessment tool or process should examine the safety, accessibility, and emergency preparedness of a school building and grounds (e.g., grounds access & egress control, structural integrity, building access & control for all people, including those with disabilities, emergency vehicle access, etc.). The assessment results should help identify school building strengths, threats, and hazards.

A comprehensive school security assessment also informs and guides the creation or revision of School Safety Plans and helps ensure they contain procedures for emergency prevention, protection, mitigation, response, and recovery.

SCHOOL SAFETY ASSESSMENT REQUIREMENTS AND PRACTICES

School safety assessments may be conducted by school personnel (i.e., a self-assessment), a separate entity (e.g., liability insurance company representative, private sector school safety consultants, etc.), or by a representative from another school district. An outside assessor can help prevent observer bias. Whatever approach is used, the safety assessment must be conducted in consultation with law enforcement. A safety assessment must be completed every three years.

In addition to the recommendations discussed above, a comprehensive school safety assessment should also best inform the required components of a School Safety Plan. [Wisconsin Statute 118.07\(4\)\(bm\)](#) requires School Safety Plans to include guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event. In addition, the assessment should include an analysis of physical security (e.g., interior and exterior door controls and construction, door lettering or numbering, perimeter access controls, controlled and monitored main entrances, camera usage, etc.).

Whatever assessment instrument is used, it must be the right tool for your school. Collaborating with local law enforcement is not only required, but these officials can help provide additional insight about school safety practices and procedures. Although not required, some districts have also included other first responders (e.g., fire or EMS) during the safety assessment process.

The type of safety assessment tool or instrument used will guide how it will occur. Most school safety assessment tools contain elements that are consistent with Crime Prevention Through Environmental Design (CPTED). CPTED is a well-established crime prevention philosophy or method, which has been used by the crime prevention community since the late 20th century. There are five basic principles of CPTED: natural access control, natural surveillance, territorial reinforcement, maintenance, and activity support (Cozens et. al., 2005). Researchers and crime prevention experts have applied CPTED to schools. For example, Eisman, et al. (2020), used CPTED principles to enhance school security in the following ways:

- Natural access control – limits the accessibility to schools through the placement of designated entrances or exits, fencing, landscaping, and lighting that controls how people enter or exit school grounds.
- Natural surveillance – may be natural (e.g., staff can monitor the school grounds naturally through interior window view), formal (e.g., staff or police officer playground patrols), or mechanical (e.g., via surveillance cameras).
- Territorial reinforcement – promotes “a sense of ownership” for legitimate users of school space (e.g., designated classroom use by staff and students) and discourages the presence of illegitimate users (e.g., unauthorized people or criminals within

certain spaces). This may be accomplished by teacher or staff door monitoring to greet students and monitor hallways, which has been shown effective at reducing student victimization. Also, reinforcement is accomplished by target hardening (e.g., installing fences, appropriate door locks, etc.).

- Maintenance – refers to school image, cleanliness, and maintain or improving physical spaces (e.g., removal of graffiti, inappropriate writings, etc.).
- Activity support – Promotes safety through human presence. For example, an active outdoor space (e.g., recess) with appropriate monitoring supports natural access control and surveillance strategies.



The use of an appropriate school safety assessment instrument, consulting with law enforcement and other crime prevention experts, can help ensure a valid safety assessment that promotes a safe school environment for students, staff, and visitors alike. Moreover, the school safety assessment should be part of an ongoing long-term cycle of assessing changing preparedness needs and taking feedback from participants in drills and training. Drills and training provide opportunities to learn and practice the plan. Debriefs after drills and training allow participants to provide feedback that should inform the next assessment and guide schools in deciding what additional training is required; how planned drills integrate with other school safety and crisis prevention

efforts; and how current and previous training and knowledge can be maintained and built upon. Viewed through the lens of [Wis. Stat. § 118.07 School Safety Submissions](#), this long-term cycle of assessment, planning, practice, and follow up supports a sustainable school safety model for all Wisconsin schools to focus on continuously improving their safety preparedness, with the required submissions a natural byproduct of that cycle.

SCHOOL SAFETY ASSESSMENT CONCLUSION

An effective and comprehensive school security assessment gives school leaders a thorough report of the assessor's observations, findings, and recommendations. The report should detail the strengths and vulnerabilities, along with the rationale supporting the report's conclusions. A report may offer ideas for action that a district could take to address vulnerabilities, and these considerations may be separated as short-term or long-term depending on costs and dispositions that are required for making suggested changes. The

report should also identify strengths and encourage practices that will continue to enhance the safety of students, staff, and people within or visiting your school.

SCHOOL SAFETY ASSESSMENT RESOURCES

Toolkits, Frameworks, and Technical Assistance

THE CALIFORNIA SCHOOL SAFETY TOOLKIT. Establishes an outcome-based framework and methods for assessing a school's or district's safety system. Available at:

<https://www.air.org/sites/default/files/downloads/report/California-School-Safety-Toolkit-First%20Edition-January-2017.pdf>

CYBERSECURITY AND INFRASTRUCTURE SECURITY AGENCY (CISA) SCHOOL SECURITY ASSESSMENT TOOL. <https://www.cisa.gov/school-security-assessment-tool>

NASP EVALUATING A CRISIS PLAN OR EOP: Planning process guidance from US Department of Education and checklist developed to evaluate school EOPs.

https://www.doj.state.wi.us/sites/default/files/NASP_EvaluatingCrisisEOPPlan_fillable.pdf

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER). The REMS TA Center <https://rems.ed.gov/> offers free products and services aiming at building the preparedness capacity of schools, districts, and their community partners. In addition to trainings, they offer **EOP Interactive Tools** to support education agencies no matter what stage they are at in their emergency planning process.

<https://rems.ed.gov/EOPinteractivetools.aspx>

STRAIGHT-A SAFETY TOOLKITS. Based on their Straight-A Safety Improvement Model, Safe and Sound Schools has created free toolkits for school communities in each active area of focus: Assess, Act and Audit. <https://safeandsoundschools.org/resources/the-toolkits-assess-act-and-audit/straight-a-safety-toolkits/>

U.S. DEPARTMENT OF EDUCATION, GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS. https://rems.ed.gov/docs/School_Guide_508C.pdf

Reports, Fact Sheets, and Resource Lists

BEST PRACTICE CONSIDERATIONS FOR SCHOOLS IN ACTIVE SHOOTER AND OTHER ARMED ASSAILANT DRILLS. From NASP, NASRO, & Safe and Sound Schools (2021), this document provides best practice information that will help schools conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. www.nasponline.org/armed-assailant-drills

SCHOOL CLIMATE

This section of the framework is shared as part of OSS' collaborative partnership with the Wisconsin Department of Public Instruction (DPI). The content, provided by DPI, is presented here in a mutual commitment to highlight the valuable resources our partner agency offers to Wisconsin schools and school safety stakeholders. The information and resources in this section are designed to assist schools in improving and maintaining a healthy school climate.


The United States Secret Service (USSS) and United States Department of Education (USDE), through a collaboration called the Safe School Initiative, provide recommendations for eliminating the type of school culture that could foster threats of violence (2002). They recommend that schools foster a culture of respect by offering positive role models, encouraging communication between adults and children, and mediating conflict constructively. Further, they state that schools should focus on developing a “culture of safety” where bullying is not acceptable behavior.

The USSS and USDE provide several guidelines for creating a safe and connected school climate:

- assessment of the school's emotional climate;
- emphasis on the importance of listening in schools;
- adoption of a strong, but caring stance against the code of silence;
- prevention of, and intervention in, bullying;
- involvement of all members of the school community in planning, creating and sustaining a school culture of safety and respect;
- development of trusting relationships between each student and at least one adult at school; and
- creation of mechanisms for developing and sustaining safe school climates.

“School climate is a broad, multifaceted concept that involves many aspects of the student’s educational experience. A positive school climate is the product of a school’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education.”
(National Center for Safe and Supportive Learning Environments, United States Department of Education [website](#).)

School safety can be partially measured by how safe adults and young people feel in a particular school. School academic success, climate, connectedness, and safety are interwoven. The best assessments of school safety include these perceptual aspects and measurable (observable) factors. Likewise, school climate measurements include measures of school safety. It is not surprising, therefore, that improving school safety can positively affect a school's climate and, correspondingly, improving a school's climate can positively impact measures of school safety.



“School connectedness, defined as students’ belief that adults and peers in their school care about their learning as well as about them as persons, has been linked to positive educational, behavioral, and health outcomes in adolescence and into adulthood.” (School Connectedness and Risk Behaviors and Experiences Among High School Students— Youth Risk Behavior Survey, United States, 2021)

FOUNDATIONAL COMPONENTS OF SCHOOL CLIMATE

Comprehensive School Mental Health

In 2021, DPI developed the updated Wisconsin School Mental Health Framework, which utilizes an “Equitable Multi-level System of Support” structure. The framework provides guidance to help schools and districts build a comprehensive school mental health system (CSMHS). A CSMHS promotes student and staff mental health and increases health equity by ensuring all students and staff have access to the prevention, early intervention, and treatment supports that they need, when they need them, free of stigma. This framework can be used to highlight the activities which contribute to a positive school climate, improved school connectedness, and improved measures of school safety. More on Wisconsin's vision for Comprehensive School Mental Health can be found on the DPI website's [Wisconsin School Mental Health Framework](#) page.

Culturally Responsive Evidence-Based Practices

Providing a culturally responsive environment in the classroom is important in building the bridge between the cultures of home and school. To make sure all students can succeed means understanding a student’s cultural beliefs and practices. In using culturally responsive practices, you are forming an understanding about the values, beliefs, and behaviors of people from cultures that may be different from one’s own.

Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare students for interactions in a

multicultural world. DPI provides guidance and resources on their [DPI Families & Students Culturally Responsive Education webpage](#).

Wisconsin's Framework for Equitable Multi-Level Systems of Supports

Implementing an equitable multi-level system of supports, means providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. In this system, high quality instruction, strategic use of data, and collaboration interact within a continuum of supports to facilitate learner success. Schools provide varying types of support at differing levels of intensity to proactively and responsively adjust to the needs of the whole child. These include the knowledge, skills, and habits learners need for success beyond high school, including developmental, academic, behavioral, social and emotional skills. For more information on Wisconsin's system, and additional resources, see the webpage for [Wisconsin's Framework for Equitable Multi-Level Systems of Supports](#).

UNIVERSAL STAFF AND STUDENT COMPONENTS OF SCHOOL CLIMATE

Trauma Sensitive Schools

Exposure to traumatic events in childhood is extraordinarily common. Although not all exposure to trauma leads to difficulty in functioning, research tells us that exposure to trauma and toxic stress can impact learning, worldview, and development. Just as a physical assault on the body can cause bodily impairment, psychological trauma can result in a mental injury that impacts such things as a child's ability to regulate emotions, trust helping adults, problem-solving, maintaining focus, and achieving normal developmental milestones. Schools have a great ability to prevent and mitigate the impacts of traumatic exposure on our youth. By becoming a trauma-sensitive school, schools can provide a safe and welcoming environment for all students and staff in a way that accounts for the impacts of trauma. Schools can become a protective factor for students and increase the social, emotional and academic skills of the entire school body. Trauma sensitive schools focus on increasing a sense of school belonging through supportive relationships. [Free learning modules for schools](#) to follow can be found on the DPI website.

Social Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand

and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is an essential part of school safety, school climate and school connectedness. DPI recently released the guide “Social Emotional Learning Competencies” and related resources and materials, available on the [DPI Social and Emotional Learning webpage](#).

Educator Wellness and Adult Social Emotional Learning

Focusing on the social and emotional competence of adults can improve adult wellbeing, create positive work environments, increase feelings of competence and self-efficacy, aid adults in modeling skills for students, and build and support educators’ resilience. Adult SEL is further advanced through compassion resilience. The [Compassion Resilience Toolkit](#) is a resource for improving overall staff culture. It provides SEL support for educators by promoting the development of skills to manage expectations, set personal and professional goals, build strong relationships, and engage in real-time, ongoing self-care. Prioritizing educator wellness and adult social emotional competence is key to sustainability of school safety practices. For more information and resources, see the [DPI Introduction to Adult SEL webpage](#).

Mental Health Awareness and Wellness Education

Youth Mental Health First Aid (YMHFA) is a training which helps school employees and other adult community members identify and help youth ages 12-25 who are facing a mental health crisis. YMHFA has had several grant funding sources in the recent past from the Wisconsin Department of Justice and DPI. Training can be accessed through the [Wisconsin Safe and Healthy Schools \(WISH\) Center](#).

Mental Health Literacy Units of Instruction

Mental health literacy includes the knowledge, attitudes, and skills needed to develop and maintain positive mental health, identify mental health challenges in self and others, reduce stigma, and seek appropriate help. In partnership with the Office of Children’s Mental Health and other lived experience partners, DPI developed [skills-based units of instruction](#). The units include lessons for elementary, middle and high school students, and focus on developing the skills students need to maintain mental health and wellbeing and recognize and support others who may be struggling.

Gay Straight Alliances and LGBTQ+ Student Support

Gender and Sexuality Alliances (GSA) are student-led groups which may include a combination of Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ) students and their allies. Groups work to help members and non-members feel connected to the school,

which can improve school climate. [Resources on starting a GSA](#) can be found on the DPI website. DPI has also developed a [video series for educators](#) to learn more about best practices for supporting LGBTQ+ students at school. LGBTQ+ students who can identify supportive staff members at their school report feeling a greater sense of belonging and are less likely to feel unsafe at school.

Youth Suicide Prevention

This impactful issue has touched most of us, either directly or indirectly. Talking, learning, and planning about suicide and suicide prevention is often personally challenging. Utilizing lived experience can help build internal strength, provide a sense of shared community, form hopeful bonds with others, and is often taxing. Yet together we are stronger. Together we can have a positive impact. Together we can build hope with each other and awaken internal strength to face future challenges. Together we can feel and know that we are not alone.

Suicide Prevention is a part of comprehensive prevention programming. The module, "[School-based Suicide Prevention: Overview and Connections](#)," explains how a comprehensive approach to school-based youth suicide prevention connects with initiatives and programming that schools or districts are already implementing, and identifies possible access points for suicide prevention.

Ensuring your district has a comprehensive suicide program should be considered one component in a larger system for improving and sustaining positive student mental health. The resources mentioned in the "Overview and Connections" module that your district should consider when developing and implementing a suicide prevention program are listed in the School Climate Resources at the end of this section.

Suicide Prevention Training

There are a variety of laws that pertain to youth suicide prevention in Wisconsin. One law requires Wisconsin schools to educate students about suicide prevention using a health curriculum. Working with health educators from around the state, DPI has created a model health class curriculum for middle and high school that meets all the requirements in state law. The DPI has also developed a suicide prevention training module for all school-based adults to help identify and assist students who may be suicidal.

Using the links below, you can download these curricula and learn about additional reasons to educate students, how to educate them in a way that doesn't raise risk factors, and ways to connect your classroom education to other activities in your school. You are encouraged to read the "Educator Preparation before the Delivery of the Suicide Prevention Curriculum" in the introductory pages of the DPI curricula below.

[Elementary Suicide Prevention Curriculum \(3rd – 5th\)](#)

[Middle School Suicide Prevention Curriculum \(6th – 8th\)](#)

[High School Suicide Prevention Curriculum \(9th – 12th\)](#)

[Best Practices Registry](#)

Resources for Elementary Level

It is recommended to focus on skill-building, social emotional learning, and climate building at the elementary level. Below are some recommendations.

[Collaborative for Academic, Social & Emotional Learning \(CASEL\)](#) for related curriculum.

[National PBIS Technical Assistance Center](#) for social skills, problem-solving, and improving climate.

Suicide Prevention Policy and Planning

It is important for school districts to intentionally plan their comprehensive approach to suicide prevention, instituting school or district policies addressing youth suicide prevention, intervention, and postvention. When policies are in place, districts or schools should begin to design their comprehensive model through prevention and intervention planning.

Prevention planning begins by creating a crisis response team, undertaking action planning steps to create or modify School Safety Plans, educating staff, and choosing classroom or school-wide curriculum or programming. Intervention planning includes the process of preparing to respond in a consistent, equitable, and efficient manner when a student presents as suicidal, attempts suicide, or re-enters school following a hospitalization.

Utilizing Models for Suicide Prevention Planning

The following resources give districts assistance in creating and implementing policies and planning practices that address youth suicide.

- [The Wisconsin Components of School-Based Suicide Prevention, Intervention, & Postvention Model](#): These suicide prevention, intervention, and postvention guidelines from Mental Health America of Wisconsin are designed for schools to use within existing protocols to assist at-risk students and intervene appropriately in a suicide related crisis.
- [The Youth Suicide Prevention School-Based Guide](#) is a publication developed by the Louis de la Parte Florida Mental Health Institute at the University of South Florida. It is not a program, but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information to enhance or add to existing programs.
- Wisconsin's Suicide Prevention Plan, Prevent Suicide Wisconsin: [Suicide in Wisconsin - Impact and Response](#)
- [A Guide for Suicide Prevention in New York Schools](#) - Publication from the New York State Office of Mental Health.
- [Guide for Suicide Prevention for School Personnel](#) (Companion to the New York State Office of Mental Health's *A Guide for Suicide Prevention in New York Schools*) is a publication from the University of the State of New York and the New York State Education Department

Programming for Youth Suicide Prevention

Prevention programming involves the process of selecting developmentally appropriate and culturally or linguistically competent prevention programs that fit within a comprehensive approach to suicide prevention. These may include classroom curriculum, peer prevention programs, collaborations with local partners, and engaging parents and families in prevention efforts.

Prevention programming is a key component of a comprehensive suicide prevention model. These prevention strategies and resources are designed for educational staff, families, student classrooms, student groups, and individual students.

More information can be found on the [DPI website](#), including resources for intervention planning, programming for staff and students, and best practice prevention programming resources for specific topics and populations.

Restorative Practices

Restorative Practices encourage accountability for student actions. In doing so, the victim of misbehavior is involved and listened to as a part of a healing process. This can help improve student empathy skills. Effective implementation of Restorative Practices can also lead to fewer behavioral issues and an improved school climate.

[Wisconsin Safe & Healthy Schools - Restorative Practices webpage](#)

Bullying Prevention

Bullying is an important issue for schools to address because it can negatively create further problems in combination with other areas of difficulty, such as mental health, suicide, and alcohol and drug abuse. When schools enforce an effective anti-bullying program, the school climate can improve. Safety goes beyond the physical, and a school climate that can successfully address verbal and emotional bullying can improve the student perception of safety. DPI has developed a [Bullying Prevention Toolkit](#) as a resource for schools to implement and strengthen their comprehensive approach to bullying prevention and response. The toolkit provides guidance for bullying prevention practices including creating a bullying prevention action plan that can be integrated into existing multilevel systems of support. The toolkit also provides guidance for bullying response protocols including reporting, investigation, and decision-making procedures.

Harassment Prevention

Schools are required to ensure that school buildings and activities are free from harassment based on a protected class. Schools must follow the state [“Pupil Non-Discrimination Program”](#) requirements and Federal Civil Rights Laws. This includes ensuring students and

families understand the process for filing a complaint and steps the school must take to resolve that complaint. A safe school climate includes policies and procedures that prevent adult sexual misconduct at school. [Guidance on reducing and responding to sexual violence in schools](#) is available on the DPI website.

Child Abuse and Neglect

Child abuse, neglect, and exploitation pose a serious public health problem. Not only do they threaten a child's immediate safety, but, depending on several factors, they can have long-term physical, psychological, or behavioral impacts.

It is important to train adults on their responsibility to keep kids safe, including recognizing and responding to grooming behaviors in other adults, recognizing and responding to children in unsafe situations and relationships, and managing safe physical environments.

Mandated Reporters

All school employees are listed as mandated reporters in Wis. Stat. § 48.981(2). If a mandated reporter has reasonable cause to suspect child maltreatment, they are required to immediately report to Child Protective Services or local law enforcement.

[Reporting Requirements for Sexually Active Adolescents \(wi.gov\)](#) This document is intended to help school districts, in collaboration with their local child welfare and law enforcement agencies, develop policies and procedures to address situations where a school employee has reasonable cause to suspect that a minor student has been involved in sexual contact or intercourse. State statutes regarding the mandatory reporting of sexual activity with minor students are complex, with different directives that depend on various factors.

[The School's Role in Preventing \(wi.gov\)](#) This publication includes several frequently asked questions and answers about school staff responsibilities of preventing and responding to child maltreatment.

Child Abuse and Neglect Training and Resources

The Department of Public Instruction's [Child Abuse and Neglect Training](#) webpage provides information and resources to help schools comply with laws about mandatory reporting of child maltreatment, including mandatory training of school district employees.

School boards and leaders in schools participating in the Private School Choice Programs (Choice) and Special Needs Scholarship Program (SNSP) are to ensure all employees receive training provided by the Department of Public Instruction within six months of initial hiring and, minimally, at least every five years thereafter, Wis. Stat. § 118.07(5).

Schools are responsible for monitoring and tracking adherence to the training requirement. DPI recommends school leaders create a process to ensure training requirements are met and records of completion of training are on file for employees.

There are two ways a school may meet the requirement of training staff in the mandated reporting of child abuse and neglect.

1. **Hold a Local In-Service.** Schools may opt to provide a local in-service session using PowerPoint slides or showing the video segments provided by DPI. Schools are strongly encouraged to partner with local child welfare agency professionals for the planning and delivery of this training. In this case, the school is responsible for maintaining a list of who has attended and completed the training.
2. **Require Online Module Completion.** Schools may also have their staff complete DPI's online module individually. If staff complete DPI's online module and enter their email address, they will receive an automated email that verifies their completion. Some schools require their staff to forward this email to an individual at the school who tracks this completion. Please note it may take 10-14 business days to receive your confirmation email.

Awareness to Action

It is the responsibility of adults to give youth the opportunity to live, learn, play, and grow in safe places. Together, we can change the conditions that allow sexual abuse to occur and create places where children can thrive. [Awareness to Action \(a2a\)](#) is a program of Children's Wisconsin dedicated to helping adults in organizations and communities create safe environments where children can thrive by preventing child sexual abuse. The program offers policy and procedure training on preventing child abuse in organizations.

Funded by the Child Abuse & Neglect Prevention Board, a2a provides free trainings to schools and organizations where adults work with kids. We recommend staff members with decision-making power attend, as well as staff members who are directly responsible for helping kids stay safe. It is not necessary for all staff members in an organization to attend.

To schedule a workshop, email a2a@childrenswi.org or fill out the interest form on the a2a website: [Prevention in Youth Serving Organizations \(a2awisconsin.org\)](http://Prevention in Youth Serving Organizations (a2awisconsin.org)).

- Attend an initial training to learn the Centers for Disease Control and Prevention's 6 Core Components to protect children through sound policies and procedures.
- Develop a concrete action plan for the organization.
- Receive technical assistance and support from Awareness to Action staff on the plan's implementation.
- Attend a meeting 3 and 6 months after the training to sustain the implementation of the plan.

After the initial 6 months are completed, your school will receive ongoing information and support from Awareness to Action and the community of practice, enabling the sharing of both experiences and resources. Schools will receive recommendations and connections with additional training opportunities for staff and parents/caregivers, and above all will advance the safety and well-being of kids.

SCHOOL CLIMATE RESOURCES

Comprehensive Resources

CULTIVATING A SUPPORTIVE SCHOOL CLIMATE: A “HOW TO” GUIDE FROM THE NATIONAL CENTER FOR SCHOOL SAFETY. This guide offers a step-by-step approach for assessing and improving school climate, providing strategies and resources for educators, administrators, and practitioners to implement at both the classroom and district levels. <https://www.nc2s.org/wp-content/uploads/2024/09/Cultivating-a-Supportive-School-Climate-A-22How-To22-Guide.pdf>

NATIONAL PBIS TECHNICAL ASSISTANCE CENTER for social skills, problem-solving, and improving climate. <https://www.pbis.org/>

WISCONSIN DPI. The DPI website provides support and guidance for building and maintaining a positive school climate. <https://dpi.wi.gov/>. DPI webpages discussed as resources in this section are included in the topics below.

DPI Families & Students Culturally Responsive Education webpage
<https://dpi.wi.gov/families-students/programs-initiatives/responsive>

WISCONSIN'S FRAMEWORK FOR EQUITABLE MULTI-LEVEL SYSTEMS OF SUPPORTS. System for providing equitable services, practices, and resources to every learner based upon responsiveness to effective instruction and intervention. <https://dpi.wi.gov/emlss>

WISCONSIN SAFE AND HEALTHY SCHOOLS (WISH) CENTER. A collaborative project between the DPI and the CESA Statewide Network (CSN), the WISH Center focuses on training of school personnel with the goal of impacting the well-being and equitable outcomes of every student. <https://www.wishschools.org/>

Wisconsin Safe & Healthy Schools - Restorative Practices webpage
<https://www.wishschools.org/resources/restorativepractices.cfm>

WISCONSIN SCHOOL MENTAL HEALTH FRAMEWORK. Provides guidance on implementing the components of Wisconsin’s Comprehensive School Mental Health System from a trauma sensitive lens. <https://dpi.wi.gov/sspw/mental-health/framework>

WISCONSIN’S PUPIL NON-DISCRIMINATION PROGRAM. provides technical assistance to local school districts, parents and school district residents on matters relating to nondiscrimination and equality of educational opportunity under state law and related federal laws. <https://dpi.wi.gov/sped/pupil-nondiscrimination>

Mental Health and Wellness Resources

COMPASSION RESILIENCE TOOLKIT. The Compassion Resilience Toolkits provide support and resources to help organizations, teams, and caregivers build and maintain a culture of well-being and compassion. <https://eliminatestigma.org/compassion-resilience-toolkit/>

DPI MENTAL HEALTH LITERACY AND WELLNESS EDUCATION webpage
<https://dpi.wi.gov/sspw/mental-health/framework/universal-practices/literacy>

DPI COMPREHENSIVE SCHOOL MENTAL HEALTH FRAMEWORK.

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Wisconsin_School_Mental_Health_Framework_-_Building_and_Sustaining_a_Comprehensive_System.pdf

DPI MENTAL HEALTH REFERRAL PATHWAYS. <https://dpi.wi.gov/sspw/mental-health/framework/referral-pathways>

DPI STUDENT SERVICES / PREVENTION AND WELLNESS (SSPW) Team webpage <https://dpi.wi.gov/sspw>

DPI MENTAL HEALTH E-LEARNING MODULES that accompany the Comprehensive School Mental Health Framework. <https://dpi.wi.gov/sspw/mental-health/e-learning>

DPI TRAUMA SENSITIVE SCHOOLS webpage <https://dpi.wi.gov/sspw/mental-health/trauma>

THE MENTAL HEALTH TECHNOLOGY TRANSFER CENTER (MHTTC) NETWORK. Provides guidance on effective interventions for the school mental health workforce, including crisis intervention, response, and recovery. https://mhttcnetwork.org/wp-content/uploads/2024/07/School-Violence-Resources-for-Resource-Collection_FINAL.pdf

WISCONSIN SAFE & HEALTHY SCHOOLS - YOUTH MENTAL HEALTH FIRST AID <https://www.wishschools.org/resources/youth-mental-health-first-aid.cfm>

Bullying Prevention Resources

DPI COMPREHENSIVE APPROACH TO BULLYING PREVENTION webpage. <https://dpi.wi.gov/sspw/safe-schools/bullying-prevention>

EDUTOPIA Online teaching resource for a variety of subjects, including anti-bullying. <https://www.edutopia.org/article/bullying-prevention-resources>

NATIONAL BULLYING PREVENTION CENTER. Resources broken down by grade level. <https://www.pacer.org/bullying/classroom/>

STOPBULLYING.GOV. A federal government website managed by the U.S. Department of Health and Human Services. <https://www.stopbullying.gov/resources/external>

Social and Emotional Learning Resources

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL). Promotes self-aware learning environments for children and adults with an emphasis on creating self-awareness, caring, responsible, engaged, and lifelong learners who will work together to achieve goals and create a more inclusive, just world. <https://casel.org>

DPI SOCIAL AND EMOTIONAL LEARNING webpage <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>

LGBTQ+ Student Support Resources

DPI SAFE SCHOOLS FOR LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDENTS

webpage <https://dpi.wi.gov/sspw/safe-schools/lgbt>

DPI FAMILIES & STUDENTS ONLINE LEARNING webpage <https://dpi.wi.gov/families-students/online-learning>

THE TREVOR PROJECT. Crisis access for LGBTQ youth via chat, phone, or text.

<https://www.thetrevorproject.org/get-help/>

Suicide Prevention Resources

BE SMART. Resources and messaging for parents around the role of safe gun storage as part of a comprehensive suicide prevention strategy. <https://besmartforkids.org/>

CENTER FOR SUICIDE AWARENESS. Wisconsin-based: text “HOPELINE” to 741741 or <https://centerforsuicideawareness.org/>

DPI YOUTH SUICIDE PREVENTION webpage <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

A GUIDE FOR SUICIDE PREVENTION IN NEW YORK SCHOOLS. Publication from the New York State Office of Mental Health. <https://www.preventsuicideny.org/wp-content/uploads/2022/12/SchoolsSuicidePreventionGuide.pdf>

GUIDE FOR SUICIDE PREVENTION FOR SCHOOL PERSONNEL. Companion to the New York State Office of Mental Health’s *A Guide for Suicide Prevention in New York Schools*. Publication from the University of the State of New York and the New York State Education Department <https://www.p12.nysed.gov/sss/documents/GuideforSuicidePreventionforSchoolPersonnel2.7.22.pdf>

SUICIDE PREVENTION AND CRISIS LIFELINE. [Call, text, or chat 988](#)

THE WISCONSIN COMPONENTS OF SCHOOL-BASED SUICIDE PREVENTION, INTERVENTION, & POSTVENTION MODEL from Mental Health America of Wisconsin. The suicide prevention, intervention, and postvention guidelines are designed for schools to use within existing protocols to assist at-risk students and intervene appropriately in a suicide related crisis. <https://www.mhawisconsin.org/schoolbasedmodel.aspx>

WISCONSIN’S SUICIDE PREVENTION PLAN from Prevent Suicide Wisconsin: Suicide in Wisconsin - Impact and Response. <https://www.preventsuicidewi.org/wisconsin-suicide-prevention-plan-2020>

CURRICULUM RESOURCES

BEST PRACTICES REGISTRY. A one-stop source for suicide prevention programs and interventions. Solicits applications for programs and interventions that incorporate national frameworks, best practices, and culturally relevant approaches to prevent suicide risk before it starts. <https://bpr.sprc.org/>

SCHOOL-BASED SUICIDE PREVENTION: OVERVIEW AND CONNECTIONS. Wisconsin DPI E-learning module for “School-based Suicide Prevention – Overview and Connections.” <https://media.dpi.wi.gov/sspw/av/school-based-suicide-prevention-overview-and-connections/story.html>

ELEMENTARY SUICIDE PREVENTION CURRICULUM (3RD – 5TH). PDF document, “Caring and Communicating Challenging Concerns – Grades 3-5” <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/suicide-prevention-curriculum-3-5.pdf>

MIDDLE SCHOOL SUICIDE PREVENTION CURRICULUM (6TH – 8TH). PDF document, “Suicide Prevention: Analyzing Influences on Mental and Emotional Health – Grades 6-8” https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Suicide_Prevention_Curriculum_6_8.pdf

HIGH SCHOOL SUICIDE PREVENTION CURRICULUM (9TH – 12TH). PDF document, “Suicide Prevention: Strategies for Supporting Self-and Collective-Care: Grades 9-12.” https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/Suicide_Prevention_Curriculum_9_12.pdf

STATE SUICIDE PREVENTION LAWS AND DPI ANNUAL MODEL NOTICE

ANNUAL SUICIDE PREVENTION MODEL NOTICE. Outlines Wisconsin law addressing youth suicide prevention and intervention. <https://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention/laws>

FACT SHEET ON LAWS PERTAINING TO YOUTH SUICIDE PREVENTION. PDF document about Wisconsin statutes and administrative rules about school-based suicide prevention. https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/WISCONSIN_STATUTES_AND_ADMINISTRATIVE_RULES.pdf

WISCONSIN SUICIDE PREVENTION STATUTES

[§118.1\(2\) School District Standards](#)

[§118.33 High School Graduation Standards PI-8.01 Educational Goals](#)

[§115.365 Assistance to Schools for Suicide Prevention](#)

[§118.295 Suicide Prevention Civil Liability Exemption](#)

Child Abuse and Neglect Prevention and Sexual Violence Prevention Resources

AWARENESS TO ACTION (A2A) <https://www.a2awisconsin.org/>

DPI CHILD ABUSE AND NEGLECT TRAINING webpage. <https://dpi.wi.gov/sspw/pupil-services/school-social-work/contents/child-abuse/child-abuse-and-neglect>

DPI REDUCING AND RESPONDING TO SEXUAL VIOLENCE IN SCHOOLS webpage. <https://dpi.wi.gov/sspw/safe-schools/resources-reduce-and-respond-sexual-violence-schools>

THE SCHOOL'S ROLE IN PREVENTING CHILD ABUSE AND NEGLECT. This publication includes frequently asked questions and answers relating to school staff responsibilities of preventing and responding to child maltreatment. <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/sswchildabuse.pdf>

SPEAK UP SPEAK OUT (SUSO) AND SCHOOL SAFETY TIPLINES

In response to growing concerns about school violence, bullying, and mental health crises, various organizations and government bodies have advocated for the inclusion of school safety threat reporting tiplines as part of a school’s prevention efforts. The RAND Corporation, a research organization that develops solutions to public policy challenges, has conducted extensive research on the effectiveness and benefits of tiplines (Moore et. al., 2022).

RAND’s research underscores the importance of school safety tiplines as a proactive measure to address potential threats. These tiplines provide a confidential platform for students, staff, and community members to report concerns, and help facilitate early intervention and prevention. One of the primary benefits is the early detection and prevention of threats. School tiplines enable timely reporting of suspicious activities, allowing authorities to intervene before incidents escalate (Moore et. al., 2022), and have a broad diffusion of benefits including early intervention for those who are struggling.

School tiplines help build trust between schools and their communities (Moore et. al., 2022). Transparency in handling reports and visible action taken based on tipline information strengthens this trust.

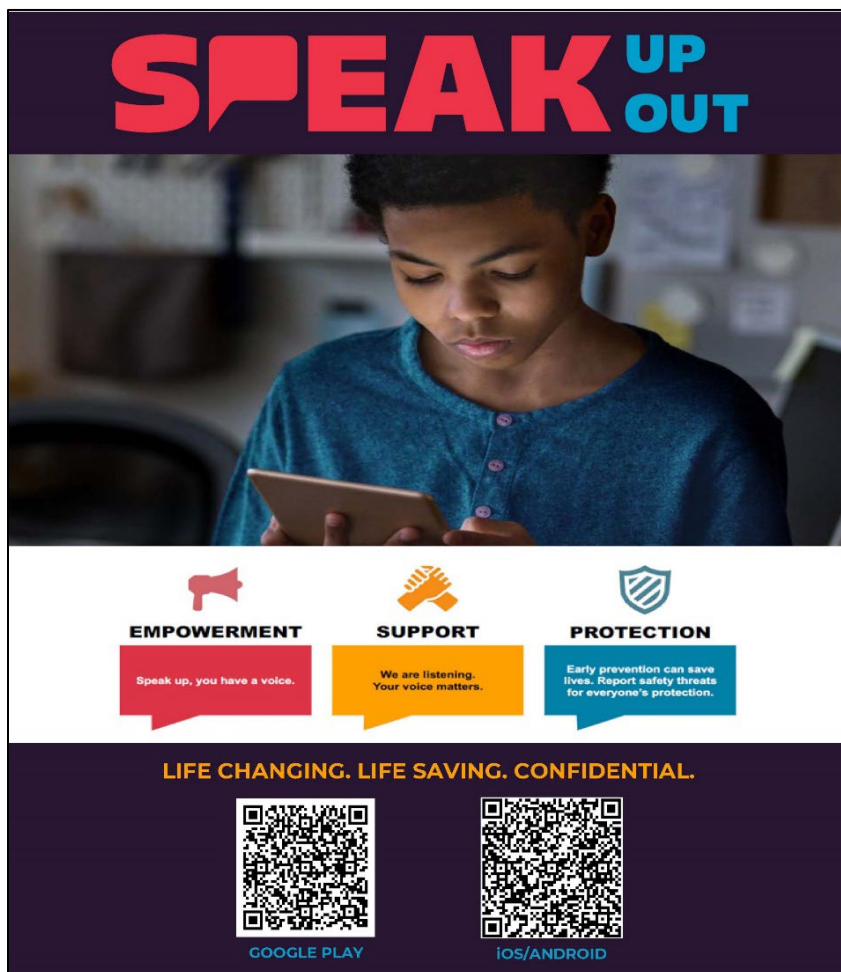
Tiplines receive information from students, parents, and community members about concerns that impact youth. Students are the most well-informed members of the communication highway in schools. In most school attacks at least one person knew about the plan, and it was often a student (National Institute of Justice, 2024). Tiplines provide a safe place to break a code of silence and provide students with a confidential place to report information free of retaliation.

OSS’s nationally respected practices include providing a free confidential threat reporting tipline, Speak Up, Speak Out Wisconsin (SUSO) to all Wisconsin schools. In the four years since it was launched in September 2020, over 11,000 tips have been reported to SUSO. The Resource Center Analysts (RCAs) staffing the tipline provide students with immediate, accessible, and confidential adult support 24 hours a day, 365 days a year. The willingness of bystanders to come forward with concerns for the wellness and safety of themselves or others is a key component of student health and violence prevention efforts in schools. SUSO harnesses the power of bystanders and provides opportunities for early intervention and harm prevention.

From the onset of each tip, OSS provides a multifaceted, integrated response to specific safety concerns. When RCAs receive a tip, they are equipped to quickly coordinate with school staff and law enforcement partners at the local level, and offer in-house resources (e.g., threat assessment consultation, crises response and recovery support, and general school safety guidance) to support the school team.

Imminent concerns to life and safety, as well as crime-related concerns are handled immediately by OSS staff and local law enforcement, ensuring no delay in emergency response. OSS staff are trained to provide threat management consultation, support, and guidance when a tip reflects violence warning behaviors or includes weapons. Additionally, OSS offers critical incident response when a tip indicates that students, parents, or staff are feeling unsafe, including resources and consultation with the school crisis team.

OSS coordinates responses to tips with internal DOJ partners and external partners. Internally, the OSS collaborates with the Wisconsin Statewide Intelligence Center, the Office of Crime Victim Services, the Division of Criminal Investigation, and the Internet Crimes Against Children Task Force to share information, assess threats and supply resources. Externally, the OSS works alongside the FBI, the Joint Terrorism Task Force, and local law enforcement teams to collaborate on multidisciplinary teams when a threat is posed to schools in Wisconsin. When a tip includes significant or concerning social media activity, RCAs conduct Digital Threat Assessment by utilizing open-source intelligence methods.



A poster marketing SUSO to the school community

To maximize the success of a threat reporting tipline, a school or district is encouraged to maintain visual reminders of SUSO, and provide direct instruction to students, staff, and community members about what and how to report. Schools are encouraged to provide ongoing reminders of the availability of SUSO. Educational support materials such as posters, brochures and magnets are available through the [SUSO Store](#). OSS maintains [grant funding](#) for schools to purchase instructional materials that build awareness of SUSO and promote a culture of help seeking. Each school building in Wisconsin is eligible for \$1,000 annually to purchase SUSO instructional materials.

Threats of retaliation and stigmatization often discourage students from reporting the dangerous behaviors of their

peers. In 81% of violent incidents in U.S. schools, someone other than the attacker knew of the attacker’s plan (Vossekuil et. al., 2002). SUSO aims to eliminate this culture of silence by

providing a confidential, collaborative communication system where students and authorities can work together to respond to school safety threats.

The Cybersecurity & Infrastructure Security Agency (CISA) under the U.S. Secret Service provides five recommendations to schools when implementing a reporting program, which aligns with SUSO Wisconsin:

- 1 Encourage bystanders to report concerns for the wellness and safety of themselves or others.** Promote early intervention and allow local education agencies and communities to provide increased support to students. In addition to threats of school violence, promote the reporting of issues that indicate a student is in need of resources or supports, including bullying, drug use, self-harm, suicidal ideations, and depression.
- 2 Make reporting accessible and safe for the reporting community.** Consider and prioritize the privacy of bystanders and those who are the subject of reports. Ensure anonymity or confidentiality for reporting parties to reduce bystander hesitancy. Offer multiple reporting avenues to reduce or remove barriers. Ensure appropriate training for analysts who receive reports, to help bystanders feel more trusting when reporting.
- 3 Follow-up on reports and be transparent about the actions taken in response to reported concerns.** Use clear communication to reduce uncertainty about the reporting process and instill trust in students through action taken. When applicable, use two-way communication to further engage with reporting parties. Demonstrate timely response for all methods of reporting. Assess reports based on observed behaviors rather than traits or profiles of students to promote fairness and appropriate outcomes for all students. Share data publicly that shows the impact of your reporting program.
- 4 Make reporting a part of daily school life.** Develop effective promotional materials. Make your reporting program easily recognizable as part of your positive school climate. Utilize promotional materials and events throughout the year to remind various audiences about the resources available and the importance of reporting.
- 5 Create a positive climate where reporting is valued and respected.** Build and sustain supportive and trusting student-staff relationships. Help students view adults in the schools as trusted individuals. When applicable, foster trusting relationships between student populations and school-based law enforcement or school resource officers (SROs). Strive for a climate where people of all backgrounds feel secure, important, and valued.

SCHOOL SAFETY TIPLINE RESOURCES

THE K-12 BYSTANDER REPORTING TOOLKIT was developed by the Department of Homeland Security and offers five key strategies for schools to consider in strengthening their reporting programs. <https://www.cisa.gov/resources-tools/resources/k-12-bystander-reporting-toolkit>

SCHOOL SAFETY TIPLINE TOOLKIT <https://www.ojp.gov/library/publications/school-safety-tip-line-toolkit>

SPEAK UP, SPEAK OUT (SUSO). The Speak Up, Speak Out Resource Center can respond confidentially and quickly to make sure we can get help to you or to someone who is hurting or struggling. Highly trained Resource Center Analysts staff the SUSO tipline 24 hours a day, 7 days a week, 365 days a year. Analysts respond to tips and deploy a local response by communicating directly with school staff, law enforcement, and mental health professionals. <https://speakup.widj.gov/about>

SUSO ANNUAL REPORTS. <https://speakup.widj.gov/resources/annual-reports>

SUPPORTING THREAT REPORTING TO STRENGTHEN SCHOOL SAFETY. Findings from the Literature and Interviews with Stakeholders Across the K-12 School Community
https://www.rand.org/pubs/research_reports/RRA1077-3.html

BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT (BTAM)

School violence is preventable. School-based threat assessment teams are an effective intervention practice and one of the key components to comprehensive school safety. Behavioral threat assessment and management (BTAM) is a fact-based, systematic process designed to identify, assess, and manage potentially dangerous or violent situations (NASP, 2021). Research and collective experience of experts in the field provide knowledge and best practice guidelines for conducting threat assessment in various settings, including the school environment.

Threat assessment and management are intertwined, such that one without the other will only be partially effective. Threat assessment can be defined as the process of evaluating behavior, and the circumstances surrounding the behavior, to uncover any facts or evidence that someone **poses** a threat to themselves or others. Often the focus can erroneously be put on trying to determine if the student **made** a threat when the central question for threat inquiry or assessment is whether the student **poses** a threat.

The process of assessing risks to a particular target, individual, or group of individuals, and designing and implementing intervention and management strategies to reduce the risk or threat is the definition of threat **management**. Dr. Dewey Cornell refers to BTAM in schools as a problem-solving approach to violence prevention that involves assessment of students who have demonstrated a concern for violence and focuses on helping the student solve the problem with interventions and supports (Cornell, 2023).

Dr. Reid Meloy et. al. (2011) and the Federal Bureau of Investigation (2017) provide the following as considerations for what BTAM **is**:

- Systematic and fact-based
- Incorporates collection and analysis of multiple sources of information
- Focused on the patterns of thinking and behavior
- Takes into consideration individual and dynamic factors
- Identifies escalating behaviors
- Asks the question: do they POSE a threat?
- Determines level of concern based on behaviors detected
- Based on goal of risk management (interrupt pathway to violence)
- Must measure change (progress monitor) and help individuals off the pathway to violence

Reeves and McCarthy (2021) offer the following considerations for what BTAM **is not**:

- Not the same as profiling
- Not adversarial
- Not the same as a disciplinary process

- Not a panacea for safe schools
- Not an educational evaluation, special education evaluation, or a mental health evaluation.
- Not the same as a (functional) behavioral assessment
- Not the same as other types of risk assessments
- Not to be used for the purpose of exclusion
- Not used to predict future behavior

It is notable that BTAM is not a tool for predicting future violence, nor is it a foolproof method of assessing a person’s risk of harm to others. Rather, this process is preventative in nature. It can help schools identify potential threats of harm or violence and assist in development of an intervention and management plan that addresses both physical and psychological safety of all students.

ESTABLISHING AND IMPLEMENTING THE BTAM PROCESS

Based on 20 years of research, training, and consultation, the National Threat Assessment Center (NTAC) of the United States Secret Service and Department of Homeland Security has developed best practice guidelines for a school-based threat assessment model: [Enhancing School Safety using a threat assessment model: An operational guide for preventing targeted school violence \(2018\)](#). The following information outlines the eight critical components recommended by NTAC to be included in a high-quality BTAM process, with additional [best practice considerations for K-12 schools](#) provided by the National Association of School Psychologists (NASP, 2021).

Multidisciplinary Team Approach

One key feature in developing an effective comprehensive violence prevention plan is the establishment of a multi-disciplinary BTAM team. In Wisconsin, we promote the process of threat assessment and maintaining trained threat assessment teams as a model practice, utilized to assess if a student poses a threat at school. Some considerations for establishing the team include:

- Whether to have a single district team, or multiple school-based teams that serve their respective grade levels. Having both a core team at each school and a district leadership team can be valuable for sharing responsibilities. The district BTAM team can be responsible for providing ongoing training opportunities for the school-based teams; establishing protocols, procedures, and policies; planning universal instruction for all staff and students regarding the signs that someone may be planning violence; reviewing data for fidelity and serving in a consultative role when complexities arise.
- Ensuring that the BTAM team is multidisciplinary. Personnel from a variety of disciplines provide teams with varying perspectives and broader access to information and resources. Effective multidisciplinary teams are comprised of pupil service mental health team members (school psychologists, social workers, and

counselors), school administrators, teachers, special education staff, mental health navigators, school nurses, school resource officers, and others.

- Specifying a designated leader to ensure documentation and process fidelity.
- Consistently using evidence informed protocols, procedures and policies that provide the authority to act on reported behaviors, define roles and responsibilities, and provide specific tools and steps for assessment.
- Meeting whenever a concerning behavior is reported, and on a regular basis, to engage in training and team building activities.

For additional information and guidance on roles and responsibilities of specific team members, refer to NASP's [Behavioral Threat Assessment and Management: Best Practice Considerations](#).

Prohibited and Concerning Behaviors

It is important to remember that behavior occurs along a continuum. Schools need to establish policies that define prohibited behaviors. Behaviors that would require an immediate response might include, but are not limited to, threatening or engaging in violence, bringing a weapon to school, bullying or harassing others, and criminal behavior. Behaviors that are considered concerning, but not indicative of violence, should also be defined. Behaviors that may warrant some type of intervention could include chronic absenteeism, withdrawal, isolation, marked decline in school performance, sudden or dramatic changes in appearance or behavior, and indicators of emotional or mental health symptoms (NTAC, 2018).

A key distinction for BTAM teams is understanding the difference between **making** a threat and **posing** a threat. Students may make a threat, but upon further information gathering, the evidence does not support an intent to do harm. Instead, the behavior may be related to a student's age, maturity, disability, impulse, or emotional reaction. This information can provide an opportunity for learning and early intervention. Conversely, a student can pose a threat by demonstrating concerning behaviors that are indicators on the pathway to intended violence, without having made a threat. The BTAM team's assessment can help determine the level of concern a student poses, and what is needed in a plan of support and intervention to mitigate the risk and change the direction of the student's behavior. With the goal of BTAM as a preventative and problem-solving process, it is recommended that teams have a relatively low threshold for convening (NASP, 2021).

Central Reporting Mechanism

In the aftermath of the Columbine tragedy, it was recommended that students and schools be provided with access to a [tipline for reporting concerning behaviors](#). Students, staff, parents, and other school community stakeholders are often aware when a peer is engaged in concerning behaviors, planning to commit school violence, or is unsafe. Students need a

method to report concerns and climates of help-seeking need to be promoted to harness the power of bystanders.

Ensuring students have access to trusted adults in the school setting is essential. However, having a method to report information anonymously or confidentially has proven to be an effective alternative. A main component of an effective reporting mechanism includes providing regular and ongoing training and awareness to stakeholders about what types, how and when behaviors should be reported. The eLearning module "[Foundations of Targeted Violence Prevention](#)" is a free, self-paced course that enables participants to recognize potentially concerning behaviors and where to report them.

Additionally, it is important that teams have a proactive way to receive and monitor incoming reports so that concerns are addressed efficiently, especially when it involves a life safety matter. The success of a reporting mechanism depends largely on the confidence stakeholders have that reported concerns will be acted upon, kept confidential, and handled appropriately.

In Wisconsin, a free reporting tipline, [Speak Up, Speak Out Wisconsin \(SUSO\)](#), is available, providing students with immediate, accessible confidential adult support 24 hours a day, 365 days a year. SUSO harnesses the power of bystanders, addresses concerns early, and provides opportunities for early intervention and harm prevention. SUSO gives students a tool to break the culture of silence and connect with adults who can help.

Additionally, the Cybersecurity and Infrastructure Security Agency (CISA) and the U.S. Secret Service offer a valuable resource when considering a central reporting program: [Improving School Safety Through Bystander Reporting: A Toolkit for Strengthening K-12 Reporting Programs](#).

Threshold for Law Enforcement Involvement

Many incidents or concerns presented to the BTAM team will be able to be addressed within the continuum of school resources and supports. However, when reports of concerning behavior involve weapons, threats of violence, physical violence, or concerns about a person's safety, [law enforcement](#) should be contacted immediately. Depending on the circumstances, law enforcement may take a direct or consultative role as part of the assessment team and investigation. Their role may be as a resource during the assessment portion and could be supportive as part of the management plan.

A School Resource Officer (SRO) may fill this role and be part of the BTAM Team. If an SRO is not available, teams should involve local law enforcement agencies. The SRO/local law enforcement officer should be well-trained in the educational BTAM process. If the law enforcement officer is not a district staff member, it would be recommended that schools develop a memorandum of understanding (MOU) that outlines the relationship between the school staff and law enforcement, and specifically addresses the responsibilities of law enforcement in the BTAM process.

The role of law enforcement in school-based threat assessment and management will vary, however, the goal of their involvement is not to be punitive in nature. According to NASP (2021), “when following BTAM best practices, behavior is not first reported to criminal authorities unless there is imminent risk.” Rather, the first step is to engage the school/district multidisciplinary threat assessment team, which a law enforcement officer is recommended to be part of, to conduct an assessment, identify a level of concern, and develop a support and management plan.

In Wisconsin, the following state statute applies to requirements as related to threat reporting:

[Wis. Stat. § 175.32\(2\)](#): Any person who is a mandatory reporter under the child abuse statute, such as a nurse, a medical or mental health professional, a social worker, a school teacher, a school administrator, a school counselor, or any other school employee, or a police or law enforcement officer, is required to report, as described below, if that person, in good faith, believes that there is a serious and imminent threat to the health or safety of a student, school employee or the public, based on a threat regarding violence in or targeted against a school made by an individual seen in the course of the mandatory reporter’s professional duties. The same applies to a member of the clergy unless the member of the clergy receives the information regarding the threat privately where, under the circumstances of the religion or tradition, the communication is expected to be kept private. [Wis. Stat. § 175.32\(3\)](#): To “report” means, by telephone or in person, to immediately inform a law enforcement agency of the reasons why the reporter believes there is a serious and imminent threat to the health or safety of a student or school employee or the public. [Wis. Stat. § 175.32\(5\)](#): Anyone who fails to report as required by law may be fined no more than \$1000 or imprisoned for no more than 6 months or both.

Established Assessment Procedures

It is important for BTAM teams to proactively establish well-defined processes and procedures to guide their assessment. Of equal importance is consistent implementation of the process. When teams follow a clear process, it helps guide them through the steps of gathering data from multiple sources and analyzing the information to gain an accurate understanding of the situation, context, student’s thinking, behavior, and any developmental and disability factors. Ultimately, this assessment helps the team determine the level of concern the student poses and to identify interventions to mitigate risk and support the student.

A critical component of this step is determining what tools/forms will be used to obtain information, and to document the assessment and management process. Standardization of this process increases the consistent implementation and fidelity of the process, while also decreasing the potential harmful effects of bias. The team’s ability to accurately understand the concerning behavior and any subsequent decisions can be significantly helped or hindered by the quality of the data gathering. Thus, a community systems approach, using

multiple sources and multiple methods to gather information, is recommended. Along with keeping the context in mind, the team should consider the student's age and development (social/emotional) when evaluating their communications and concerning behaviors. Additionally, demonstrating the goal is to ensure the safety of all and to be supportive to a struggling student can help build positive relationships and rapport which ultimately facilitates information gathering efforts.

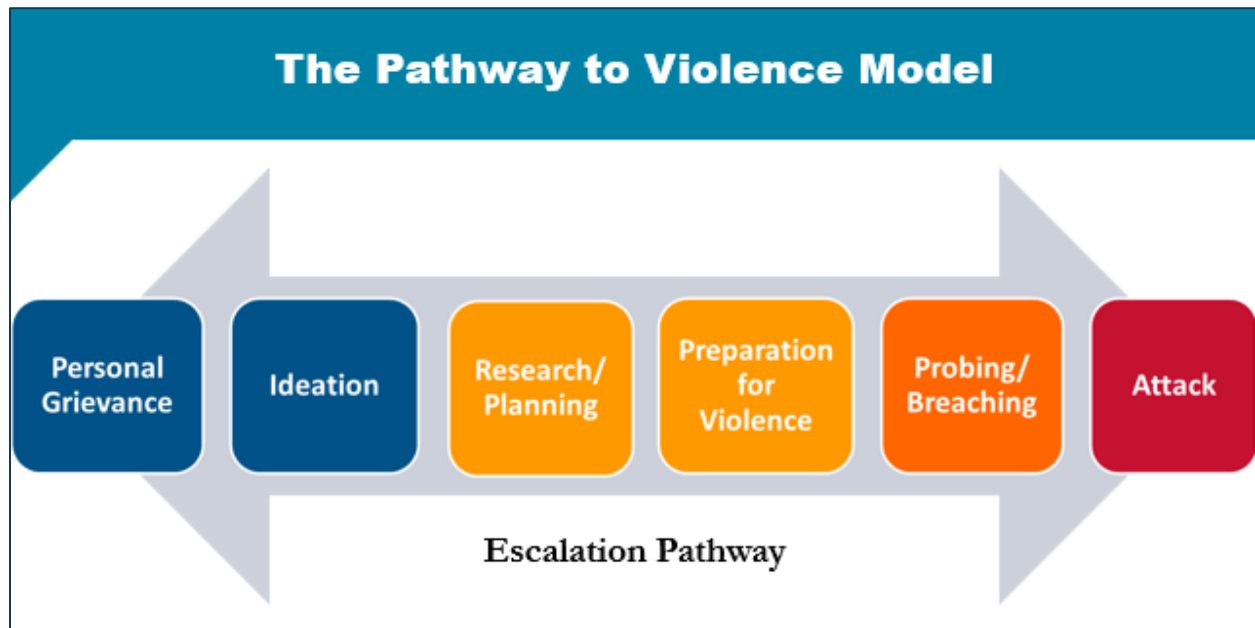
Research of the U.S. Secret Service identified the following investigative themes to explore when conducting threat assessments (NTAC, 2018):

- The student's motives and goals
- Concerning, unusual, or threatening communications
- Inappropriate interest in weapons, school shooters, mass attacks, or other types of violence
- Access to weapons
- Stressful events, such as setbacks, challenges, or losses
- Impact of emotional and developmental issues
- Evidence of desperation, hopelessness, or suicidal thoughts and gestures
- Whether the student views violence as an option to solve problems
- Whether others are concerned about the student's statements or behaviors
- Capacity to carry out an attack
- Evidence of planning for an attack
- Consistency between the student's statements and actions
- Protective factors such as positive or prosocial influences and events

Key data sources to consider gathering include the following (NASP, 2021):

- Current school academic and discipline records, including previous threat and suicide assessments
- Previous school academic, mental health, and discipline records
- Interviews (student of concern, potential target/victim, parent/guardian, teachers/school staff, witnesses, classmates, friends, and others who may have information about the student or the situation)
- Law enforcement records of the person of concern
- Search of student, locker, car (if applicable) on school property, according to district policy
- Search (or search warrant) of room/home/vehicle with law enforcement, if appropriate
- Internet histories/activities; written and artistic materials, etc.
- Social media history/activity
- Information from probation, juvenile diversion, social services, or other involved agencies
- Additional information, if determined necessary/helpful

Warning Behaviors and the Pathway to Intended Violence



Pathway to Violence model, Calhoun and Weston (2023)

There is no one profile or checklist of a school shooter, instead we look at signs that an individual may be on the pathway to intended violence. Understanding these warning behaviors is critical to prevent violence and assist youth that are struggling to manage their emotions and social interactions. One way to conceptualize this general process is the Pathway to Intended Violence Model created by Frederick Calhoun and Steve Weston (2023), two leading experts in the field of targeted violence prevention.

This model does not assert that there is only one pathway to intended violence, but rather provides a conceptual framework to understand an individual's progression from thought to action. It is a model for understanding the general progression to violence. It is not an exact explanation of all possible violent acts. The Pathway to Intended Violence Model depicts these acts as deliberate and calculated, not spontaneous. The time and manner that an individual moves up and down a pathway to violence varies from individual to individual.

The Pathway to Intended Violence Model is not unidirectional. Someone who is on a pathway to violence is not destined to commit an attack. They can move backwards on a pathway and can also move off the violence pathway with intervention and strong support systems. In addition, an individual can skip steps along a pathway—the order of behaviors in a pathway are not set in stone.

For example, an individual may begin research and planning for an attack, then decide not to attack because the logistics are not feasible. This could cause them to return to the ideation stage of the Pathway to Intended Violence Model, where they wish violence upon a target, but do not show the motivation to plan or prepare for an attack.

Those who plan acts of targeted violence do not suddenly “snap,” instead they decide to use violence to resolve their upset. Planned, predatory acts of school violence often start with a

personal grievance, often understood only by the subject of concern. If the individual decides to use violence to resolve their grievance, they have moved down the pathway to the ideation phase. Once the decision to use violence has been made, they begin to research, plan, and prepare for violence. During these phases, others frequently observe behaviors of concern. Prior to a violent attack, the offender will attempt to circumvent security measures and breach the threshold, potentially signifying an immediate threat to public safety.

The violence escalation pathway is bidirectional. Someone who is moving towards an attack can be guided off the pathway through carefully designed interventions. For more information on the Pathway to Intended Violence warning behaviors, please view the [Foundations of Targeted Violence Prevention eLearning module](#).

Risk Management Options

Once the multidisciplinary team has collected and analyzed the data as part of the BTAM process, it is used to identify a level of concern the student poses and to guide the team toward what type of directive actions and supports to include in a plan of safety and intervention. It is important to note that there is not a specific formula or number of risk factors that can be identified for a specific level of concern. The level of concern determined by the team is not predictive of future behavior and should not be associated with an automatic response or intervention. Rather, the team should consider all the gathered information, including risk factors, warning signs, situational and contextual factors in determining the level of concern and the appropriate level of needed intervention. The higher the concern level, the more directive and intensive the safety plan should be. Conversely, lower levels of concern should not have a response that is disproportionate. (NASP, 2021). The following are offered as guidance in assisting BTAM teams to conceptualize each level of concern (FBI, 2017; Virginia Center for School and Campus Safety, 2023).

- **No/Low level concern:** Individual or situation appears to pose a minimal risk of engaging in violent or other harmful behavior, based on the known information. Concerns can be addressed using existing support structures.
- **Moderate level concern:** Available information indicates the possibility of harmful outcomes if current concerning behaviors are not adequately addressed. The behaviors exhibited indicate a need for intervention.
- **High level concern:** The individual or situation appears to pose a risk of violence or serious harm to self or others. The behaviors exhibited may indicate a continuing intent to harm, escalation of concern, ineffective applied intervention methods, efforts to acquire the capacity to carry out the plan, or other concerning behaviors that require intervention.
- **Imminent concern:** The individual or situation appears to pose an immediate risk of violence toward self or others that requires immediate containment and action to prevent violence from occurring.

Once teams have completed the assessment and determined a level of concern, they can proceed to developing a risk management plan which include strategies that reduce risk for

engaging in violence. This plan should be developed regardless of the level of concern that is determined and should be an individualized plan that includes supports and resources that were identified as needed through the assessment process.

Effective management plans include strategies to mitigate potential risks, focus on skill building and address safety concerns for the school community. Examples of some resources that may assist a student could include peer support programs, therapeutic counseling, life skills training, coping skill lessons, and tutoring in specific academic subjects. Teams are encouraged to discuss possible options available through the existing school programs and resources, as well as considering options available in the community. Important to note is that while risk management may involve suspension or expulsion options, removing a student from school does not eliminate the risk to the school community. According to NTAC (2018), teams should develop strategies to stay connected to these students so there is an appropriate response to continued or escalating behaviors of concern. Other considerations for management planning includes notifying law enforcement when concerns for violence are imminent; developing safety procedures for the school or individuals who may be a target of violence; creating a situation that is less prone to violence (e.g. blocking access to weapons, connecting with prosocial supports, alternate educational placement); removing or redirecting the motive for the intended violence; and reducing potential sources of stress.

Plans require regular monitoring and review with adjustments occurring when progress is not made as defined in the plan. Plans can be adjusted, lessening restrictions, when progress is demonstrated. Management plans should remain in place until the team is no longer concerned about the student or risk for violence.

SAFE SCHOOL CLIMATES

Creating and promoting school climates that endorse relationships, help seeking, and connectedness are critical components of prevention and mitigation efforts. Schools with a culture built on safety, respect, trust, and social and emotional support empower students to share concerns with adults. Students are more likely to report their concerns to an adult when they have a connection to their school, peers, and classmates and they trust that the adults will be responsive. Positive strategies to promote a healthy culture and climate may include curriculum that focus on the following topics: diversity and inclusion, emotional regulation, conflict resolution, problem-solving skills, bullying, suicide, and violence prevention. Schools can also support positive school climates by implementing school-wide programs that teach students what appropriate and expected behavior looks like in a variety of school settings. See the [School Climate](#) section of this framework for more guidance.

TRAINING FOR ALL STAKEHOLDERS

School safety is the responsibility of all stakeholders (students, staff, parents, community). Thus, a comprehensive School Safety Plan includes training for anyone who

potentially could come forward with a concern. This essential step involves providing effective training about what type of information should be reported and how it can be reported. It is important for stakeholders to understand the process and purpose of threat assessment.

Members of the BTAM teams require high-quality training that focuses on knowledge and skills that are necessary to effectively assess and manage potential risks. It is critical for teams to understand the foundational targeted violence concepts, processes, and protocol implementation, and how bias can impact decision making. Ongoing training should occur for teams to increase fidelity of implementation and assist the learning process.

WISCONSIN SCHOOL THREAT ASSESSMENT AND MANAGEMENT PROTOCOL - REVISED 2024 (WSTAMP-R 2024)

The Wisconsin School Threat Assessment and Management Protocol (WSTAMP-R 2024) is an early intervention tool to assist BTAM-trained staff in determining appropriate intervention steps when students exhibit concerning behaviors. The BTAM process continuum includes Triage, Inquiry, Assessment and Case Management. The WSTAMP-R 2024 Process Flowchart maps out the process. The BTAM process is case specific. Some cases may proceed to the full Assessment process, and others may result in the development of a management plan for a student of concern at the Triage or Inquiry phase. All cases must be monitored over time. New information or failure to comply with the case specific management plan may result in plan adjustments or the initiation of a new Triage/Inquiry/Assessment/ Case Management process.

THREAT ASSESSMENT RESOURCES/FORMS

The new WSTAMP-R 2024 forms are **currently under review**. When approved forms are available, they will be linked here:

- *Process Flowchart*
- *Triage Form*
- *Inquiry Form*
- *Interview Forms*
- *Assessment Forms*
- *Case Management Forms*

ASSESSING ANONYMOUS THREATS

Anonymous threats are increasingly impacting schools. When a school receives a threat, whether that is delivered through a social media platform, over telephone, or in writing, and the author of the threat is *known*, or identifiable through information evident in the threat,

the BTAM process is utilized. Upon receiving a threat, key questions include “what pieces of this communication could help to identify the threatener?”

When the threatener is *unknown*, and we are not able to establish the identity of the threatener, we must consider the value of the threat, and take protective actions. We start from the position that all threats may be credible and must be taken seriously. We must ask ourselves “What key details or behaviors in the anonymous post are threatening or concerning?” An established multidisciplinary team evaluates the threat, using a systematic process rooted in the standard of care of behavioral threat assessment. Best practice in this process includes collaboration between law enforcement and school officials in making determinations.

Kenosha Unified School District partnered with OSS to develop a [Virtual \(Anonymous\) Threat Checklist](#). Working with local law enforcement partners, the district has established procedures to triage and evaluate each threat.

Some anonymous threats are part of a “threat wave,” where multiple schools receive the same, or very similar, messages. Unfortunately, web access makes it possible to receive eerily specific threats.

Schools must be careful not to over- or under-respond to anonymous threats. Teams navigating social media threats need to balance risks of both under- and over-responding and integrate options for escalation as new information about a threat comes in. Over-responding to such threats may create disruption and trauma, resulting in students and families feeling unsafe. A scalable response is recommended, and our response will change based on new information.

A 2024 report from the Homeland Security Operational Analysis Center (Moore et. al., 2024), [Developing Practical Responses to Social Media Threats Against K-12 Schools](#), seeks to shed light on how K-12 schools are being targeted by Social Media Threats.

DIGITAL THREAT ASSESSMENT

Digital threat assessment involves the analysis of themes prominent on media through open-source intelligence (OSINT). OSINT is the collection and analysis of data gathered from open sources to produce actional intelligence. The data gained from OSINT provides awareness of themes prominent on a student’s social media and can help to determine a baseline for online behavior. Students frequently use platforms such as Snapchat, Facebook, Instagram, and others, creating additional channels through which information may be conveyed or detected. Assessment of a student’s online behavior is an important aspect of threat assessment. Online behaviors can be a tool for early intervention of a person on the pathway to violence.

After the 2021 school shooting in Oxford, Michigan, investigators and media focused on images, messages and videos the suspect left on various social media platforms. According to former FBI special agent Mary Ellen O’Toole, who studied school shootings for more than 20 years, school shooters often leak hints about their plans before they carry them out. "I've

seen it in nearly every case. And leakage is very specific because it is the shooter talking about what they're going to do before they do it" (Yan, 2022).

Effective digital threat assessment requires [proactive collaboration between schools and local law enforcement agencies](#). This partnership ensures that potentially critical information identified on social media can be promptly recognized, preserved, and investigated. School staff and law enforcement should be equipped with the knowledge of how to contact social media platforms to preserve evidence, request IP addresses associated with threatening communications, and adhere to legal protocols when handling sensitive information.

To empower schools in managing digital threats, comprehensive training programs are available at [Safer Schools Together](#). These initiatives are supported by various organizations, including the Office of School Safety, aiming to equip educators and administrators with the skills needed to assess and mitigate digital threats effectively.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

According to the [Family Educational Rights and Privacy Act \(FERPA\)](#), schools must have permission to release student records. Records may be released in certain circumstances without the consent of parents or students. One of those circumstances is to, "appropriate officials in cases of health and safety emergencies." Another is to "State and local authorities, within a juvenile justice system, pursuant to specific State law."

Furthermore, schools can disclose information that is considered "directory" information without consent. "Directory" information is determined by school board policy and may include such information as a student's name, address, phone number, date of birth, place of birth, and dates of attendance.

[Wisconsin Statute § 118.125\(2\)](#) regarding confidentiality and disclosure of pupil records provides additional guidance. This statute states that, "Pupil records shall be made available to persons employed by the school district which the pupil attends who are required by the department under [§115.28\(7\)](#) to hold a license, law enforcement officers who are individually designated by the school board and assigned to the school district, and other school district officials who have been determined by the school board to have legitimate educational interests, including safety interests, in the pupil records."

Under FERPA 34 C.F.R. §99.31(a)(1)(B) and 99.33(a), the law enforcement officer and other school district officials designated by the school board may not redisclose the information except as otherwise authorized by statute. The U.S. Department of Education specifically lists teams performing threat assessments as eligible to view student information that would otherwise be confidential.

BTAM RESOURCES

Websites, Organizations, and Training

FOUNDATIONS OF TARGETED VIOLENCE ELEARNING MODULE. One-hour eLearning training is designed to educate staff, parents, and community members about how to recognize threats or potentially concerning behaviors, and where to report concerning information. <https://media.dpi.wi.gov/foundations-of-targeted-violence-prevention-wi/story.html>

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP). Threat assessment resources, including “Guidance at a Glance.” <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/threat-assessment-at-school>

NATIONAL CENTER FOR SCHOOL SAFETY (NCSS). Multidisciplinary, multi-institutional training and technical assistance center focused on improving school safety and preventing school violence. <https://www.nc2s.org/>

PARENTS FOR PEACE (P4P). Offers a public health approach to extremism prevention. The confidential helpline has assisted hundreds of families and individuals struggling with different ideologies. <https://www.parents4peace.org/>

SAFER SCHOOLS TOGETHER. Comprehensive training programs to empower schools in managing digital threats. <https://saferschoolstogether.com/>

THE U.S. SECRET SERVICE’S NATIONAL THREAT ASSESSMENT CENTER (NTAC). Provides research, guidance, and training on threat assessment and targeted violence prevention. <https://www.secretservice.gov/protection/ntac>

Toolkits, Frameworks, Guides, and Technical Assistance

BEHAVIOR THREAT ASSESSMENT AND MANAGEMENT: BEST PRACTICE CONSIDERATIONS FOR K-12 SCHOOLS. Guidance from National Association of School Psychologists. National Association of School Psychologists. [https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resourcecenter/crisis-and-mental-health-resources/behavioral-threat-assessment-and-management-\(btam\)bestpractice-considerations-for-k%E2%80%9312-schools](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resourcecenter/crisis-and-mental-health-resources/behavioral-threat-assessment-and-management-(btam)bestpractice-considerations-for-k%E2%80%9312-schools)

ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL: AN OPERATIONAL GUIDE FOR PREVENTING TARGETED SCHOOL VIOLENCE. https://www.secretservice.gov/sites/default/files/reports/2020-10/USSS_NTAC_Enhancing_School_Safety_Guide.pdf

NATIONAL CENTER FOR SCHOOL SAFETY (NCSS). SCHOOL THREAT ASSESSMENT TOOLKIT. <https://www.nc2s.org/wp-content/uploads/2024/03/School-Threat-Assessment-Toolkit-Full.pdf>

A QUICK GUIDE FOR SCHOOL BTAM TEAMS REGARDING INFORMATION SHARING DURING THREAT ASSESSMENT. <https://www.nc2s.org/wp-content/uploads/2022/07/A-Quick-Guide-to-Information-Sharing-During-Threat-Reporting-Assessment.pdf>

THREAT ASSESSMENT IN SCHOOLS: A GUIDE TO MANAGING THREATENING SITUATIONS AND TO CREATING SAFE SCHOOL CLIMATES.

https://www.secretservice.gov/sites/default/files/2020-04/ssi_guide.pdf

A TOOLKIT FOR STRENGTHENING K-12 REPORTING PROGRAMS.

https://www.cisa.gov/sites/default/files/2023-05/CISA-USSS%20K-12%20Bystander%20Reporting%20Toolkit_508.pdf

Reports and Analysis

AVERTING TARGETED SCHOOL VIOLENCE. Report from National Threat Assessment Center (NTAC) presenting findings and recommendations from analysis of disrupted plots against K-12 schools. <https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf>

AVERTING TARGETED SCHOOL VIOLENCE. Companion video from NTAC with overview of findings and recommendations from analysis of disrupted plots against K-12 schools. <https://www.youtube.com/watch?si=yS396sLccmk8SBmx&v=-TVdrr4Hu1Q&feature=youtu.be>

THE FINAL REPORT AND FINDINGS OF THE SAFE SCHOOL INITIATIVE: IMPLICATIONS FOR THE PREVENTION OF SCHOOL ATTACKS IN THE UNITED STATES.

https://www.secretservice.gov/sites/default/files/2020-04/ssi_final_report.pdf

PRIOR KNOWLEDGE OF POTENTIAL SCHOOL-BASED VIOLENCE: INFORMATION STUDENTS LEARN MAY PREVENT A TARGETED ATTACK.

https://www.secretservice.gov/sites/default/files/2020-04/bystander_study.pdf

PROTECTING AMERICA'S SCHOOLS: A U.S. SECRET SERVICE ANALYSIS OF TARGETED SCHOOL VIOLENCE. Findings and recommendations based on a study of 41 incidents of targeted school violence that occurred at K-12 schools.

https://www.secretservice.gov/sites/default/files/2020-04/Protecting_Americas_Schools.pdf

Digital Threat Assessment Resources

ANONYMIZED THREAT RESPONSE GUIDANCE: A TOOLKIT FOR K-12 SCHOOLS. The toolkit outlines steps school leaders can take to assess and respond to anonymous threats and better prepare for and prevent future threats. <https://www.cisa.gov/resources-tools/resources/k-12-anonymized-threat-response-guidance>

DEVELOPING PRACTICAL RESPONSES TO SOCIAL MEDIA THREATS AGAINST K-12 SCHOOLS. Overview of trends, challenges, and current approaches.

https://www.rand.org/content/dam/rand/pubs/research_reports/RR1000/RR1077-5/RAND_RRA1077-5.pdf

THE INTERNATIONAL CENTER FOR DIGITAL THREAT ASSESSMENT. A resource for school administrators and law enforcement to access training to access real-time digital content from social media and the internet. <https://icdta.org/>

THE NATIONAL THREAT EVALUATION AND REPORTING (NTER) PROGRAM OFFICE.

Works with school safety partners to build their capacity to recognize the warning signs of targeted violence and address concerning behaviors early to prevent violence.

<https://www.dhs.gov/nter>

Triaging Threatening Communications. Handout published by NTER.

https://content.govdelivery.com/attachments/WIDOJ/2024/09/14/file_attachments/2998413/04%20TOOLKIT%20-%20Triaging%20Threatening%20Communications.pdf

SAFER SCHOOLS TOGETHER. Comprehensive training programs are available to empower schools in managing digital threats. <https://saferschoolstogether.com/>

SOCIAL MEDIA THREAT GUIDANCE FOR SCHOOL STAFF AND AUTHORITIES. This resource highlights social media threats affecting U.S. school districts, provides mitigation and response measures, and connects school safety stakeholders to the suite of tools and resources provided by the Cybersecurity & Infrastructure Security Agency.

[https://www.cisa.gov/sites/default/files/2023-](https://www.cisa.gov/sites/default/files/2023-12/Social%20Media%20Threat%20Guidance%20for%20School%20Staff%20and%20Authorities%20Infographic_508.pdf)

[12/Social%20Media%20Threat%20Guidance%20for%20School%20Staff%20and%20Authorities%20Infographic_508.pdf](https://www.cisa.gov/sites/default/files/2023-12/Social%20Media%20Threat%20Guidance%20for%20School%20Staff%20and%20Authorities%20Infographic_508.pdf) This resource is also available in a [Spanish Translation](#).

THE ULTIMATE SCHOOL ADMINISTRATOR'S GUIDE TO SOCIAL MEDIA. A quick guide for school administrators regarding major social media platforms and trends used by students.

<https://resources.saferschoolstogether.com/view/605397616/>

VIRTUAL (ANONYMOUS) THREAT CHECKLIST. Developed by Kenosha Unified School District/OSS.

https://www.doj.state.wi.us/sites/default/files/Virtual_Anonymous%20Threat%20Assessment%20Checklist%20for%20Stack.pdf

FERPA Resources

U.S. DEPARTMENT OF EDUCATION: FAMILY EDUCATIONAL AND PRIVACY RIGHTS ACT (FERPA). Informational webpage.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

WISCONSIN DPI SHARING INFORMATION ACROSS SYSTEMS. Guide for local agencies and community partners. https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/SharingInfo_11-16-18.pdf

ROUTINE SECURITY PRACTICES

School Safety Plans require general guidelines specifying procedures for emergency prevention and mitigation. Some routine security practices are known to reduce the threat and mitigate the impact of school violence. These include controlling access, screening visitors, challenging unknown persons, reporting concerning behaviors, and other staff and school community responsibilities. These relatively simple practices must be routine in the sense that they are performed so regularly that they are second nature. To accomplish this, staff, students, and administration must understand and “buy-in” to the practices, or shortcuts will decrease or eliminate the effectiveness of these basic security measures.

ACCESS CONTROL

Controlling access is a foundational concept of school security. All school entrances should be locked during the school day. Anyone entering the school should be directed to a designated entrance where that person is screened before being admitted. After admission, the school should follow its visitor protocol. This includes during drop off and pick up, and before and after school. It is vital that schools keep track of all incoming and outgoing visitors from the time they start the school day.

When school doors are opened to allow students to enter or leave, a designated staff member should be physically present at every opened entrance to visually screen everyone who could enter the school. “Visual screening” is accomplished by a staff member stationed at each entrance who actively monitors ingress and egress through the unlocked exterior door(s). The staff member can clearly view everyone entering the school, change position or monitor a person to further observe suspicious person(s) or behavior, challenge or stop an unknown or suspicious person, shut and lock the entrance to the school, or give security directions to students, etc. It is always encouraged that the person at the front door also has the capability to call 911 if they observe any suspicious behavior. This human element also supports the climate and culture we need in schools. A personal greeting of visitors, staff, and students sets the tone for putting people first. Effective visual screening requires staff to be physically present—remote monitoring or cameras cannot effectively accomplish all these tasks.

Staff monitoring of unlocked entrances may also be necessary outside of “regular school day” hours. For example, Cheerful High School unlocks its front doors at 7:30am to allow students to enter in preparation for the 7:50am beginning of the school day. The day ends at 3:15pm, with most students having exited the building by 3:30pm. Therefore, a staff member should be physically present to visually screen ingress and egress from 7:30am to 7:50am and from 3:15pm to 3:30pm.

Similar security practices should also occur during after-school activities. After school activities allow for people who may not usually be associated with the school to attend these activities (i.e., football games, concerts, basketball games, etc.). If possible, work with local law enforcement to have some sort of presence at after school activities. Note that schools should not publish the times during which staff are performing visual monitoring.

Some schools, particularly private and charter schools, may share a common entrance with a third party, such as a religious center. If a school cannot exert control over its entrance, it must most carefully determine how to mitigate this security limitation.

VISITOR PROTOCOL

Schools should screen visitors to protect the safety and welfare of students and staff, ensure that visitors have a legitimate reason for their presence, prevent inappropriate access to children, and ensure the person isn't prohibited from being on school grounds.

Schools should identify and log all visitors to the school and require visitors to identify themselves with photo identification. Issue a unique pass that identifies the visitor to staff as an authorized visitor. Many schools use software products that compare the visitor's name to a list of prohibited persons barred from school properties (e.g., sex offenders, restraining order recipients, etc.). Some schools exchange the visitor's identification card, driver's license, or car keys for the school pass to ensure it is returned to the office.

The visitor pass should **not** be a generic adhesive label that can be purchased at any office supply store! Some schools print a unique ID card for each visitor specifying their name, authorized date, and photo. Consider the use of a high-visibility visitor pass, such as a fluorescent pink pass hanging from a similarly colored lanyard, which increases visibility to staff members. In any case, all visitors should be required to prominently display, at all times, the visitor pass.

RESPONSIBILITIES OF EVERY STAFF MEMBER

Access Control and Visitor Protocols are important elements of school safety. While it is critically important to protect students from external threats, we must recognize that most school attackers are school-aged, and perpetrators are often current or former students, or a person otherwise familiar with the school (e.g., the spouse of a staff member).

Security-conscious staff members positively impact school safety. Conversely, a single staff member who fails to follow best practices can leave a gap that can be recognized and exploited by a determined individual. Fortunately, it's possible to implement everyday security practices that help prevent and mitigate acts of mass violence.

All staff members play key parts in keeping the school safe, regardless of job title or years of experience. All staff members should understand their role and importance in performing these school security tasks.

Safety Reporting

Students are often aware of who may present a threat to school safety. All staff members should be open to receiving reports of concerning behavior they may receive from students. Reports may be received in-person or via tiplines, such as [Speak Up Speak Out Wisconsin](#).

A dedicated reporting system that students, teachers and parents are trained to use and have easy access to helps prevent violence. Consistent with the importance of a healthy and trusting school culture, students are more likely to report their concerns to trusted adults when they know their report will be taken seriously, the reporter has a positive relationship with a staff member, and the reporter knows the staff member will follow-up on the information.

Staff should develop positive trusting relationships with students to increase the likelihood that they will report concerning behavior. Any staff member who receives information regarding a possible threat should notify school administration and members of the trained [Behavioral Threat Assessment and Management](#) team for triage and further assessment. Any staff member with information suggesting an imminent, credible threat bears individual responsibility for contacting law enforcement. It should also be noted that [Wis. Stats. 118.07 \(4\) \(cm\)](#) states:

Neither a school board nor a governing body of a private school may include in a School Safety Plan any of the following: 1. A requirement for an employee to contact a school administrator, school official, or any other person before calling the telephone number "911." 2. A prohibition against an employee reporting school violence or a threat of school violence directly to a law enforcement agency. 3. A prohibition against an employee reporting a suspicious individual or activity directly to a law enforcement agency.

School policy cannot prohibit a staff member from calling 911 to report the concern.

Challenging Visitors

When any staff member encounters an adult not displaying required identification, the staff member should be required to “challenge” that individual’s presence and immediately and insistently guide the unknown person to the front office for identification or removal from the facility. It is important for staff to be provided with conflict management or communications training to properly address these types of incidents. This can be done in a non-confrontational manner but should be rigorously required of all staff. For example, a staff member walking down the hallway sees a woman walking towards her who is not displaying the required identification. The staff member should pause their previous task, determine if this person is a threat to the school, and why they are in the hallway.

An appropriate challenge could be, “Hello, I’m Sara Jones, a teacher here [extending hand and smiling pleasantly]. Have you checked in at the office?” The unknown person might display the previously unseen visitor ID, at which point Sara might say, “Thanks, I appreciate that you have it. Do you need a lanyard for it? We really need every visitor to display their

ID.” After the ID has been properly affixed, “*Who can I help you find?*”, and then Sara can guide the visitor to their destination.

If the person doesn’t have an ID, Sara could say, “*Oh, let’s walk to the office together where you can check-in and get your ID.*” Sara should insist, pleasantly at first, on escorting the person to the office. It would be inappropriate to simply direct the person to the office by pointing out its location and then leave the unknown person alone in the school. Upon arrival at the office, Sara should escort the unknown person directly to the staff member with screening visitors and explain where the person was found. The screener should investigate how the person entered the school undetected and report the finding(s) to administration.

A person who tries to avoid being taken to the office should be regarded with strong suspicion. Staff must not succumb to attempts to circumvent these requirements – and administration should support staff efforts to ensure all visitors are authorized and screened.

If the unknown person makes the staff member uncomfortable, whether due to behavior, mental status, or other factors, the staff member should “trust their gut,” retreat, and immediately summon assistance, including law enforcement if appropriate. If the person is believed to be dangerous, the staff member should put the school into lockdown (discussed later). This is also a reason to have an all-hazards approach to school safety such as the [Standard Response Protocol](#) (SRP). This allows schools to take clear, actionable steps to address unique situations as they arise. Many of the actions allow the school to be safe while maintaining an effective learning environment. An unwanted and unknown person roaming the halls is another reason why it is recommended, to keep classrooms doors locked and secured even when school is in a normal operating status.

STUDENT SUPERVISOR RESPONSIBILITIES

All staff members charged with directly supervising students, regardless of their title, play a key role in school security.

Exterior Student Supervision

Playground and bus supervisors should wear high-visibility vests when performing these outdoor duties. This serves a similar purpose to the high-conspicuity practices often used by law enforcement and security agencies, such as squad car lights (i.e., red and blue lightbars on top of squad cars), flashing amber lights on security vehicles, and use of high-visibility outerwear at large events. The high-visibility vest makes it obvious to everyone in the area that the school is actively monitoring the event. In addition, in a crisis the staff member can be immediately located, and the “uniform” lends a modicum of extra authority to their directives.

In most outdoor supervision locations staff members should be equipped with two-way radios and cell phones. Radios have several benefits over cell phones. Radios allow instant communication to multiple people simultaneously, instead of having to dial individuals one-

by-one. Radios are operated by pressing a large single button, not precise finger movements that can be difficult to perform in a crisis. Radios provide other staff members with instant situational awareness of what is happening, instead of having to wait to be notified (or not being notified at all).

When broadcasting or listening to sensitive information via radio, be aware that others in the area may hear the transmission. In these instances, lower the radio volume or relocate to help avoid others from hearing the transmission. Also, it is wise to change radio frequencies occasionally as other radios can tune into frequencies and listen in on the conversation. Changing frequencies occasionally throughout the school year can provide an extra layer of security to your communications plan. Cell phones are also useful, especially for calling 911 in the event of a crisis.

General Supervision

Staff members assigned to monitor large groups of students must understand the importance of their role, recognizing that congregated areas are a “target-rich” environment attractive to school attackers. Many recent school attacks have occurred during times of large-group monitoring, such as before school, after school, or during lunch periods. Staff members should be alert to unusual packages or signs that any individual is attempting to conceal unusual items. For example, the Columbine murderers concealed large 20-lb propane cylinders in duffel bags in the lunch area. The Parkland murderer concealed his large weapon in a guitar case. While large duffel bags and guitar cases are predictably present in schools, they are potential indicators when combined with other clues attentive staff may detect. Be alert to possible signs of concealing prohibited items.

TEACHER RESPONSIBILITIES

Teachers are key leaders, role models, and shepherds in crises. As such, they should thoroughly understand their security role.

One of the recommendations of the Sandy Hook Advisory Commission is to keep classroom doors closed and locked while class is in session. During an emergency the teacher may have only a few seconds – or no time at all – to lock the classroom door. There may not be time to locate a key on the other side of the room, insert it into the lock, turn and then remove the key, and then shut the door. While such tasks might seem quick and simple, they can become quite difficult during an “adrenaline dump” (a biological “fight, flight, or freeze” response that increases strength but significantly reduces dexterity, fine motor skills, and makes hands shake). In the event of an emergency, an already closed-and-locked door saves valuable time.

Some teachers are hesitant to adopt this practice, believing it will be inconvenient when students need to enter the classroom. While this may be so, like other classroom procedures it becomes second nature with practice, and it ensures that only *permitted* students can

enter the classroom. Still, a less-desirable alternative is to leave the classroom door continuously locked but standing open. In the event of an emergency the locked door can simply be pushed shut—no time is needed to lock it. This is easy to implement, as the teacher merely re-locks the door after opening it at the beginning of the day. This routine precaution can have a huge safety benefit. As staff build muscle memory by completing these tasks routinely, they will increase the likelihood that they will successfully perform this task in a crisis.

Locked doors have been vital in saving lives during active threat situations. Ensuring that doors properly lock, and locks are functioning properly should be part of a school's routine checks and safety assessments. According to the Sandy Hook Commission Final Report (State of Connecticut, 2015), a locked solid door has not been breached during an active shooter event at a school. Locked doors help prevent intruder access to a room and are a “time barrier”, buying time until law enforcement arrives on scene.

OFFICE STAFF RESPONSIBILITIES

Office staff work in the “command center” of the school and play a key role in school security. As such, there are special preparations and considerations inherent in these positions.

First, the location of the office should be immediately and clearly apparent to any school visitors. As mentioned elsewhere in this *framework*, signs at each door should direct all visitors to the school office entrance.

Office staff must thoroughly understand the school's security plan and must not reveal information on crisis procedures to inquisitive persons without a “need to know.” They can refer any questions regarding security policies and practices to administrators. Because office staff are the school's first point of contact, ensure they have immediate access to the bomb threat and harassing phone call checklists for prompt use if these calls are received.

Video monitors displaying security camera feeds should be readily observable by office staff. Cameras should have sufficient resolution and coverage that staff can see anything being carried by subjects requesting to enter the school. If your school does have cameras, ensure you work with local law enforcement or security personal to ensure there are limited blind spots and cameras can't be easily accessed and tampered with by a perpetrator. Consider installation of panic button(s) at the front counter to quickly summon assistance.

Enforce visitor requirements and protocols and keep visitor passes stored so others cannot access them. Other school valuables should be kept off the front desk and out of reach of unauthorized persons.

Pre-plan where office staff will go during a crisis. Ideally this “safe room” would not be visible from the entrance, be easily secured, have live security camera monitors, and have cellular, landline, public address, and computer communication abilities.

If your staff office and greeting area does not have a safe room that can be locked and secured, then formulate the best plan of action for the staff in that room to find safety. This

could include moving to another room outside the office area that can be secured, barricading the door or even evacuating out of the building. Discuss this with local law enforcement and make sure that staff is aware of the plan and practices it.

CUSTODIAL STAFF RESPONSIBILITIES

Custodians are key players in school safety. Custodians are everywhere in a school, and at all times of day. They have vast opportunities to see or hear concerning behavior, observe suspicious persons, find objects of concern, and challenge suspicious persons.

In addition to their “eyes and ears,” custodians can enhance school safety by ensuring key school security practices are followed. To eliminate hiding places for contraband or intruders, ensure closets, storage rooms, utility rooms, and other work areas are always locked. This should also ensure that hazardous substances, such as gasoline, cleaning chemicals, etc., are locked away. Additionally, doors should not be propped open—especially exterior doors.

Finally, never discount a custodian’s ability to be a student’s “trusted adult.”

STUDENT RESPONSIBILITIES

Students must understand and accept the purpose of safety initiatives. Without the proper buy-in, students may prop exterior doors open, politely let visitors in the back door when someone knocks or fail to report concerning behavior.

Students should be educated on the warning signs of violence, and how to report their concerns.

PARENT RESPONSIBILITIES

Parents are key contributors to the safety of their children and their school, through their actions at home and at school. Educators can share with parents the following ways they can help support school safety.

First, establish positive family dynamics at home. Be actively involved and aware of your child’s activities. Know their friends and interests. Monitor all your child’s social media accounts. A child who “rules the roost”—even pressuring parents into giving the child inappropriate amounts of privacy, or unlimited internet or television access—has an elevated risk of concerning behavior, including violence.

Keep firearms and ammunition safely locked up and ensure only you have access. Permitting unsecured or unsupervised access to weapons can provide the means to carry out a violent threat and can even be a criminal offense.

School violence prevention is a shared responsibility. Parents are an important part of the “see something, say something” equation. Parents are encouraged to report concerns about

school aged youth to school staff, make reports to SUSO as needed, and communicate imminent or serious concerns to law enforcement without delay. The sharing of information can result in the prevention of planned school attacks, and in youth receiving interventions they need and deserve.

Finally, it is important that parents know and follow school safety policies and procedures. Adhere to the school's visitor protocol and require others to as well. For example, do not hold doors open to allow people to bypass the school's screening procedure. These shortcuts have allowed gunmen and traumatic visitors into schools. Additionally, subscribe to the school's emergency notification system and keep your family's emergency contact information up to date. In the event of an emergency, this will allow the school to supply information about the event, school status, parent-student reunification locations, etc.

In an actual crisis the school may need to evacuate students away from the crisis site to a parent-student reunification site. This allows for an orderly return of students to an authorized parent or guardian. Many schools will inform parents not to come to the school if a critical incident has taken place there. Waiting for instructions prior to arriving at the school keeps the scene clear for first responders and improves safety for all.

SCHOOL LEADERSHIP RESPONSIBILITIES:

School administrators are uniquely positioned to commit to best practices, maximizing the likelihood that the school is safe. Accountability to model practices and progress monitoring of school safety efforts are important for continuous improvement. We encourage all school leaders to prioritize violence prevention, early intervention, and harm mitigation strategies in their school safety efforts.

School leadership is encouraged to establish multidisciplinary school safety and crisis teams, which bring a variety of perspectives to the environment. Representation from teachers, pupil service mental health staff, school nurses, first responders, building and grounds, administration, special education staff, parents and students will ensure that planning is comprehensive.

School administrators are encouraged to select their school safety drills and trainings based on the results of a local needs assessment and consideration of Wisconsin drill requirements. Violence Event Drills, School Safety Training, and safety plans are all part of the required annual submissions in Wisconsin. Conducting drills carefully and consistently, while mitigating the potential trauma of the drill itself is encouraged. For more information on this topic, a recorded presentation titled "Mitigating Trauma in School Safety Drills" is available on the OSS [training opportunities page](#).

School leaders are encouraged to employ the use of after-action reports, utilizing information learned from drills and emergency operations actions to improve their School Safety Plan.

School leaders must provide visionary leadership in student safety and security, educating staff, parents and students on school safety best practices, school policies, and procedures.

It is critical that every staff member knows school and district leadership sincerely and unequivocally believes in the importance and purpose of school safety measures. Staff members who don't understand the purpose and benefit of school policies, or *don't believe these policies are important to school leadership*, are much less likely to follow proper procedures. Search out areas where staff may unintentionally or unknowingly short-circuit proper safety procedures. Staff must be held accountable to school safety administrative expectations, policies, and procedures.

School safety trainings and learning opportunities for staff, students and parents must be ongoing. Tabletop opportunities, drills, and safety activities must occur throughout the school year. Administrators should document the school's safety training, including the dates, content, time spent, and attendance.

ROUTINE SAFETY PRACTICE RESOURCES

Associations, Organizations, Trainings, and Websites

"I LOVE U GUYS" FOUNDATION The ["I Love U Guys" Foundation](https://iloveuguy.org/) offers training opportunities centered around crisis response (Standard Response Protocol) and post-crisis reunification (Standard Reunification Method) based on research-based best practices. <https://iloveuguy.org/>

SAFE AND SOUND SCHOOLS. School safety advocacy and resource center that provides research-based tools and support for crisis prevention, response, and recovery. Resources include toolkits, reports, a podcast, and training opportunities. <https://safeandsoundschools.org/>

Safe and Sound Institute Safe and Sound Schools offers trainings for school staff including regional summits, on-demand webinars, and workshops through the Safe and Sound Institute <https://safeandsoundschools.org/safe-and-sound-institute/>

Toolkits, Frameworks, and Technical Assistance

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER). The [REMS TA Center](https://rems-ta.org/) offers free products and services aiming at building the preparedness capacity of schools, districts, and their community partners.

Guides, Reports, Fact Sheets, and Resource Lists

CRITICAL INCIDENT REVIEW: ACTIVE SHOOTER AT ROBB ELEMENTARY SCHOOL, 2024. Detailed accounting, analysis, and critical assessment of the response of local, state, and federal law enforcement agencies and personnel to address unanswered questions, identify crucial lessons learned, enhance prevention initiatives, and improve future

preparation for and response to mass shootings in other communities. Available from <https://portal.cops.usdoj.gov/resourcecenter/content.ashx/cops-r1141-pub.pdf>

FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION, MARCH 2015.

Recommendations for safe school design and operation; law enforcement, public safety, and emergency response; and mental health/mental wellness intended to reduce the probability of another tragedy on the scale of what occurred at Sandy Hook Elementary School. Available from https://portal.ct.gov/-/media/malloy-archive/sandy-hook-advisory-commission/shac_final_report_3-6-2015.pdf?la=en

MARGORY STONEMAN DOUGLAS HIGH SCHOOL PUBLIC SAFETY COMMISSION FINAL REPORT, NOVEMBER 1, 2019.

Research, analysis, investigation, and findings as well as recommendations from the MSDHS Public Safety Commission to help mitigate the impacts from and prevent future school shootings. Available from <https://www.fdle.state.fl.us/MSDHS/MSD-Report-2-Public-Version.pdf>

THE REPORT OF GOVERNOR BILL OWENS' COLUMBINE REVIEW COMMISSION, MAY 2001.

Findings and recommendations following an independent review of the Columbine tragedy, including law enforcement handling of the crisis, sufficiency of safety protocols used at Columbine High School, an evaluation of emergency response and evacuation techniques employed, victim assistance efforts at the scene, key factors that might have contributed to the tragedy and methods that might prevent similar future occurrences. Available from <https://schoolshooters.info/sites/default/files/Columbine%20-%20Governor's%20Commission%20Report.pdf>

SANDY HOOK ADVISORY COMMISSION INTERIM REPORT OF FINDINGS, MARCH 2013.

Early consensus recommendations, identification of major concerns, areas for review, and a process to evaluate the standards by which the state could and should respond to the Sandy Hook tragedy. Available from http://www.governor.ct.gov/malloy/lib/malloy/SHAC_Interim_Report_2013.03.18.pdf

EMERGENCY OPERATIONS PLANNING

An Emergency Operations Plan (EOP), also known as a School Safety Plan for the purpose of [Wis. Stat. § 118.07](#) submissions, or an Emergency Response Plan, describes the roles and responsibilities, tasks, emergency response and school integration requirements, actions, and other expectations or jurisdiction during actual or potential incidents (FEMA, 2021). Any plan must include guidelines about how school staff will integrate their response to an emergency with first responders (e.g., police, fire, or EMS). Local emergency services personnel should be involved in the review or development of EOPs.

EOPs or safety plans that include methods and best practices to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, are not only required by law, but can help ensure schools are safe learning environments. Safety plans must be part of school culture and practiced regularly. Merely adopting and implementing a safety plan and then filing it away until it is needed is unacceptable. Regular review of safety plan information with staff is recommended. Schools are encouraged to include components of the plan at professional development opportunities and embed safety plan information into staff meetings and tabletop exercises. School safety drills provide an opportunity to practice components of the plan. Information gathered in student and staff drill debriefing opportunities is used to continuously improve the plan and prioritize practice opportunities for future drills. An operationalized safety plan with procedures that are simple and practical can help staff and students effectively respond to school safety incidents.

EOP REQUIREMENTS

[2017 Wisconsin Act 143](#) updated the requirements for school EOPs (School Safety Plans). Under Wisconsin Statutes, every school board and private school must have a School Safety Plan that meets the following standards.

[Wis. Stat. § 118.07\(4\)](#) Health and safety requirements (excerpted)

(a) Each school board and the governing body of each private school shall have in effect a School Safety Plan.

(b) A School Safety Plan shall be created with the active participation of appropriate parties, as specified by the school board or governing body of the private school. The appropriate parties may include the department of justice, local law enforcement

officers, fire fighters, school administrators, teachers, pupil services professionals, as defined in s. 118.257(1)(c), and mental health professionals. Before creating or updating a School Safety Plan, a school board or governing body of a private school shall, in consultation with a local law enforcement agency, conduct an on-site safety assessment of each school building, site, and facility that is regularly occupied by pupils. The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.

(bm) A School Safety Plan shall include all of the following:

1. An individualized safety plan for each school building and facility that is regularly occupied by pupils. The individualized safety plan shall include any real property related to the school building or facility that is regularly occupied by pupils.
2. General guidelines specifying procedures for emergency prevention and mitigation, preparedness, response, and recovery.
3. Guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event.
4. The process for reviewing the methods for conducting drills required to comply with the plan.

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

(cm) Neither a school board nor a governing body of a private school may include in a School Safety Plan any of the following:

1. A requirement for an employee to contact a school administrator, school official, or any other person before calling the telephone number "911."
2. A prohibition against an employee reporting school violence or a threat of school violence directly to a law enforcement agency.
3. A prohibition against an employee reporting a suspicious individual or activity directly to a law enforcement agency.

(c) Each school board and the governing body of each private school shall ensure that, at each school building regularly occupied by pupils, pupils are drilled, at least annually, in the proper response to a school violence event in accordance with the School Safety Plan in effect for that school building. The person having direct charge of the school building at which a drill is held under this paragraph shall submit a brief written evaluation of the drill to the school board or governing body of the private school within 30 days of holding the drill. The school board or governing body of the private school shall review all written evaluation submitted under this paragraph. A drill under this paragraph may be substituted for a school safety drill required under sub. (2)(a).

(d) Each school board and the governing body of each private school shall review and approve the School Safety Plan at least once every 3 years after the plan goes into effect.

INCLUSIVE SCHOOL SAFETY PLANNING

Effective School Safety Plans reflect the unique needs of **all** members of the school community. School teams must consider the functional access needs and abilities of all students, staff and visitors to the school, individualizing School Safety Plans at the building level.

Valuable resources for inclusive school safety are available through [Safe and Sound Schools](#). Their [Especially Safe®](#) program provides resources to support and guide your team as you [plan and prepare](#) and [teach and train](#) to meet the special needs of students, staff, and visitors in your school community—from developmental disabilities to communication challenges, medical needs to mobility challenges, and more.

Through inclusive planning, we can create a culture of safety and security for our children, students, parents, and staff to depend on in emergencies of all kinds.

PUBLIC RECORD REQUESTS

Public schools may receive requests for copies of their EOP. Schools should consult with their public records specialist and perform a balancing test considering any information vital to school district safety and security. The Wisconsin Department of Justice, Office of Open Government has issued a letter regarding this case-by-case balancing test, available here: <https://www.doj.state.wi.us/sites/default/files/school-safety/Office-Of-Open-Government-grant-application-records.pdf>.

INCIDENT COMMAND SYSTEM

All emergency responders – law enforcement, fire, and EMS – utilize the Incident Command System (ICS) in emergency situations. Originally developed to manage large California wildfires, the system has proved necessary to manage large, complex, and multi-faceted events. School officials need a working knowledge of this system to manage large school crisis events, whether they be the result of violence, flooding, structure fire, or another calamity.

“The U.S. Departments of Homeland Security and Education recommend all key personnel involved in school emergency management and incident response take the NIMS, ICS, and NRF training courses and support the implementation of NIMS.

- IS-100.c: Introduction to the Incident Command System, ICS 100
- IS-200.b: ICS for Single Resources and Initial Action Incidents
- IS-700.b: An Introduction to the National Incident Management System
- IS-800.c: National Response Framework, an Introduction

The following additional courses are recommended for leadership personnel:

- ICS 300 Intermediate Incident Command System
- ICS 400 Advanced Incident Command System”

FEMA offers additional school-related courses such as Emergency Planning for Schools, Preparing for Emergencies: What Teachers Need to Know, and more. Information on all the FEMA courses intended for school personnel is available here: <https://training.fema.gov/programs/emischool/emischool.aspx/>.

EMERGENCY RESPONSE PROCEDURES

Although there are no guarantees that a School Safety Plan or any other strategies can prevent all school violence, a sound School Safety Plan that endorses best practices and aligns with Wisconsin statutory requirements are an important part of preparation, prevention, and response. The recommendations that follow are supported by industry best practices or empirical research and align with the requirements outlined in Wis. Stat. § 118.07.

School officials need a working knowledge of the Incident Command System to effectively manage large school crisis events, whether they be the result of violence, flooding, structure fire, or another calamity.

Wisconsin Statute § 118.07(4) requires all schools, public and private, to have EOPs that provide emergency procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-

student reunification, and [threats to non-classroom events](#), including recess, concerts and other performances, athletic events, and any other extracurricular activity or event. It is essential for any emergency response procedures to be clearly written and easy to follow during a crisis.

This section provides sample emergency procedures, concepts, or best practices for schools to help comply with statutory requirements. Although the content is supported by industry best practices, schools must ensure that any procedures within their EOPs are applicable to their unique school environment and can be carried out or implemented by school staff and students during a crisis. When developing or updating EOPs, review other published plans and national and statewide resources, consult with industry experts and local first responders (e.g., law enforcement, fire, & EMS), legal experts, or your liability insurance carrier. We also recommend reviewing the Federal Emergency Management Agency (FEMA) [Guide for Developing High-Quality School Emergency Operations Plans](#).

The initial response to any threat or act of school violence will impact outcomes. Quick law enforcement notification and response is essential. All school staff must be empowered to call 911 to report a threat or act of school violence. Ensure safety plan language is devoid of any “gatekeeper” language that requires staff to first notify an administrator before calling 911. Wisconsin Statute § 118.07 prohibits any safety plan language that specifically includes or implies a requirement that staff must notify school administration before calling 911.

School Violence & Attacks

School violence is defined as, “the threat or use of force with the intention of causing harm, either at school or during school-related activities” (Turanovic & Siennick, 2022). School violence includes various forms of bullying, aggression, fighting, threats, weapons offenses, other criminal offenses (e.g., aggravated assault, robbery, sexual offenses, etc.), and school shootings. A comprehensive School Safety Plan must include procedures or methods to respond to this broad range of school violence.

Procedures must prioritize the personal safety of students and staff. Effective bystander intervention can help prevent school violence or reduce the impact of violent acts. Students or peers are more likely to know about impending school violence acts and must be [empowered to report](#) or appropriately intervene to prevent it (Wilson-Wilson-Simmons, et al., 2006; Coker, et al., 2018). Staff are more likely to effectively intervene when provided with procedures that empower action and they believe their actions will be supported by school administration (Behre, Astor, & Meyer, 2001).

Intervening before violence occurs is essential. When an act of school violence is imminent, immediate actions should include separating students from the threat, isolating the threat, notifying law enforcement or school resource officers, notifying school administration, and monitoring until the threat no-longer exists.

School shootings are the most significant act of school violence. Thankfully, school shootings are statistically rare, but when they do occur, appropriate emergency response can help

mitigate adverse outcomes (IACP, 2009). [Immediate actions](#) in response to a school shooting include "lockdown" or "multi-option" approaches (e.g., escape, hide, or engage the shooter) (Salko, 2024). OSS does not endorse one specific method or procedure in response to school violence or attacks. There are several response options for schools to consider, like ALICE, Avoid/Deny/Defend, Run/Hide/Fight, Civilian Response to Active Shooter Events (CRASE), "Stop the Bleed," The 4As Active Shooter Response, Window of Life Active Shooter Response, and others. Whatever school violence and attacks response protocols are implemented, they must be simple and easy to use during a crisis. Response protocols must also align with priorities of life (i.e., protect students, self, and others).

Threats of School Violence & Attacks

Preventing school violence events is a priority and this begins with a well-established [threat assessment program](#). It is not necessary for schools to publish threat assessment protocols within their safety plans, but rather mention their existence and application when assessing threats by of school violence and determining the appropriate response. [Creating a welcoming atmosphere](#) and building trust between staff, students, and school resource officers can improve the likelihood of students reporting potential threats of school violence.

Preventing school violence and attacks must be a priority for every school. School violence may be impulsive or random (e.g., a fight between students) or targeted (e.g., premeditated and directed at specific groups or people). Active shooter events are most often targeted attacks. Before committing a targeted act of school violence, most attackers exhibit concerning behaviors and make their intentions known to others (United States Secret Service, 2019). A welcoming school climate, trusted relationships between students and staff, and sound threat assessment protocols (discussed later in this framework) can prevent school violence and attacks. If school violence occurs, school staff are truly the "first responders" and their immediate actions can help prevent injury or death.

A 2022 National Institute of Justice Report ("The Causes and Consequences of School Violence: A Review") revealed the following about school violence and attacks:

- Attackers experienced a significant loss or rejection before an attack.
- Attacker preoccupation with violence and bringing weapons to school are signs of an imminent attack.
- More than half of all attackers made threats before the attack, usually around family or friends.
- More than 40% of attackers had received mental health treatment and 24% had prior interactions with law enforcement before the attack.

According to the report, "these warning signs provide potential points of intervention. Threat assessment appears to hold promise, as threats involving a serious risk of harm to others are more likely to be carried out. There may also be utility in tools that facilitate peer reporting of threats; nearly two-thirds of prevented school shootings were averted because a student reported the threat, usually to school staff or law enforcement" (Turanovic & Siennick, 2022).

Considering these findings, OSS encourages all Wisconsin schools to use the free Wisconsin Department of Justice, [Speak Up, Speak Out Wisconsin](#) (SUSO) threat reporting system. Schools should also have established threat assessment protocols, which can help classify threats (e.g., low, medium, or high) and determine the appropriate response. [Free threat assessment training](#) can be obtained from OSS.

Bomb Threats & Swatting Incidents

Although nearly all bomb threats are false, they must be managed correctly to ensure a safe and effective response. Swatting and bomb threats have similar characteristics (swatting refers to the act of prank or false calls to emergency services to bring an armed or large law enforcement response to a location). Swatting and bomb threat incidents are made via phone, text, or online. Bomb threats might also be written (e.g., on school bathroom walls). Most of these threats are received via phone. Swatting or bomb threats may be made directly to emergency services and received or discovered by school personnel.

Both types of incidents attempt to create alarm or cause a law enforcement response. Appropriate response to these threats or hoaxes can help minimize the adverse impact on classroom teaching time, reduce associated fear, and help maintain a safe learning environment.

A [bomb threat and swatting checklist](#) can be used to help gather important information when these threats are received. Using the checklist can also help keep the caller on the line, promote de-escalation, and help gather useful follow up information.

Common characteristics of a swatting call include:

- A single report of the incident (actual incidents are reported by multiple people),
- Phone numbers will not appear on caller ID (e.g., are all zeroes or nines, unavailable, or blocked),
- The caller's demeanor is inconsistent with the threat, background noises can be heard (e.g., typing on a computer),
- Or the caller mispronounces the school's name, street, or location (NJCCIC).

School administrators must balance the nature of these threats with their response to them. An immediate school evacuation may not be the best option, which would unnecessarily interrupt the school day and create unnecessary alarm. Keep in mind, nearly all swatting or bomb threats are false. The intent of most of these threats is to disrupt the school day (Hesterman, 2019). A person motivated to detonate a bomb and cause harm will not typically make the location or time of detonation known. The appropriate response to a bomb threat will be based upon the totality of the circumstances. For example, if a caller said there was a pipe bomb somewhere inside a school locker, sheltering in-place may be the best option. It would not be wise to evacuate the school, which would require students to walk past lockers, and expose them to the potential threat.

If the threat is received via email, save the original email (do not delete it) and print a copy of it. The original email will contain valuable internet protocol information that can be used to help identify where it originated from. For a threat received via phone, record the call (if possible), identify the number displayed on the caller-identification screen, and use a bomb threat or swatting checklist to keep the caller on the line and obtain as much information as possible from them. If a threat is found in another location (e.g., on a bathroom wall), photograph the threat. Written threats (e.g., received via U.S. Mail) should be preserved and given to law enforcement. Minimize handling any suspicious mailed packages and notify local law enforcement.

While initial information is being gathered, another school staff member should call 911 and report the threat to local law enforcement. Evacuation decisions, building walk-throughs, and other investigative actions can be made in collaboration with law enforcement. If any suspicious packages are found, do not touch, or move them, and move people away from the immediate area.

If an evacuation occurs, be mindful of the evacuation location. Evacuating to a parking lot filled with vehicles is not recommended because other secondary devices can be easily concealed. Consider evacuating to an adjacent building, along an exterior wall of another structure, which offers shielding, or an open area where other devices cannot be easily concealed. Also, keep in mind the school building may offer greater protection to occupants than a parking lot or field (Hesterman, 2019).

[The “Department of Homeland Security Bomb Threat Guidance”](https://www.dhs.gov/bomb-threat-guidance) can provide additional insight about orderly and controlled bomb threat response. The content from the DHS guide can be included in your School Safety Plan. We also recommend reviewing the bomb threat resources on the OSS Comprehensive School Safety Resources webpage: <https://www.doj.state.wi.us/office-school-safety/comprehensive-school-safety-resources>

Fire

School structures built since the late 1970s are better equipped to prevent, extinguish, or isolate fires and, in turn, more effectively mitigate fire hazards (U.S. Fire Administration, 2007). With the significant attention given to school violence prevention, it is imperative for schools to collaborate with local fire officials when implementing, reviewing, or modifying fire response procedures.

Generally accepted best practices include:

- Ensure all doors follow the “one motion concept,” the ability to unlock a door with the motion of one hand, and all exit doors are free of anything that could interfere with exiting.
- Have established evacuation routes and pre-determined rally points for students and staff.
- Ensure staff are directed to bring their student rosters with them, which can help confirm all students are accounted for.

- Ensure staff are trained on how to use fire extinguishers.
- Move people away from the fire and call 911.

School administrators or safety personnel should review the presentation, “Schools and the Fire Code: A Partnership for Safety,” published by the Wisconsin Department of Professional Services. This presentation contains additional content about how schools can ensure they are complying with the fire code. A link to the presentation can be found [here](#) and in the resource list at the end of this section.

Weather-Related Emergencies

Safety plans must include adverse weather response procedures. According to the National Weather Service, emergency plans should include the following components:

- Know the difference between a “Watch” and “Warning.” A “watch” means that severe weather has not occurred yet, but conditions are expected that may produce adverse weather. A “warning” means that severe weather conditions exist or are imminent.
- Identify designated shelter areas within your buildings. An idea that works for nearly all scenarios is to put as many walls between people and the storm as possible. Designated shelter areas must be large enough to accommodate all staff and students.
- Create an adverse-weather notification system.
- Identify student and staff procedures to follow when a severe-weather threat exists.

Intruders

A school intruder includes anybody who is not authorized to be at the school, a suspicious person, or any person on school grounds or within the school who intends to cause harm to others. An intruder may include an unwanted threatening parent, non-authorized adults attempting to pick up a child, or a person present at the school in violation of a temporary restraining order. An intruder may pose a threat of school violence, which can be mitigated with an appropriate response. Like the response to an active or imminent threat to school violence (discussed above) the response to an intruder will be guided by the nature of the perceived threat and the best-practices advocated by your selected school violence response training (e.g., ALICE, Avoid/Deny/Defend, Run/Hide/Fight, Civilian Response to Active Shooter Events (CRASE), “Stop the Bleed,” etc.).

Intruder management begins with ensuring the school is secured (e.g., all exterior doors are locked) and requiring all visitors to enter through a common monitored entrance. Any person who is not authorized to be at the school or is suspicious should not be granted access by monitoring school personnel and requested to leave. If the person refuses to leave, notify local law enforcement.

If an intruder gains access to the school, the nature of the threat will dictate the response. Appropriate assessment can help determine response. In all instances, isolate students from

the intruder (e.g., lockdown or hold) and call 911. Never approach an intruder alone. Notify a school resource officer, if available, and allow them to make initial contact. If a school administrator or staff member makes initial contact, maintain an appropriate social distance (e.g., 4 to 6 feet away), introduce yourself, explain why you are talking to them, and ask why they are present. The nature of their reply will further inform your response. For example, a confused and cooperative parent could be led to the appropriate location, while an adverse answer may generate a request to leave. If they cooperate, escort them out of the building. If the intruder refuses to leave request the assistance of law enforcement to remove them. Going “hands on” with an intruder poses risk to yourself and the intruder. Consult with your liability insurance provider, local law enforcement, or school violence response trainers for de-escalation and physical intervention guidance.

Parent-Student Reunification

A parent-student reunification process comprises formal and controlled steps to reunite parents and students after a school evacuation has occurred (COPS, 2014). A formal parent-student reunification process, pre-identified reunification locations, and parental communication protocols are essential components. Additional information about parent-student reunification methods is discussed in the [Standard Response Protocol and Standard Reunification Method](#) section of this framework.

Threats to Non-Classroom Events

Safety plans are also required to contain protocols to address threats to non-classroom events (e.g., threats or act of violence that may occur at a school sporting event, concert, graduation ceremony, etc.). Additional information about addressing threats to [non-classroom events is discussed in its own section](#) of this framework.

EMERGENCY OPERATIONS PLANNING RESOURCES

Associations, Organizations, Trainings, and Websites

OHIO SCHOOL SAFETY CENTER. Assists schools and first responders with preventing, preparing for, and responding to threats and acts of violence using a solutions-based approach to improving school safety. <https://ohioschoolsafetycenter.ohio.gov/home>

THE PREPaRE SCHOOL SAFETY AND CRISIS PREPAREDNESS CURRICULUM. The PREPaRE curriculum was developed by the National Association of School Psychologists (NASP) to provide evidence-based resources and consultation related to school crisis prevention and response. <https://www.nasponline.org/professional-development/prepare-training-curriculum>

SCHOOLS AND THE FIRE CODE: A PARTNERSHIP FOR SAFETY. This presentation discusses how schools can ensure they are complying with the fire code.

<https://dsps.wi.gov/Documents/Programs/FirePrevention/SchoolsTheFireCode2018.pdf>

TEXAS SCHOOL SAFETY CENTER. Research center at Texas State University, serving as a clearinghouse for safety and security information, research, training, and technical assistance. <https://txssc.txstate.edu/>

WISCONSIN EMERGENCY MANAGEMENT. Wisconsin Emergency Management (WEM) works towards building capabilities and coordinates resources to support a safe and resilient Wisconsin. <https://dma.wi.gov/DMA/wem/>

WISCONSIN SAFE AND HEALTHY SCHOOLS (WISH) CENTER. A collaborative project between the DPI and the CESA Statewide Network (CSN), the WISH Center focuses on training of school personnel with the goal of impacting the well-being and equitable outcomes of every student. <https://www.wishschools.org/>

WIS. STAT. § 118.07(4). General School Operations, Health and Safety Requirements. [https://docs.legis.wisconsin.gov/document/statutes/118.07\(4\)](https://docs.legis.wisconsin.gov/document/statutes/118.07(4))

Toolkits, Frameworks, and Technical Assistance

CAMPUS RESILIENCE PROGRAM EXERCISE STARTER KITS. Self-conducted tabletop exercises tailored for the K-12 setting. Each kit includes a set of scalable tools aimed to test existing emergency plans, protocols, and procedures, while also strengthening preparedness, response, and recovery capabilities. <https://www.dhs.gov/exercise-starter-kits-esks>

CYBERSECURITY AND INFRASTRUCTURE SECURITY AGENCY (CISA) K-12 SCHOOL SECURITY GUIDE. Provides K-12 districts and campuses with resources, tools and strategies to improve school physical security. <https://www.cisa.gov/sites/default/files/2022-11/k12-school-security-guide-3rd-edition-022022-508.pdf>

CISA Bomb Threat Checklist. <https://www.cisa.gov/sites/default/files/2024-04/Bomb%20Threat%20Checklist%20v3.0.pdf>

CISA Tabletop Exercise Packages. <https://www.cisa.gov/resources-tools/services/cisa-tabletop-exercise-packages>

DEPARTMENT OF HOMELAND SECURITY BOMB THREAT GUIDANCE.

<https://www.cisa.gov/sites/default/files/2023-04/Bomb%20Threat%20Guidance%20Quad%20Fold%20Digital%20Final%20v2.0.pdf>

FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA). <https://www.fema.gov/> FEMA offers Emergency Planning for Schools, Preparing for Emergencies: What Teachers Need to Know, and more. Information on all the FEMA courses intended for school personnel is available. <https://training.fema.gov/programs/emischool/emischool.aspx/>.

FEMA - National Incident Management System and Incident Command System training for school staff. <https://training.fema.gov/programs/emischool/emischool.aspx/>

FEMA - Multihazard Emergency Planning for Schools Toolkit. <https://training.fema.gov/programs/emischool/el361toolkit/start.htm>

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP). NASP offers comprehensive school safety resources including tools and checklists for School Safety Planning. <https://www.nasponline.org/>

NASP EOP Assess: Comprehensive safety plan checklist, can be tailored to fit specific needs of individual schools.

https://www.doj.state.wi.us/sites/default/files/NASP_ComprehSafetyPlanChecklist_Fillable.pdf

NASP Evaluating a Crisis Plan or EOP: Planning process guidance from US Department of Education and checklist developed to evaluate school EOPs.

https://www.doj.state.wi.us/sites/default/files/NASP_EvaluatingCrisisEOPPlan_fillable.pdf

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER). The [REMS TA Center](#) offers free products and services aiming at building the preparedness capacity of schools, districts, and their community partners. In addition to trainings, they offer EOP Interactive Tools (see below) to support education agencies no matter what stage they are at in their emergency planning process.

<https://rems.ed.gov/EOPinteractivetools.aspx>

REMS TA Center - Guide for Developing High-Quality School Emergency Operations Plans. Principles, guidance, and processes critical to the creation of emergency management practices and plans that are integrated with efforts of first responders and other key stakeholders, including examples of good practices and matters to consider for planning and implementation purposes.

https://rems.ed.gov/docs/School_Guide_508C.pdf

REMS TA Center - EOP Planning Process. A Six-Step Planning Process and Scenario-Based Planning to Support Emergency Operations Plan Development.

https://rems.ed.gov/Resource_Plan_Basic_EOP.aspx

REMS TA Center - EOP Evaluate. Interactive evaluation tool to complete regarding emergency operations plans (EOP). Answer a series of 29 questions, and, at the end of the evaluation, receive a Word document that contains a copy of results, customized feedback, and related resources. <https://rems.ed.gov/EOPEvaluate/default>

REMS TA Center - Tool Box. REMS TA Center maintains an interactive and virtual library of tools developed by emergency managers in the field.

<https://rems.ed.gov/ToolBox.aspx>

SAFE AND SOUND SCHOOLS STRAIGHT-A SAFETY IMPROVEMENT MODEL. Free toolkits outlining a process for school improvement, with three phases: Assess, Act, and Audit.

<https://safeandsoundschools.org/resources/the-toolkits-assess-act-and-audit/>

WISCONSIN SCHOOL SAFETY COORDINATORS ASSOCIATION'S (WSSCA).

<https://www.wssca.org/>

Emergency Operations and School Safety Plan Template (2019)

https://www.doj.state.wi.us/sites/default/files/school-safety/WSSCA%20EOP%20Template%20Model%20Oct_2019.pdf

SCHOOL PHYSICAL SECURITY

Our private and public schools can achieve safety and security benefits by following physical security best practices and guidelines. This section examines exterior door and window structures to help secure buildings and classrooms while supporting emergency response with appropriate door and window numbering or lettering. Guidance is also provided about door locks, classroom layout or design, barricade devices, the use and monitoring of cameras, and metal detectors. Implementing any physical security methods should involve collaboration with internal and external stakeholders. We recommend staff and teacher input and consulting with public safety partners, school safety and liability experts, and consultants.

EXTERIOR DOORS AND WINDOWS

Exterior doors should be solidly constructed and fit tightly to the frame. Doors equipped with “panic bars” should have pick plates to prevent anyone outside from opening the door. Teachers should have the required key or fob to re-enter exterior doors following an evacuation.

Door alarms can provide a signal when an exterior door is opened or propped open. Cameras can monitor the status of emergency exit doors and discourage staff or students from admitting visitors not properly vetted.

Shatter-resistant security film may be installed over sidelights (small windows immediately adjacent to doors), entry door glass, and non-classroom exterior windows on the ground floor. This film can hold broken glass together within its frame, impeding an intruder’s attempt to enter through a broken window or to reach in to unlock a door, which occurred during the Sandy Hook tragedy (Sandy Hook Advisory Commission, 2015). This film is not bulletproof, but it can delay forced entry attempts and provide additional time.

Ground-floor exterior classroom windows should not have shatter-resistant film applied. Classroom windows are a potential escape route, which is significantly limited if shatter-resistant film is in place. Identify which windows are visible from the classroom door and consider how windows out of that sightline could be used as an escape route. Ensure potential evacuation windows can be opened.

Exterior windows should display the room number and, ideally, the compass direction of the exterior wall. For example, west-facing room #22 should be labeled “22W” so emergency responders can immediately identify where assistance is needed.

Exterior doors should be numbered or lettered on both the inside and outside for a similar reason. The interior number allows people inside the building to quickly identify the door through which assistance is desired, while the exterior number is used by emergency

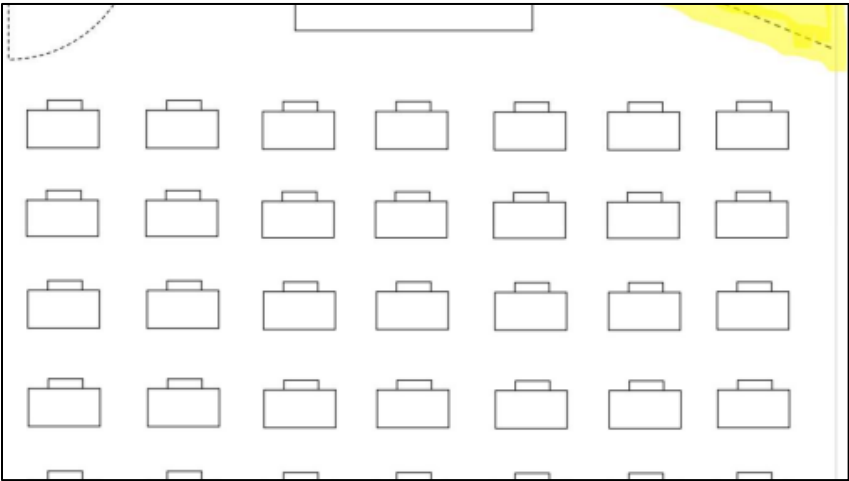
responders. All exterior doors should also have signs directing visitors to report to the main entrance.

CLASSROOM DESIGN

Simple security concepts about classroom design can pay big dividends during a crisis. Appropriate classroom design supports teachers, encourages learning, and provides a single layer of safety within schools.

Classroom Layout

Classrooms should be set up with hard corners in mind. Hard corners are spaces in the classroom where persons would not be visible from hallways, windows, or door openings. Marking the floor, wall, or a combination of the two can be consistently done in all rooms within a school, become a part of the emergency operations plan, and ongoing school safety training.



The part of a classroom or other school space that cannot be observed from outside of the room when the door is locked (MSD Public Safety Commission, 2019)

Classroom Doors

Classroom doors should be solidly constructed and equipped with a lock. Ideally the door should be able to be locked from inside the classroom, which is crucial for keeping students safe during an active threat. Doors that can only be locked and unlocked from the outside pose a potential unnecessary risk of not being properly secured. For example, during the Uvalde, Texas tragedy, classroom doors could only be locked and unlocked with a key from the outside. This created unnecessary opportunities for mistake (e.g., frequent locking and unlocking, unable to confirm from the inside if the door was properly locked from the outside, and increased time to lock a door). (Khimmm, Schuppe, & Hixenbaugh, 2022).

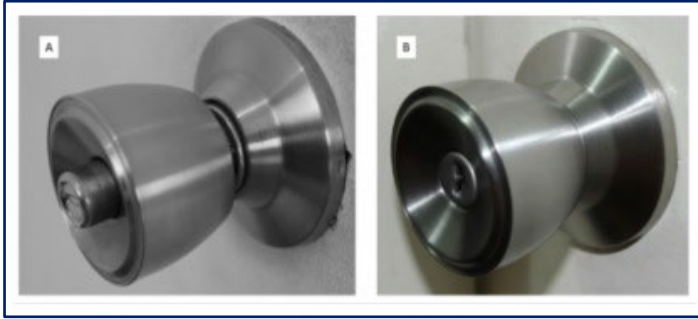


Figure 1: Push button and keyed door locks, from Martaindale, M. H., Sandel, W. L., & Duron, A., 2023.

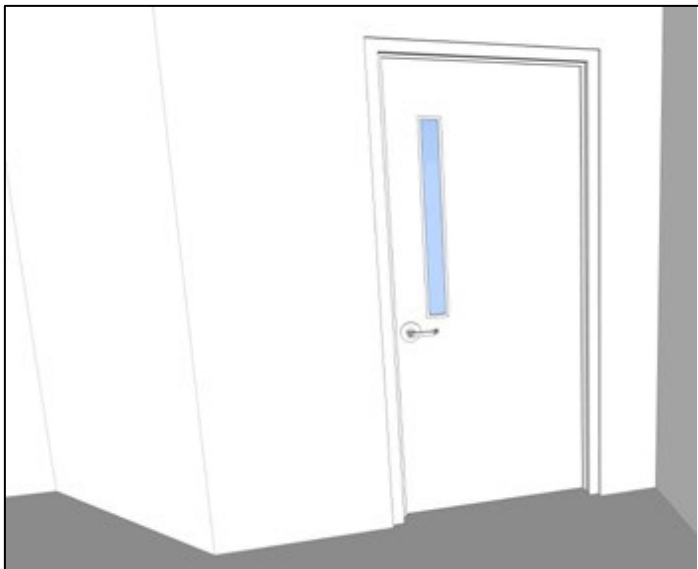


Figure 2: Outward opening door, push button lock, and hard corner. From TN Department of Safety and Homeland Security, 2022

There are two common types of classroom door locks that can be locked from the inside: push button or keyed (Figure 1). The push button lock requires less fine motor skills, reduces the potential for error, and is quicker to lock under pressure or stress (Martaindale, Sandel, & Duron, 2023). Staff must be familiar with how their doors lock and unlock.

Figure 2 is a classroom side of a door leading into the hallway. The door is an out swinging or opening door. The benefit of an outswing door is it utilizes door jamb to prevent unauthorized entrance into the classroom from the hallway.

The lever hardware is a two-stage pushbutton for locking. The pushbutton allows for the door to be quickly locked from within the classroom and removes the need for a door barricade device. The lever hardware also allows for a one motion exit.

The glass in the door is small enough for legitimate occupants to see into and out of the classroom under normal operation but is small enough to be

quickly covered in case of a building lockdown. The hard corner is visible to the left of the door.

As previously mentioned, doors should be locked and closed while class is in session. Doors should also be locked even while open, allowing the door to be quickly closed in the event of a crisis. Do not use any device that prevents the latch of a locked door from functioning. In the event of a crisis the device is more difficult to operate than simply closing an already-locked door. Many classroom doors are equipped with a glass panel. Careful placement of the glass panel should be considered. Ideally the glass panel, if breached, should not allow the intruder to reach through and open the locked door. If an attacker were to reach through a broken window to unlock the door, occupants must take effective options to thwart room

entry (see Figure 3). Consult with your local law enforcement agency to learn more about effective countermeasures.

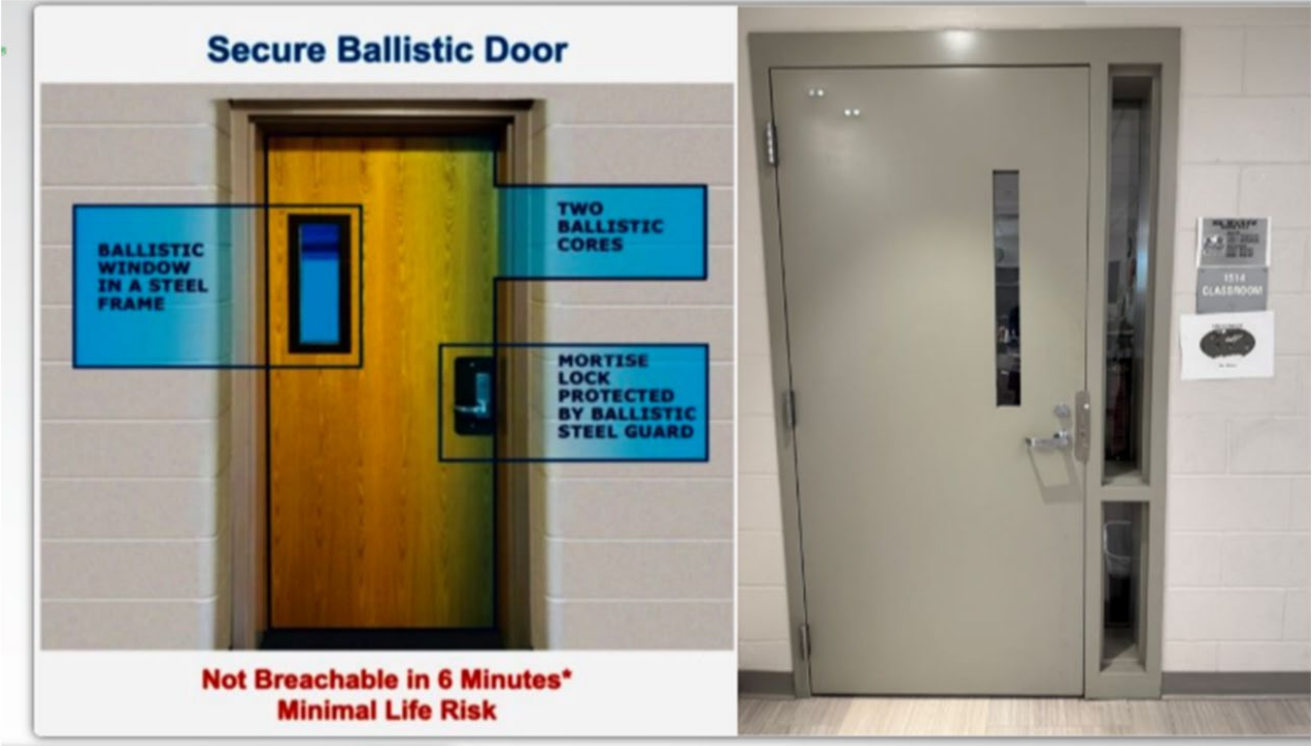


Figure 3: Images of secure doors courtesy of Max Schachter.

Carefully consider whether to cover the window. Covering the window may prevent an attacker from seeing whether anyone is in the room, but it prevents responding law enforcement officers from quickly scanning the room for obvious problems. Covering the window is preferable if there is no location in the room out of view of the window. Leaving windows uncovered may have additional benefits outside the purview of this framework, such as reducing the likelihood of accusations of inappropriate conduct by teachers.

If a school elects to cover windows, consider leaving the top inch of the window clear. A perpetrator will not be able to see inside the classroom, but the small open area provides an avenue for a law enforcement officer to display her badge or for the principal to display his identification, when they are releasing classrooms from lockdown.

Barricading and Commercial Barricade Devices

In the event of school violence, staff may wish to barricade their door to further ensure an attacker cannot enter a room. Appropriate barricade materials would delay entry. Examples of appropriate objects might include filing cabinets, heavy wooden desks, tables, etc.

Commercial barricade devices are also manufactured to secure a classroom door against forced entry. At first glance commercial barricade devices might appear to have great benefit, but when closely examined they present significant issues and are not recommended.

There is no known school shooting incident where an attacker breached a locked classroom door. Classroom doors closed and locked is best practice for classroom safety. Even if the door is kept open during class, the already-locked door can be shut much faster than any commercial barricade device can be applied. Furthermore, many commercial barricade devices require the operator to be positioned behind the door while the device is applied, leaving the operator susceptible to being shot through the door. On the other hand, pre-positioned “cover” objects such as filing cabinets may be pushed into position from the side of the door, perhaps without exposing the user at all.

There are many unintended consequences that might occur from barricading egress doors serving occupied rooms and therefore such devices are generally prohibited by Wisconsin Building and Fire Prevention Codes.

No known barricade device is compliant with both the Americans with Disabilities Act (ADA) and Wisconsin building and fire codes. The most frequent violations include non-compliance with height requirements, range or number of motions required to disengage, or exterior access by first responders due to multiple and unique locking mechanisms. The Wisconsin Department of Safety and Professional Services (date of publication) has published [guidance on this topic](#), which is excerpted below:

While there are many innovative devices currently on the market for securing doors, if they operate independently of the typical door hardware and latch, they are likely not permitted by Wisconsin Building and Fire Codes. SPS 361.03(13) requires existing public buildings and places of employment to be maintained in compliance with the building code provisions that applied when the building was constructed or altered except when required by subsequent editions of the building code.... The current Wisconsin Commercial Building Code which adopts the 2009 edition of the International Building Code requires the following in s. 1008.1.9.5, “The unlatching of any door or leaf shall not require more than one operation.” and in s. 1008.1.9, “Except as specifically permitted by this section egress doors shall be readily openable from the egress side without the use of a key or special knowledge or effort.”

The National Fire Protection Association (NFPA, 2019) published similar guidance on the issue. According to the NFPA (2019), makeshift or aftermarket locking devices or barricades, wedges, rope, and chains violate NFPA Rule 101, which requires doors to be readily opened from the inside. Also, these devices can delay first responder access or be used by an intruder to trap people (i.e., hold them hostage) inside the classroom (NFPA, 2019). Other national organizations, such as Safe and Sound Schools (2019), also recommend against these devices, and cite they may also enable bullying or harassment by students who could prevent classroom access.

While barricade devices might be attractive at first glance, they have never proven beneficial and violate established safety standards. Perhaps even worse, they introduce a new possibility of an attacker using a school barricade device in a hostage situation. Commercial

devices are very effective at preventing entry. When there's no provision for exterior unlocking, or a special tool or key is required, rapid law enforcement access can be difficult or impossible.

Barricades have been used by hostage-takers. There are many well-known incidents of perpetrators taking hostages in schools to prevent law enforcement entry and escape by the victims, the 2007 Virginia Tech massacre and the 2006 shooting at West Nickel Mines Amish School in Pennsylvania are the most well-known examples. Barricade devices can be harmful even in incidents less deadly than mass killings. Take, for instance, sexual assaults against staff and students. Some of these occur behind locked classroom doors, but the addition of a barricade device could delay intervention if the attack was discovered while in progress. Commercial barricade devices are not recommended. Instead, schools should utilize locked classroom doors, which have been shown to be effective and are accessible by emergency first responders.

Another approach is options-based drills providing students and staff with a range of alternatives and additional strategies to save lives (i.e., evacuation, barricading doors, etc.). These are not only lockdown drills (lockdown is just one element of an options-based approach). The premise of options-based drills is to allow participants to make independent decisions depending on the situation such as the nature of the threat, time of day, and the location of students (Safe & Sound Schools, 2021).

CAMERAS

Security cameras serve a useful, albeit limited, role in enhancing school safety. Cameras can deter inappropriate, criminal, and violent behavior; assist in incident investigation; and provide situational awareness for school personnel who monitor live feeds. However, understand that cameras do not prevent violence. For example, both Columbine and Parkland High Schools had security cameras. In mass killing attacks, cameras only serve to document what happened.



Screenshot of Columbine HS security video

There are several ways to maximize the deterrent effect of cameras. Prominently post signs stating that security cameras are in use. If a person cannot be continuously tasked with monitoring live camera feeds, ensure that monitors are easily visible by multiple staff members. Consider placing a large monitor showing multiple or rotating feeds in common areas such as the cafeteria, office, etc. where the monitor highlights camera presence and is visible to many people.

Ensure that staff can view live video feeds while using the public address system. This allows staff to “call out” actors or inform others in the school of what is happening. For example, placement of monitors in the school office “safe room” (see *Office Staff Responsibilities*) might allow staff to use the PA system to announce that the suspicious person causing a lockdown is in the west hallway, second floor, moving towards the art room. If possible, this would maximize situational awareness, help thwart the perpetrator, and provide staff and students with actionable intelligence.

METAL DETECTORS

Metal detectors can serve a role in school security, but staff must define their purpose and understand their limitations.

Metal detectors may assist in finding weapons brought to school, deter students from bringing weapons to school, and increase the perceived safety of the school. On the other hand, metal detectors are expensive, must be consistently used at all entrances, slow access of the student body to the school building and may make the school feel less welcoming. Schools using metal detectors must prevent weapons from being smuggled in via other routes. Finally, be aware that students congregated together waiting to pass through the detection site could themselves be an attractive target to an attacker.

Instead of routine daily screenings, some schools use randomized checks to promote a level of deterrence without some of the systemic challenges identified above. Schools that are considering the use of metal detectors should carefully evaluate the benefits, costs, and limitations of metal detector programs.

Schools considering the use of metal detectors should review the following research literature: Metal Detectors – What does the research say about the effect of metal detectors and staff identification on creating a safety school environment (Regional Education Laboratory Program, 2021), available at <https://ies.ed.gov/ncee/rel/Products/Region/northwest/Ask-A-REL/60071>

School physical security is an important element to help ensure safe, secure, and welcoming schools. Following the best practices outlined in this section can promote the implementation of simple and effective measures during a crisis. School staff must also be trained regularly in how to secure classrooms and guide first responders to the crisis. Immediate staff and emergency response actions help save lives.

SCHOOL PHYSICAL SECURITY RESOURCES

Comprehensive Resources

CYBERSECURITY AND INFRASTRUCTURE SECURITY AGENCY (CISA) K-12 SCHOOL SECURITY GUIDE. Provides K-12 districts and campuses with resources, tools and strategies to improve school physical security. <https://www.cisa.gov/sites/default/files/2022-11/k12-school-security-guide-3rd-edition-022022-508.pdf>

PARTNER ALLIANCE FOR SAFER SCHOOLS (PASS) SAFETY AND SECURITY GUIDELINES FOR K-12 SCHOOLS. <https://passk12.org/guidelines-resources/pass-school-security-guidelines/>

PASS SAFETY AND SECURITY CHECKLIST. <https://passk12.org/guidelines-resources/school-security-checklist/>

SAFE AND SOUND SCHOOLS. School safety advocacy and resource center that provides research-based tools and support for crisis prevention, response, and recovery. Resources include toolkits, reports, a podcast, and training opportunities. <https://safeandsoundschools.org/>

Door Security

WISCONSIN DEPARTMENT OF SAFETY AND PROFESSIONAL SERVICES. FAQ on door security and barricade devices. <https://dsps.wi.gov/Documents/Programs/CommercialBuildings/FAQSecurityLocksSchools.pdf>

DOOR SECURITY AND SAFETY FOUNDATION'S "LOCK DON'T BLOCK" PROGRAM. <https://lockdontblock.org/resources/code-compliant-locks-vs-barricade-devices/>

LET'S OPEN THE CONVERSATION ABOUT DOOR SAFETY. Blog entry with accompanying educational video. <https://www.safeandsoundschools.org/2019/01/22/lets-open-the-conversation-about-door-safety/>

NATIONAL FIRE PROTECTION ASSOCIATION (NFPA). A knowledge and information organization, we've continually evolved our scope of expertise—from fire prevention, wildfire preparedness, and electrical safety to hazardous materials, community risk reduction, and public safety. <https://www.nfpa.org/>

Workshop on School Safety, Codes and Security. Final Report. [file://doj/pd/UEM2/uemuserdata/moesesxrjr/Downloads/SSCSW_FINALREPORT%20\(1\).PDF](file://doj/pd/UEM2/uemuserdata/moesesxrjr/Downloads/SSCSW_FINALREPORT%20(1).PDF)

Metal detectors

NATIONAL SCHOOL SAFETY AND SECURITY SERVICES. Guidance on School Metal Detectors, implementation issues and considerations, capabilities, limitations, and expectations. <https://www.schoolsecurity.org/trends/school-metal-detectors/>

REGIONAL EDUCATION LABORATORY PROGRAM (2021). Metal Detectors – What does the research say about the effect of metal detectors and staff identification on creating a safety school environment. at <https://ies.ed.gov/ncee/rel/Products/Region/northwest/Ask-A-REL/60071>

NON-CLASSROOM EVENTS AND ACTIVITIES

Wisconsin Statute § 118.07 Section 4(bm) requires each safety plan to address threats or attacks to non-classroom events and their facilities. A school building and its facilities are often used by school and community members. When writing School Safety Plans, it is important to recognize there are many non-classroom events scheduled throughout the year and people attending these events may be unfamiliar with the school's safety plan and non-classroom events protocols.

These non-classroom events include:

- Recess
- Concerts
- Other performing arts events
- Athletic events
- Commencement events
- Other extracurricular activities or events

Facilities include:

- Athletic stadiums
- Athletic fields used for physical education or sports practices.
- Theaters
- Gymnasiums
- Church sanctuaries

GENERAL GUIDANCE FOR PLANNING

The Safety Assessment

Wisconsin Statute § 118.07 Section 4(b) requires a safety assessment conducted with local law enforcement of each school building, site, and facility that is regularly occupied by pupils. The insights of an experienced law enforcement officer are invaluable in the planning and assessment process.

The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis. This assessment is critical to identify venue or property vulnerabilities and can be used to create safety plans and non-classroom event protocols.

Crime Prevention Through Environmental Design (CPTED) principles can also be used to guide this process. Law enforcement officers or agency crime prevention experts can be

consulted about CPTED strategies. CPTED can proactively enhance safety from violent threats both inside and outside of school buildings.

The core principles of CPTED offer several strategies to guide the planning process:

1. Controlling Access

- **Access Points:** Designate clearly defined entrances and exits for school buildings and all event facilities. Visible signage is an important component of public safety. Also, have a procedure to keep prohibited items out of venues.
- **Landscaping:** Trim bushes and trees near entrances to improve visibility and prevent hiding spots.
- **Fencing:** Install appropriate fencing to control access and discourage unauthorized entry.

2. Increasing Opportunities for Surveillance

- **Lighting:** Ensure well-lit areas, especially around entrances, parking lots, and walkways. Adequate lighting improves visibility and deters violent behaviors.
- **Security Cameras:** Install surveillance cameras strategically to cover critical areas such as entrances, hallways, and parking lots.
- **Natural Surveillance:** Arrange crowd entrances and exits to allow staff and security to observe activities easily.

3. Promoting a Sense of Ownership

- **Community Involvement:** Engage students, staff, parents, and local community members in maintaining a positive school environment. When people feel ownership, they are more likely to protect the space.

4. Site Maintenance

- **Regular Inspections:** Conduct routine inspections of school grounds and facilities to identify and address maintenance issues promptly.

These CPTED principles and strategies provide an all-hazards approach to securing school facilities and providing a safe environment for students, staff, and visitors.

The Non-Classroom Events and Activities Protocol

School Safety Plans must contain guidelines and procedures to address these venues and events. When developing these protocols, school staff, event coordinators, and security personnel should consider the following:

- The most important concept of non-classroom events protocols is how school officials will communicate the plan's elements to event or venue coordinators, or security personnel.
- There should be a cadre of trained event supervisors who can convey the non-classroom events protocols to event coordinators or security personnel.
- There should be a pre-event briefing to discuss the applicable School Safety Plan elements, help ensure they understand the specifics of the plan, and how to operationalize the plan into action. For example, if an event needs to be evacuated, the event supervisors should know the evacuation routes, where the rally points are

located, and if they are open during event hours. They should also be familiar with parent-student reunification protocols, in the event they are needed.

- During this pre-event briefing, identify how many staff members are needed for each event, and if first responders (i.e., police, fire, or EMS) are needed to help secure the event.
- This is also an opportunity to discuss prior events. For example, does this athletic event involve a rivalry school? Did commencement attendees have difficulty in exiting the venue? Were there bottlenecks of people on your campus?
- Discuss and affirm who is calling 911 if there is an emergency. It cannot be assumed that someone will call 911.
- How will staff members, venue coordinators, or security personnel communicate with each other?
- Discuss communication protocols. For example, how will staff members communicate to the crowd if there is an emergency or the venue must be evacuated? How will they communicate with each other and first responders?
- For outdoor events, what are the weather-related protocols? How will crowds be kept safe during adverse weather conditions?

In the event a crisis occurs during a non-classroom event, it may be necessary to implement incident command, consistent with the National Incident Management System (NIMS). Consider the following:

- Is there an incident commander identified?
- Are staff trained in NIMS protocols and the Incident Command System (ICS)?
- Do you have a cadre of event supervisors who are trained on your specific plans?
- (Redundant, addressed above) (Redundant, addressed above)
- (This is addressed above)
- (Redundant, addressed above) (Redundant, addressed above)

Event Planning and Incident Action Plans

An Incident Action Plan (IAP) developed for larger events or for simultaneous events enhances the safety of the event, the participants, and the attendees. An IAP defines roles and responsibilities and creates ownership of potential problems. The development of an IAP should provide answers to the questions outlined within these non-classroom protocols. In fact, a statement in your protocol that you will create IAPs for events would be a National Incident Management System (NIMS) and Incident Command System (ICS) best practice. There are many IAP templates available, and you should choose one that fits your needs. (There is a link to NIMS and ICS training in the Resource section of this document. Please see attached FEMA links for more information regarding IAPs and templates).

AFTER THE EVENT

After-Action Reports (AARs) written by event supervisors are an important piece of the planning process. They should identify what went well, suggest improvements, and highlight any noteworthy incidents. These types of documents are an important self-evaluation tool to improve your safety planning and protocols. Identifying gaps in your non-classroom event protocol, your IAPs, or implementation of your safety measures is instrumental in the safety planning process.

EXERCISES AND DRILLS

Although having drills for these events and venues may be difficult, it is possible to do tabletop exercises regarding a venue or an event to discuss safety and vulnerabilities. These scenario-based group discussions provide an opportunity to evaluate and improve plans, clarify roles and responsibilities, and assess resources and capabilities. This is also an excellent opportunity to involve law enforcement and other first responders into the planning process. They will have invaluable insight and recommendations about securing a facility and crowd. The included FEMA links provide resources about tabletop exercises.

A drill could be conducted with proper planning and resources. For example, an evacuation drill of an athletic stadium would require an evacuation plan, a rally point or safe location, staff supervision, and students as spectators.

NON-CLASSROOM EVENTS RESOURCES

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED) SCHOOL ASSESSMENT (CSA) (cdc.gov) <https://stacks.cdc.gov/view/cdc/46282>

CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN: ENHANCING THE SECURITY OF YOUR K-12 SCHOOL USING AN ALL-HAZARDS APPROACH (ed.gov) https://rems.ed.gov/docs/CPTEDK12FactSheet_508c.pdf

FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA) <https://www.fema.gov/> FEMA offers Emergency Planning for Schools, Preparing for Emergencies: What Teachers Need to Know, and more. Information on all the FEMA courses intended for school personnel is available at <https://training.fema.gov/programs/emischool/emischool.aspx/>

FEMA EMERGENCY MANAGEMENT INSTITUTE INCIDENT COMMAND SYSTEM (ICS) FILLABLE FORMS <https://training.fema.gov/icsresource/icsforms.aspx>

INCIDENT ACTION PLANNING GUIDE REVISION 1 / July 2015
https://www.fema.gov/sites/default/files/2020-07/Incident_Action_Planning_Guide_Revision1_august2015.pdf

MULTIHAZARD EMERGENCY PLANNING FOR SCHOOLS TOOLKIT
<https://training.fema.gov/programs/emischool/el361toolkit/start.htm>

**NATIONAL INCIDENT MANAGEMENT SYSTEM AND INCIDENT COMMAND SYSTEM
COURSES FOR SCHOOLS**

<https://training.fema.gov/programs/emischool/emischool.aspx/>

SPECIAL EVENTS CONTINGENCY PLANNING: JOB AIDS MANUAL

<https://training.fema.gov/emiweb/downloads/is15aspecialeventsplanning-jamannual.pdf>

OFFICE OF SCHOOL SAFETY RESOURCES FOR EVALUATING SAFETY PLANS AND DRILLS

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

WIS. STAT. § 118.07(4). General School Operations, Health and Safety Requirements.

[https://docs.legis.wisconsin.gov/document/statutes/118.07\(4\)](https://docs.legis.wisconsin.gov/document/statutes/118.07(4))

LAW ENFORCEMENT, FIRE, AND EMS PARTNERSHIPS

Partnerships between schools and emergency response agencies will yield far greater results than an organization can achieve on its own. Schools without a law enforcement partnership cannot leverage the information, resources, and legal options available to officers. A law enforcement agency acting on its own cannot effectively assist and protect students and staff within a school. Neither schools nor law enforcement can effectively respond to critical incidents without a positive relationship between all those involved in the response. Also, collaborative fire or EMS relationships can support appropriate response to fire alarms or medical emergencies that can promote positive outcomes.

Law enforcement can provide unique and significant assistance to schools. Timely and ongoing information sharing before and during an event can significantly enhance both the security and learning environment within schools. Schools should regularly share safety and security issues with emergency response agencies. Similarly, law enforcement and other response agencies should share relevant information regarding school safety concerns, wherever and whenever they occur, with the school in a timely manner.

MANDATORY REPORTING

[Wis. Stat. § 175.32](#) makes school personnel mandatory reporters. This statute is excerpted below and is also discussed in the [Behavioral Threat Assessment and Management section of this framework](#).

- (1) *In this section:*
 - (c) *“School” means a public, private, or tribal elementary or secondary school.*
- (2)
 - (a) *Any person listed under s. 48.981 (2) (a) shall report as provided in sub. (3) if the person believes in good faith, based on a threat made by an individual seen in the course of professional duties regarding violence in or targeted at a school, that there is a serious and imminent threat to the health or safety of a student or school employee or the public.*
- (3) *A person required to report under sub. (2) shall immediately inform, by telephone or personally, a law enforcement agency of the facts and circumstances contributing to the belief that there is a serious and imminent threat to the health or safety of a student or school employee or the public.*
- (4) *Any person or institution participating in good faith in the making of a report under this section shall have immunity from any liability, civil or criminal, that results by reason of the action... For the purpose of any*

proceeding, civil or criminal, the good faith of any person reporting under this section shall be presumed.

(5) Whoever intentionally violates this section by failure to report as required may be fined not more than \$1,000 or imprisoned not more than 6 months or both.

LAW ENFORCEMENT INFORMATION SHARING & SITUATIONAL AWARENESS

Law enforcement organizations and private or public schools possess personal information and situational intelligence (e.g., information that can be acted upon to prevent violence). A trusted law enforcement and school relationship can help ensure information sharing that promotes school safety and positive learning environments. Information sharing between law enforcement and schools is regulated by federal and state laws. Law enforcement and school officials must be familiar with information sharing laws to ensure they do not violate a student's right to privacy.

There are state and federal laws that regulate the release of student data and records maintained by educational institutions. The federal [Family Educational Rights and Privacy Act \(FERPA\)](#) regulates the type of student information public schools can release. FERPA does not normally apply to private or parochial schools. The Wisconsin Pupil Records Law ([Wis. Stat. § 118.125](#)) protects the privacy of student records. These federal and state laws provide direction about the release of student records to law enforcement or dedicated school resource officers (SROs).

SROs or law enforcement officers and school officials are in unique positions to share information relevant to school safety. Likewise, school administrators may become aware of information relevant to school safety. Knowing what can be shared between each entity is essential to comply with federal and state law while also ensuring school safety. A thorough examination of these state and federal laws is outside the scope of this framework. We recommend school officials consult with their legal counsel and reference the following documents:

- Wisconsin Department of Justice (2020). Safe Schools Legal Resource Manual. https://www.doj.state.wi.us/sites/default/files/school-safety/2020_School_Legal_Resource_Manual.pdf
- Wisconsin Department of Public Instruction (2018). Sharing Information Across Systems. https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/SharingInfo_11-16-18.pdf

SCHOOL RESOURCE OFFICERS

The benefits of SROs are widespread and varied. Although not every school will have an SRO assigned to them, a positive school-law enforcement relationship can help promote school safety. For example, supportive relationships with patrol officers can increase presence at

schools, encourage positive and trusted relationships with students, and school safety information sharing.

SROs can provide quick response to emergencies during school hours and at after-school events, deliver law education, enhance school safety, provide information or intelligence about potential threats, participate in informal counseling, consult about safety planning and assessment, serve as mentors and role models, promote positive police-community relationships, and divert students away from the criminal justice system. School districts may not have the opportunity to have a formal SRO but can still benefit from establishing positive police-school relationships with their local law enforcement officers.

Specify the SRO Relationship

The SRO's role should be defined within an MOU between the school and the law enforcement agency. Documenting expectations from the beginning ensures the partnership is implemented in the most effective way possible, and ensures all parties are aware of their roles and responsibilities within the relationship. The MOU should clarify the role and authority of the SRO and authorize the SRO to function as a school official. It should also make clear distinctions between the handling of disciplinary and criminal matters. For example, the SRO should not be engaged in student discipline, punishment, or classroom management for behaviors that are expected and “normal.” Example MOUs are available on the [DPI](#) and U.S. [Department of Justice, Office of Community Oriented Policing Services \(COPS\)](#) websites.

Recruitment, Appointment, and Training

Working with children within a school presents different challenges than typical law enforcement work. As such, selection of SROs should be based on ability, interest, maturity, ability to work collaboratively with a team, flexibility, and not merely seniority. The hiring process should include a school representative on the selection committee.

SROs should attend formal training on the duties, responsibilities, and authority of school-based law enforcement officers before being placed in a school. One recommended training for SRO's is the 40-hour [“Basic SRO Course”](#) offered by the National Association of School Resource Officers (NASRO). NASRO is an established leader in school-based policing and advocates for SRO's to be public safety educators, mentors or informal counselors, and protectors of school communities. Wisconsin SROs should also consider joining the Wisconsin Juvenile Officer's Association. These organizations provide training that aligns with SRO best practices, including, juvenile information sharing and laws; threat assessment safety plan development; adolescent development; mental health; drug awareness and substance abuse; school discipline and code of conduct; working with students with disabilities; problem solving and de-escalation; critical incident prevention and response; cultural sensitivity; and other related topics. Proper training will help the new SRO understand their role and identify potential pitfalls.

SROs are encouraged to occasionally wear their uniform, on a regular schedule agreed upon by the school and the agency, as a reminder to the school community of their position and role. They should always be armed and have access to the other tools needed to perform their assignments.

SRO Services

SROs can deliver diverse services to schools. Generally, SROs should not be involved in school disciplinary issues and all parties should understand that the SRO's role is not primarily rule enforcement. Spending excessive time issuing citations may be a sign of SRO ineffectiveness. The SRO should strive to build trusting relationships and make students feel connected and supported; be a trusted adult that students can go to when they or others are in crisis; be a visible, established presence in the school; demonstrate and encourage no tolerance for bullying; encourage nonviolent conflict resolution; and provide campus safety-related training.

The unique position of the SRO combines some of the most valuable attributes of both school officials and law enforcement officers.

Legal Authority

SROs can combine the legal authority of both school officials and law enforcement officers. SROs have training and experience that can effectively assist schools in maintaining safe school environments, including through appropriate school-based interviews and searches.

Schools have the right to develop a district policy regarding parental notification when their children are part of a school or law enforcement investigation. It is up to the school if they allow parents to be part of interviews for disciplinary infractions. However, it is up to law enforcement if they allow parents to be present when their child is being interviewed about a criminal investigation. Custodial interviews of juveniles must be audio or video recorded, and the juvenile must be advised of their Miranda rights.

SROs can also support the sensitive and often challenging issue of searching students or their belongings when they are suspected of being in possession of a weapon or prohibited items (e.g., drugs, tobacco products, etc.) that violate school rules or the law. SROs possess training and experience with searching people and their belongings.

In the case of *New Jersey v. T.L.O (1985)*, the United States Supreme Court ruled that school administrator may search a student and their belongings if reasonable suspicion exists to believe they are in possession of a weapon or other prohibited items. The Wisconsin Supreme Court confirmed an SRO's ability to assist principals in these efforts in the case of, *In the Interest of Angelia D.B (1997)*:

Were we to conclude otherwise, our decision might serve to encourage teachers and school officials, who generally are untrained in proper pat down procedures or in neutralizing dangerous weapons, to conduct a search of a student suspected of carrying a dangerous weapon on school grounds without the assistance of a school

liaison officer or other law enforcement official...Teachers and school officials are trained to educate children and to provide a proper learning environment. Law enforcement officials, on the other hand, receive specialized training on how best to disarm individuals without subjecting themselves or others to danger. When faced with a potentially dangerous situation beyond their expertise and training, school officials must be allowed 'a certain degree of flexibility' to seek the assistance of trained law enforcement officials without losing the protections afforded by the reasonable grounds standard.

We recommend school administrators review these cases, consult with legal counsel, and work with local law enforcement about this sensitive issue.

Security & Safety Assessments

SRO training should include an introduction to school safety assessments and other crime prevention methods. In addition, the officer's law enforcement experience contributes to their ability to recognize existing security limitations and areas of future improvement within the school setting. SROs can also participate in statutorily required school safety assessments and provide insight about school safety best practices.

Threat Assessment Team participation

The SRO must be an integral part of the trained, [multidisciplinary Behavioral Threat Assessment and Management \(BTAM\) team](#). The primary purpose of the BTAM team is to prevent violence and provide interventions for youth.

The SRO can access police and juvenile records otherwise unavailable to the school and may assist with or perform interviews in out-of-school situations (e.g., at work, with family, or others). If the threat assessment evolves to a potential criminal investigation, the SRO may conduct interviews within their official capacity and take appropriate action in the best interest of school safety.

LAW ENFORCEMENT RESPONSE

There may be instances when a law enforcement officer response to a school is necessary (e.g., school violence incidents, law violations, crisis intervention, etc.). When requesting a law enforcement response (e.g., by calling 911), explain why officers are needed, and the best entrance for them to use. Shared school blueprints or maps can be used by responding officers to identify the best entry location (e.g., Door #1) and direct other responding officers or emergency services. Clearly numbered or lettered main entrances or exits help support appropriate emergency response.

Responding law enforcement officers and school administrators have similar goals; protect students and staff and maintain a peaceful environment conducive for learning. Law enforcement officers bring additional legal authority, tools, abilities, and options that school administrators or staff do not possess. Although law enforcement officers prefer to resolve

conflict with presence and professional communications skills, sometimes they may not be effective or appropriate. For example, if an officer responds to a fight in progress, they may use a level of force to quickly stop the violence. In other instances, officers can assist with de-escalation and crisis intervention for students who may be experiencing an emotional or mental health crisis. Once the situation is under control, officers may conduct any necessary follow up, obtain statements, and collaborate with school administrators about an appropriate resolution. It is helpful if there are private offices or rooms available in the school building for interviews and to isolate the involved students from others.

It is not the primary role of law enforcement officers to enforce school rules. Officers may be willing to help encourage student rule compliance, but their authority should not be leveraged for this purpose. Ideally, officers should be viewed as partners to help determine the best course of action or identify services to support student success.

FIRE DEPARTMENT ASSISTANCE

Schools have a long history of compliance with fire safety requirements, including monthly fire drills under Wis. Stat. § 118.07(2). This long-standing requirement has made these drills a routine part of school safety. Although fire drills are routine, schools should not overlook the value of them, and how implementation may support school violence response and mitigation.

Fire Alarm Evacuation and Channeling

Schools generally have excellent fire notification and suppression systems. When a fire alarm sounds, staff should look and listen for signs of smoke or fire to attempt to confirm the validity of the fire alarm.

Staff should also look for signs of “channeling” – an attempt to gather potential victims in one congregated area. When a fire alarm activates, radio-equipped staff members who are not responsible for direct student supervision should immediately head to each side of the building. These staff members should look for any signs of suspicious activity, including suspicious vehicles, loitering people, or other signs of a pre-planned incident. If they see signs of fire, they should identify the location and nature of the fire and inform the office, so that school personnel can direct students and staff away from that area.

Teachers should evaluate the best and most appropriate evacuation route every time a fire alarm sounds. Before leading students around a corner or down a hallway, examine the location for signs of danger: fire or smoke, unknown persons, unusual sounds, or other suspicious circumstances. If the route presents potential hazards, evaluate whether a different evacuation route would be preferable.

Another technique to discourage channeling also aligns with good fire safety practices. Instead of always proceeding to the nearest exit, staff should practice alternate evacuation routes, consistent with practicing what should be done if the fire were located between the

classroom and the nearest exit. Furthermore, schools should practice “reverse evacuation” drills, simulating situations where students need to quickly re-enter the school building or be moved to a different wing.

Rally Points and Channeling

Assembly areas or rally points should be located a suitable distance from the school, accounting for the possibility of a real fire danger, gas leak, or attacker. Ideally, the evacuation site should contain concealment or cover that would prevent an attacker from targeting evacuees, such as trees, a hill, a ditch or depression. There should also be an alternative location that would limit the ability to attack students.

In the event of an act of violence, remember that no plan can account for every variable. Consider that a pre-planned rally point may not *always* be the best location to congregate. For example, a teacher could be leading their class away from a hazard in the school only to hear what sounds like gunshots coming from the rally point. The children’s safety, *based on information known to the teacher at that time*, could be increased by deviating from the plan and leading the children to another location. The alternate location might be a secondary rally point or an impromptu location based on the teacher’s observations (e.g. behind a neighboring building, inside a garage of a nearby house, concealed in a drainage ditch, etc.) The teacher must still maintain accountability of every student in their charge and inform administration of their location as soon as practicable. While administrative student accountability may be temporarily delayed, student safety may be enhanced.

LAW ENFORCEMENT, FIRE, AND EMS RESOURCES

Associations, Organizations, Trainings, and Websites

COMMUNITY ORIENTED POLICING SERVICES (COPS). Resources including example MOUs.
<https://cops.usdoj.gov/>

DPI MANDATORY REPORTING ONLINE TRAINING MODULE.
https://media.dpi.wi.gov/sspw/av/school-violence/story_html5.html

DPI SCHOOL RESOURCE OFFICER PAGE. Best practices and example MOU.
<https://dpi.wi.gov/sspw/safe-schools/school-resource-officers>

NATIONAL ASSOCIATION OF SCHOOL RESOURCE OFFICERS (NASRO). NASRO offers a free training that explores the benefits and challenges of SRO programs and provides practical guidance on best practices, aimed at a diverse audience of community stakeholders: <https://copstrainingportal.org/project/an-introduction-to-sro-programs/>

WISCONSIN JUVENILE OFFICERS ASSOCIATION. [Wisconsin Juvenile Officer's Association \(google.com\)](#)

Toolkits, Frameworks, and Technical Assistance

THE CYBERSECURITY AND INFRASTRUCTURE SECURITY AGENCY (CISA) K-12 SCHOOL SECURITY GUIDE COMPANION PRODUCT FOR SCHOOL BASED LAW ENFORCEMENT AND SCHOOL RESOURCE OFFICERS. A new resource to help school-based law enforcement and school resource officers support physical security planning and implementation efforts in K-12 communities. <https://www.cisa.gov/resources-tools/resources/k-12-school-security-guide-companion-school-based-law-enforcement-and-school-resource-officers>

DEPARTMENT OF SAFETY AND PROFESSIONAL SERVICES FIRE DRILL FORM SBD-11. <https://dsps.wi.gov/Documents/Programs/FirePrevention/SBD11.pdf>

SAFE SCHOOLS LEGAL RESOURCE MANUAL. Wisconsin Department of Justice, 2020. https://www.doj.state.wi.us/sites/default/files/school-safety/2020_School_Legal_Resource_Manual.pdf

SHARING INFORMATION ACROSS SYSTEMS. Guidance from the Wisconsin Department of Public Instruction. https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/SharingInfo_11-16-18.pdf

WISCONSIN SCHOOL FIRE CODE REQUIREMENTS. <https://dsps.wi.gov/Documents/Programs/FirePrevention/SchoolsTheFireCode2018.pdf>

SCHOOL SAFETY DRILLS AND EXERCISES

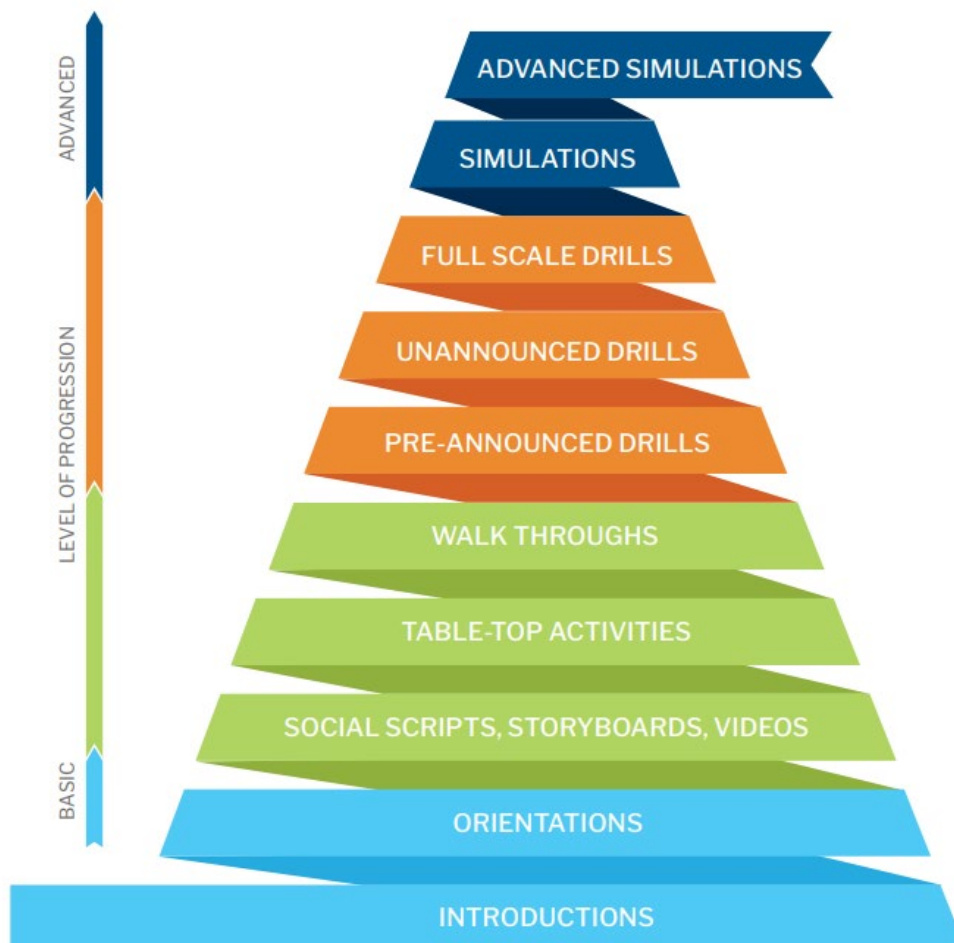
EIGHT STEPS TO CONDUCTING SAFE, EFFECTIVE AND APPROPRIATE DRILLS

- 1. Build a Multidisciplinary School Safety Team comprised of public safety, community members and diverse school staff.** This team engages staff at all phases of the process: prior to the drill, during the drill, and after. This [Safe and Sound Straight 'A' Safety Toolkit](#) is a helpful resource as you develop and improve your safety team.
- 2. Conduct a Needs Assessment.** Information gathered in the assessment is incorporated into the safety plan. Drills provide opportunities to practice the plan.
- 3. Implement a Cost Benefit Analysis that considers all preparedness and options.** Prioritize what resources, activities, or preparedness training must be conducted to address the crisis situations mostly likely to occur based on the assessment. Consider the legal requirements of [Wis. Stat. §118.07](#) as you plan your drills. The following table lists the required drills. Please note that a safety drill may be substituted for any fire or tornado (evacuation) drill.

Drill Type	Frequency	Statutory Citation	Allowable Substitution	Reported To
Fire	1x/month (May forego in case of inclement weather)	118.07(2)(a)1. 118.07(2)(a)2.	Safety incident	If community has a recognized fire dept., to the dept. annually (on form SBD-11 from Department of Safety and Professional Services (DSPS))
Tornado (evacuation)	2x/annually	118.07(2)(a)1. 118.07(2)(a)2.	Safety incident	If community has a recognized fire dept., to the dept. annually (on a form provided by the DSPS)
Safety incident (evacuation or other action)	2x/annually	118.07(2)(a)1. 118.07(2)(a)2.	School violence event	If community has a recognized fire dept., to the dept. annually (on a form provided by the DSPS)

School violence event (in accordance with the School Safety Plan)	1x/annually	118.07(4)(cp) 118.07(4)(e)	School violence event	First an evaluation to the school board or governing body within 30 days of drill, then annually (before January 1) to the Office of School Safety
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- 4. Tailor drills to the context of the school environment.** Successful safety planning requires a customized approach that is adaptable to the needs and challenges of various school environments. Consider the primary goal of the drill, the readiness level of staff and students, the layout of the school building, and relationships with external partners such as first responders and emergency management agencies.
- 5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.** There are many forms and methods of educating and training students and staff to respond in an emergency. The graphic below from [Safe and Sound Schools](#) lists examples of several models, beginning with the most basic and progressing to the most advanced. For more information on each of the training activities listed, see the [Safe and Sound Straight 'A' Safety Toolkit](#).



6. **Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.** The purpose of conducting drills is to become familiar with safety procedures, to practice or maintain skills in the natural environment, and to build familiarity and automaticity. By regularly practicing school safety drills, participants develop readiness for action, and familiarity that results in quick access and knowledge application on how to stay safe.

School safety drills are not intended to cause trauma, but they have the potential to do so. The goal of school safety drills is to improve the ability of students and staff to perform safety actions in an emergency. Anxiety is counterproductive to achieving this goal.

To mitigate the negative impact of drills, school leaders can employ the following practices. Ensuring that drills are sensory friendly, inclusive, transparent, and regularly assessed with input from staff and students, schools can build knowledge and skills on how to respond in an emergency without elevating anxiety or perceived safety risk.

- Conduct Nonsensorial Drills
School safety drills should be free of the sounds, smells, and sights of hazards. Just as you do not light a fire to practice a fire drill, it is not necessary to include sounds and frightful actions when conducting safety drills.
- Plan for the Successful Participation of **ALL** Learners in Safety Drills
School leaders must consider the age, physical and behavioral development, trauma history, disabilities and functional access needs, and temperament of all students as drills are planned and implemented. The [Especially Safe](#) resources for Safe and Sound Schools is a helpful resource in the successful planning for inclusive school safety practices. Some students may require scaffolded opportunities to practice the action steps required for a drill.
- Announce “This Is a Drill” When Conducting School Safety Drills
The language of [Wis. Stat. § 118.07](#) states “If a person having direct charge of a public or private school determines that providing previous warning of a drill required under [Wis. Stat. § 118.07\(2\)\(a\)1](#) is in the best interest of pupils attending the school, **the person having direct charge of the public or private school may provide previous warning of the drill.**” Announcing the drill decreases fear and anxiety. The message should say something such as, “*This is an emergency drill, not an actual emergency. This is a drill. We are now practicing how to keep safe in an emergency. This is a drill.*”
- Debriefing Opportunities for Staff and Students
Provide immediate opportunities for student voice and engagement after every drill. A built-in debrief opportunity at the close of each drill is an opportunity for every classroom to understand the goal of the drill, discuss outcomes, and allow students to voice concerns and suggestions for improvements. All students’ questions and concerns should be addressed in a timely manner.

7. **Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.** Inform members of the school community of planned drills and what they will entail. Facilitate open communications with families,

including translated materials and the opportunity for family members to talk with relevant staff about concerns.

- 8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.** Decide what additional training is required; how the drill integrates with other school safety and crisis prevention efforts; how current and previous training and knowledge can be maintained and built upon; and when follow-up should be conducted and how often.

SCHOOL SAFETY DRILLS RESOURCES

Organizations, Trainings, and Websites

“I LOVE U GUYS” FOUNDATION STANDARD RESPONSE PROTOCOL. The “I Love U Guys” Foundation <https://iloveuguys.org/> offers training opportunities centered around crisis response (Standard Response Protocol) and post-crisis reunification (Standard Reunification Method) based on research-based best practices. <https://iloveuguys.org/The-Standard-Response-Protocol.html>

THE PREPARE SCHOOL SAFETY AND CRISIS PREPAREDNESS CURRICULUM. The PREPaRE curriculum was developed by the National Association of School Psychologists (NASP) to provide evidence-based resources and consultation related to school crisis prevention and response. <https://www.nasponline.org/professional-development/prepare-training-curriculum>

Toolkits, Frameworks, Guides, and Technical Assistance

BEST PRACTICE CONSIDERATIONS FOR SCHOOLS IN ACTIVE SHOOTER AND OTHER ARMED ASSAILANT DRILLS. From NASP, NASRO, & Safe and Sound Schools (2021), this document provides best practice information that will help schools conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. www.nasponline.org/armed-assailant-drills

A COMPREHENSIVE SCHOOL SAFETY FRAMEWORK, REPORT TO THE COMMITTEES ON APPROPRIATIONS (2020). The National Institute of Justice (NIJ) developed this framework to address violence in schools. The framework has three major components: physical safety, school climate, and student behavior. <https://nij.ojp.gov/library/publications/comprehensive-school-safety-framework-report-committees-appropriations>

REMS TA CENTER GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS. Principles, guidance, and processes critical to the creation of emergency management practices and plans that are integrated with efforts of first responders and other key stakeholders, including examples of good practices and matters to consider for planning and implementation purposes. <https://rems.ed.gov/K12GuideForDevelHQSchool.aspx>

SAFE AND SOUND SCHOOLS. School safety advocacy and resource center that provides research-based tools and support for crisis prevention, response, and recovery. Resources include toolkits, reports, a podcast, and training opportunities.
<https://safeandsoundschools.org/>

Especially safe: An inclusive approach to safety preparedness in educational settings—Planning & preparation guide. Safe and Sound Schools.

<https://safeandsoundschools.org/download-your-free-resources/>

Especially safe: An inclusive approach to safety preparedness in educational settings—Planning & preparation guide. Safe and Sound Schools.

<https://safeandsoundschools.org/download-your-free-resources/>

Especially Safe: An inclusive approach to safety preparedness in educational settings—Teaching & training guide. Safe and Sound Schools.

<https://safeandsoundschools.org/download-your-free-resources/>

Straight-A- Safety Toolkits, An inclusive approach to safety. Safe and Sound Schools.

<https://safeandsoundschools.org/download-your-free-resources/>

SOME LOCKDOWN DRILLS CAN HARM STUDENTS’ MENTAL HEALTH. HERE’S WHAT ONE EXPERT ADVISES. Highlights from 2021 NPR interview with Dr. David Schonfeld, director of the National Center for School Crisis and Bereavement at Children’s Hospital in Los Angeles. <https://www.npr.org/2021/12/08/1062400408/some-lockdown-drills-can-harm-students-mental-health-heres-what-one-expert-advis>

STANDARD RESPONSE PROTOCOL AND STANDARD REUNIFICATION METHOD - ['I LOVE U GUYS FOUNDATION'](#)

School safety is a paramount concern, and effective protocols are essential for ensuring the well-being of students and staff during emergencies. The Standard Response Protocol (SRP) and Standard Reunification Method (SRM) are widely adopted strategies designed to manage and respond to crises in educational settings. This section explores what SRP and SRM are, their importance, and how they can be implemented effectively.

STANDARD RESPONSE PROTOCOL (SRP)

The DOJ strongly recommends that schools adopt SRP promulgated by the "I Love U Guys Foundation." SRP is not a replacement for any School Safety Plan. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders. As a standard, SRP has been adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country (Ballis, 2022). Hundreds of agencies have evaluated the SRP and recommended the SRP to thousands of schools across the US and Canada (Texas School Safety Center).

SRP is an all-hazards approach to addressing school safety events within a school community. Like the Incident Command System (ICS), SRP demands a specific vocabulary that is clear, consistent, and specific, but also allows for flexibility. The premise is simple – there are five specific actions that can be performed during an incident: Hold, Secure, Lockdown, Evacuate, and Shelter. When communicating these actions, state the action followed by the directive. Execution of the action is performed by active participants, including students, staff, teachers and first responders.

In the event of an emergency, the action and appropriate direction can be announced based on the school's reporting system. The five SRP actions are summarized below:



Hold is followed by the Directive: "**In Your Room or Area**" and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: "**Get Inside. Lock Outside Doors**" and is the protocol used to safeguard people within the building.



Lockdown is followed by "**Locks, Lights, Out of Sight**" and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self-protection.

The five SRP actions

SRP Benefits

The use of SRP in school communities has many benefits. SRP is clear and simple. SRP uses straightforward language and actions, making it easy for school communities to understand and remember. SRP provides a standardized approach that can be uniformly applied across school communities. SRP is easily adaptable to various emergencies within schools.

STANDARD REUNIFICATION METHOD (SRM)

SRM is a protocol that facilitates the safe and orderly reunification of students with their parents, guardians, and partners. Reunification can be used for fires, floods, tornadoes, blizzards, power outages, bomb threats, and violence events. SRM can also apply to a partial student population reunification or reunification of the entire school population.

SRM provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification. SRM involves preparation through establishing a reunification plan and training staff. SRM encourages notifying parents and guardians about the reunification process. SRM encourages exercising the reunification plan to ensure staff and students are safely reunited with their families.

SRM Benefits

SRM in schools ensures that students are released only to authorized individuals. SRM reduces confusion during the reunification process. SRM reassures students, staff and parents or guardians that a plan is in place and continues to be exercised and updated.

SRM Process

SRM is the first step to recovery when a crisis has affected a school community. No school is immune from fires, floods, tornadoes, blizzards, power outages, bomb threats, hazardous materials, or acts of violence. The process can be summarized through the following action steps:

- Establish a parent/guardian check-in location.
- Deliver the students to an assembly area or a transportation area beyond the field of vision of parents/guardians.
- Conduct accountability, or attendance, of who is at the assembly area (student and staff).
- Once students are on-site, notify parents/guardians of the location.
- “Greeters” hand parents/guardians a Reunification Card (see Figure 1) and help them understand the process.
- The parent/guardian completes the card and brings it to the check-in area. The procedure allows parents/guardians to self-sort during check-in, streamlining the process.
- Parent/guardian identification is verified. The card is split at the perforation, and the parent/guardian receives the bottom portion.
- Parent/guardian brings that to an area outside the student assembly area and hands it to a “Reunifier.”
- The “Reunifier” recovers a student from the assembly area and delivers them to the parent/guardian.

- Controlled lines of sight allow for an orderly flow, and issues can be handled with less drama and anxiety.
- Medical, notification or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- In the end, successful reunification is about managing the student and parent experience.

Reunification Information (PLEASE PRINT CLEARLY)
 Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

School personnel completes:
 Photo identification matches name of person picking up student?
 Yes or No

Parent/Guardian completes:
 Print Student Name Again..... Student Grade

Teacher

Student Birthday

School personnel completes upon release of student
 TIME INITIALS OTHER

A sample reunification card available for download from <https://iloveguys.org/The-Standard-Reunification-Method.html>

The benefits are limitless when a reunification process is predetermined, practiced and shared with school communities.

Incident Command systems fold effortlessly into the SRP and SRM curriculum to help schools and school communities speak a common language with first responders in response to all hazards within school communities.

Additional Crisis Response Options

While SRP and SRM are comprehensive and widely used in schools, the National Association of School Psychologists (NASP), National Association of School Resource Officers (NASRO), and Safe and Sound Schools offer a range of approaches. In their co-authored guide, Best Practice Guidance to Active Shooter Drills, NASP and NASRO discuss considerations when choosing an approach:

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly run into the path of an unknown threat, expose them to the sight of injured or deceased classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills (NASP and NASRO, 2021).

Other crisis response methods include ALICE (Alert, Lockdown, Inform, Counter, Evacuate) and ALERRT (Advanced Law Enforcement Rapid Response Training). Careful consideration needs to be given to the decision-making protocol. Comparing these methods:

- **ALICE** emphasizes proactive response options during an active shooter event.
- **ALERRT** focuses on law enforcement response and training.
- **NASP** addresses key considerations in reunification in their guide: Reunification Following a School Evacuation
- **NASRO** offers a sample emergency operation plan to include reunification.
- **Safe and Sound Schools** has developed a family reunification guide.

SRP and SRM can complement these methods by providing a structured approach to general emergency management and reunification. These programs can be invaluable enhancements to a school's safety and security. However, this is just one layer to a comprehensive approach to school safety.

Adopting SRP and SRM offers significant benefits for school safety. These protocols provide clear, consistent, and effective strategies for managing emergencies and ensuring the safe reunification of students with their families. By incorporating these methods, schools can enhance their preparedness and response capabilities, ultimately safeguarding their communities.

Effective school safety and crisis response must include a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure school safety and well-being (NASP and NASRO, 2021).

Stay informed about ongoing developments in SRP and SRM protocols to ensure your school's safety measures remain current and effective at <https://iloveguys.org/>.

CRISIS REHEARSAL AND RESPONSE RESOURCES

ALERRT "Avoid/Deny/Defend": <http://www.avoiddenydefend.org/>

ALICE TRAINING INSTITUTE. <https://www.alicetraining.com/>

BEST PRACTICE CONSIDERATIONS FOR SCHOOLS IN ACTIVE SHOOTER AND OTHER ARMED ASSAILANT DRILLS. From NASP, NASRO, & Safe and Sound Schools (2021), this document provides best practice information that will help schools conduct trainings that

make best use of resources, maximize effectiveness, and minimize physical and psychological risks. www.nasponline.org/armed-assailant-drills

“I LOVE U GUYS” FOUNDATION. The [“I Love U Guys” Foundation](http://www.iloveguys.org/) offers training opportunities centered around crisis response (Standard Response Protocol) and post-crisis reunification (Standard Reunification Method) based on research-based best practices. <https://iloveguys.org/>

I Love U Guys Foundation – Lockdown Drill Guidance

<https://iloveguys.org/srp/Lockdown%20Drill%20Guidance.pdf>

I Love U Guys Foundation – Lockdown Drill Teacher Guidance

<https://iloveguys.org/srp/SRP%20K12%20Teacher%20Guidance.pdf>

Standard Response Protocol <https://iloveguys.org/srp.html>

Standard Reunification Method <https://iloveguys.org/srm.html>

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP). NASP’s School Safety and Crisis resources promote school safety and the ability of children and youth to cope with crisis events. <https://www.nasponline.org/>

STOP THE BLEED training: <https://www.bleedingcontrol.org/>

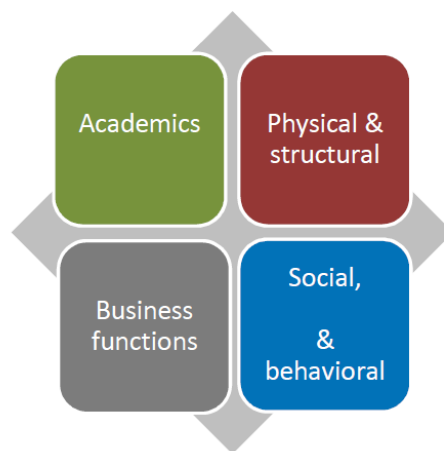
CRISIS RESPONSE AND RECOVERY

A school crisis is any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff and can present significant coping challenges to school communities. While we strive to prevent crisis events from occurring, we cannot prevent them all. In the aftermath of exposure to a traumatic stressor, schools play a critical role in helping reestablish a sense of normalcy and stability.

RECOVERY PLANNING THROUGH PREPAREDNESS

When an unexpected crisis impacts a school, it is challenging for school staff to respond quickly and effectively. Evidence-informed models show the best way to recover from a crisis event is to prepare before it occurs. School safety officials who collaborate in advance to assess and enhance resources supporting recovery capabilities achieve the best outcomes. The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center <https://rems.ed.gov/> is the U.S. Department of Education's primary source of information for schools and districts for emergency management, offering free guidance, training, and additional resources. Their guidance on crisis recovery for schools examines four components that work together to support student learning after a crisis event (REMS TA Center, 2016).

Four Components of Recovery in Schools



1. **Academic Recovery:** A timely resumption of teaching and learning begins to restore normalcy to the school environment through routines, which can be very important in the psychological and emotional health of students, teachers, and staff.
2. **Physical and structural recovery:** The removal of hazards and restoration of the school's buildings, equipment, educational materials, and services such as transportation play a key role in supporting learning and the other aspects of recovery.

3. **Business functions recovery:** The school's or district's business operations, such as payroll and personnel records, need to be fully restored and can facilitate the establishment of emergency and long-term recovery funding.
4. **Social, emotional, and behavioral recovery:** The social, emotional, and behavioral recovery of students, teachers, and staff may continue long after the crisis event and schools must be prepared to offer mental and emotional recovery services.

[The REMS Technical Assistance Center's Recovery Fact Sheet](#) addresses all four components of recovery in greater detail (REMS TA Center, 2017). OSS recommendations in this framework are primarily focused on **social, emotional, and behavioral recovery**, recommended training for all staff, and more comprehensive training for school safety and crisis response team members.

All staff should receive training on responding to students in distress. School based mental health crisis responders must be equipped to respond to crisis event exposure in ways that reaffirm a sense of safety, promote recovery and do no harm. Toward those ends, OSS recommends that schools prepare **all staff** to provide **Psychological First Aid (PFA)** to students. Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, staff, and families in the immediate aftermath of an emergency and can be used by any trained staff member or community partner. Any trained staff members, regardless of whether they have had formal mental health training, can deliver aspects of PFA-S and contribute to the school recovery by functioning within the PFA framework. Schools can find training resources, including the PFA-S Field Operations Guide, at <http://www.nctsn.org> (National Child Traumatic Stress Network, 2017).

OSS recommends additional comprehensive training to prepare crisis team members to respond equitably and effectively to crisis event exposure. **The PREPaRE School Crisis Prevention and Intervention Training Curriculum, 3rd Edition**, is a nationally and internationally recognized curriculum developed to help schools meet the crisis prevention and intervention needs of students, staff, and families (Brock et al., 2019). PREPaRE is the only comprehensive curriculum developed by school-based professionals with firsthand experience and formal training. The curriculum builds on existing personnel, resources and programs, links to ongoing school safety efforts, provides for sustainability, and can be adapted to individual school needs and size. PREPaRE fits a staff development model, is affordable, and enables schools to comply with legal requirements regarding crisis preparedness. The Training-the-Trainer (ToT) workshops also allow for capacity building and long-term sustainability. PREPaRE is featured in the Best Practices Registry of the Suicide Prevention Resource Center. Additional information and program evaluation results can be found on the National Association of School Psychologists website's Professional Development pages <https://www.nasponline.org/professional-development/prepare-training-curriculum>.

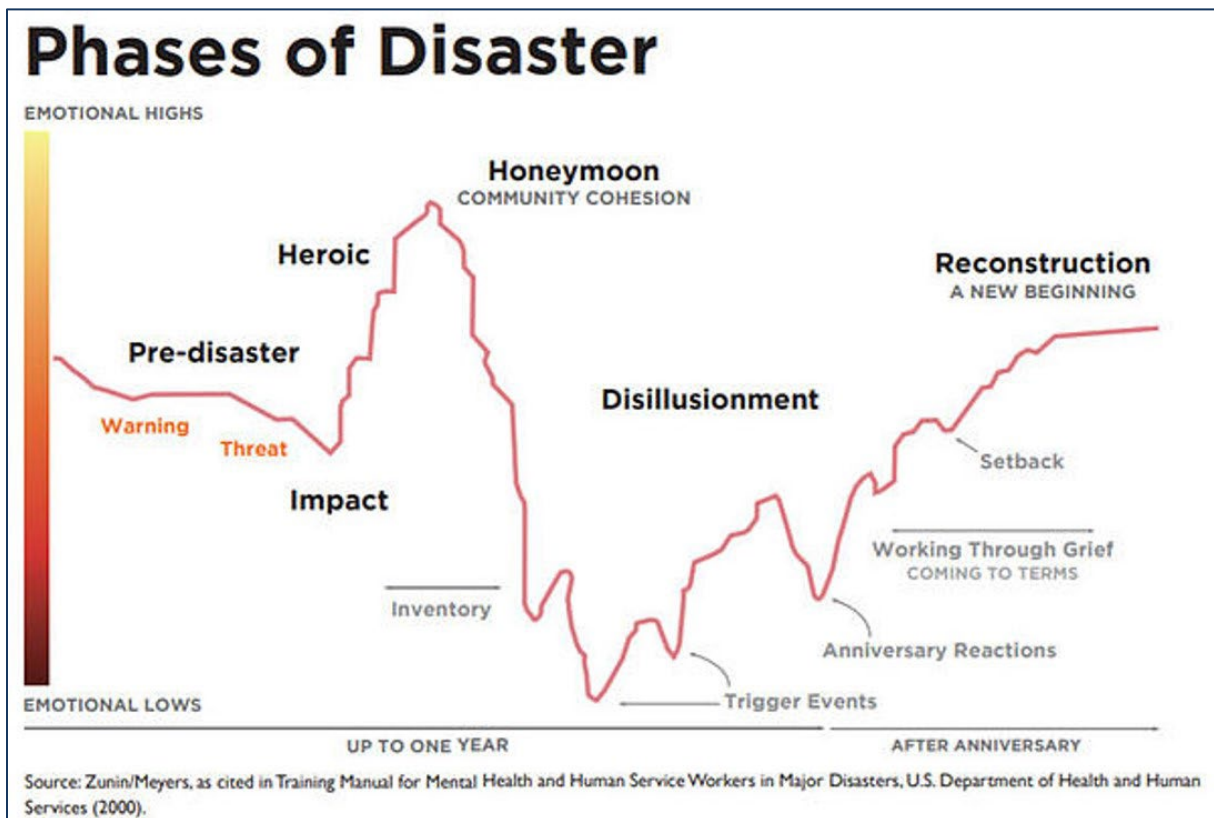
- **PREPaRE Workshop 1: Comprehensive School Safety Planning: Prevention through Recovery** In this 1-day workshop participants will learn how to establish and sustain comprehensive school safety efforts that attend to both physical and psychological safety. The workshop addresses critical components needed to develop, exercise, and evaluate safety and crisis teams and emergency operations plans (EOP's), including

building vulnerability assessments. The model also integrates school personnel and community provider roles in providing school-based crisis preparedness and response activities. Additional topics addressed include media/social media, communication, reunification, students with special needs, culture, and memorials. After this workshop, participants will be better prepared to improve their school's climate, student resilience, and crisis response capabilities of school personnel. This workshop makes a clear connection between ongoing crisis prevention, mitigation, protection, response, and recovery and includes specific guidance to developing functional annexes and hazard-specific appendices to be included in an EOP.

- **PREPaRE Workshop 2: Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools** This 2-day workshop develops the knowledge and skill required to provide immediate mental health crisis interventions to students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor. The curriculum is designed to help school and community mental health professionals deliver school-based multi-tiered crisis interventions and supports using a common foundation and framework. The knowledge and skills developed within this session also help to build a bridge to the psychotherapeutic and trauma-informed mental health response sometimes required to address challenges associated with trauma exposure. This workshop is an excellent course for all school and community mental health professionals who provide mental health crisis intervention services; and also, for school/district leadership who are expected to facilitate the implementation of supports.

PHASES OF CRISIS RECOVERY

A large-scale disaster can take many forms, such as natural disasters (tornados) or human caused (acts of targeted violence). Crisis recovery takes time, and students have unique needs as they recover. The Substance Abuse and Mental Health Services Administration (SAMHSA) provides a thought-provoking graph titled, "Phases of Disaster," which tracks a typical community's emotional response to a crisis event (Zunin and Meyers, 1990).



Phases of Disaster

MEMORIALS

When a tragedy occurs at a school, there often is a call for the creation of a memorial to remember or commemorate the loss or tragic event. Many recommendations, special considerations, and decisions will need to be made in the emotional aftermath of a school crisis. This handout from the National Association of School Psychologists highlights and addresses some key points for your memorial committee to consider when your school is faced with the challenge of designing a memorial following an incident (NASP, 2011). <https://www.nasponline.org/Documents/Resources%20and%20Publications/Handouts/Safety%20and%20Crisis/WS1H21.Memorials.pdf>

OSS CRITICAL INCIDENT RESPONSE TEAMS

The Office of School Safety Critical Incident Response Teams were developed to minimize the psychological impact of a school critical incident; provide resources to help stabilize the school community; offer support to the school administrators and teachers on how to restore regular school functions and routines as efficiently and quickly as possible; and work to identify individuals who may require long-term mental health services after a critical incident occurs.

After a critical incident, a trained regional crisis team is available to work with the school-based team to supplement the resources and the support networks that are already in place. The response can vary from a phone consultation with a school district to partial /or full on-site deployment of Critical Incident Response Team members with crisis intervention expertise. We will work with the impacted school to learn the needs of the educational community, and provide a right sized, solutions-oriented approach to crisis response and recovery best practices that “do no harm”.

If your school has been impacted by a critical incident and there is a need for additional resources within your school community, you can contact us in two ways:

- A toll-free phone number: 1-800-MY-SUSO-1 (1-800-697-8761)
- Email address: schoolsafety@doj.state.wi.us

CRISIS RESPONSE AND RECOVERY RESOURCES

Toolkits, Frameworks, Guides, and Technical Assistance

CDC CARING FOR CHILDREN IN A DISASTER WEBSITE

<https://www.cdc.gov/childrenindisasters/index.html>

Helping Children Cope with Emergencies.

<https://www.cdc.gov/childrenindisasters/helping-children-cope.html>

Cómo ayudar a los niños a sobrellevar las emergencias.

<https://www.cdc.gov/childrenindisasters/es/helping-children-cope.html>

Returning to School After an Emergency or Disaster: Tips to Help Your Students Cope.

<https://www.cdc.gov/childrenindisasters/school-return-after.html>

Regreso a clases después de una emergencia o un desastre: consejos para ayudar a los estudiantes a sobrellevar la situación.

<https://www.cdc.gov/childrenindisasters/es/school-return-after.html>

THE COMPREHENSIVE CENTER NETWORK (CCNETWORK) features 20 federally funded technical assistance Centers—the National Comprehensive Center and 19 Regional Comprehensive Centers.

Becoming Trauma Informed: Adverse Childhood Experience and Trauma: Implications for School.

https://compcenternetwork.org/sites/default/files/National%20Center%202021_Brief%201%20ACEs.pdf

Becoming Trauma Informed: Taking the First Step to Becoming a Trauma-Informed School.

https://www.compcenternetwork.org/sites/default/files/National-Center-2021_Implementing-TI-Approaches%20%281%29.pdf

Implementing Trauma-Informed Practices in Rural Schools.

https://compcenternetwork.org/sites/default/files/National%20Center%202021_TIPSEL%20Rural%20Brief.pdf

FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA). <https://www.fema.gov/> A division of the U.S. Department of Homeland Security, FEMA offers resources on emergency planning—including:

National Disaster Recovery Framework available at <https://www.fema.gov/emergency-managers/national-preparedness/frameworks/recovery>

Pre-Disaster Recovery Planning Guide for Local Governments publication, available at https://www.fema.gov/sites/default/files/2020-06/pre-disaster_recovery_planning_guide_local_governments.pdf

THE MENTAL HEALTH TECHNOLOGY TRANSFER CENTER (MHTTC) NETWORK accelerates the implementation of effective interventions for mental health prevention, treatment, and recovery by developing resources, disseminating information, and providing training and technical assistance to the mental health workforce.

After a School Tragedy...Readiness, Response, Recovery, & Resources.

https://mhttcnetwork.org/sites/default/files/2019-05/After%20a%20School%20Tragedy_FINAL050919.pdf

Principles of Commemoration and Memorialization.

<https://mhttcnetwork.org/centers/pacific-southwest-mhttc/product/crisis-readiness-response-and-recovery-webinar-series-1>

Supporting Students and Staff in the Aftermath of Crisis and Loss. This workshop is provided by the Pacific Southwest Mental Health Technology Transfer Center (MHTTC)

<https://www.youtube.com/watch?v=AHM9X04uYh4>

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP). NASP's School Safety and Crisis resources promote school safety and the ability of children and youth to cope with crisis events. <https://www.nasponline.org/>

Anniversaries of Traumatic Events: Guidance for Educators.

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/mental-health-resources/anniversaries-of-traumatic-events-guidance-for-educators>

Responding to a Mass Casualty Event at a School: General Guidance for the First

Stage of Recovery. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources/responding-to-a-mass-casualty-event-at-a-school-general-guidance-for-the-first-stage-of-recovery>

Talking to Children About Violence: Tips for Families and Educators.

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources/talking-to-children-about-violence-tips-for-families-and-educators>

NATIONAL TECHNICAL ASSISTANCE CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) <https://www.pbis.org/>

Integrating a Trauma-Informed Approach within a PBIS Framework. [https://assets-global.website-](https://assets-global.website-files.com/5d3725188825e071f1670246/5fb4070df7d28354db8f1fbb_Integrating%20a%20Trauma-Informed%20Approach%20within%20a%20PBIS%20Framework.pdf)

[files.com/5d3725188825e071f1670246/5fb4070df7d28354db8f1fbb_Integrating%20a%20Trauma-Informed%20Approach%20within%20a%20PBIS%20Framework.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5fb4070df7d28354db8f1fbb_Integrating%20a%20Trauma-Informed%20Approach%20within%20a%20PBIS%20Framework.pdf)

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER). The REMS TA Center <https://rems.ed.gov/> offers free resources aiming at building the preparedness capacity of schools, including:

10 Tips for Teaching the Psychological First Aid Model.

https://rems.ed.gov/docs/PFA_10_Tips_508C.pdf

Psychological First Aid: How to Help Students Recovery After a Personal, Community, or School-Based Emergency Fact Sheet.

https://rems.ed.gov/docs/PFAFactSheet_508C.pdf

Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events Webinar. <https://rems.ed.gov/webinarDetail?id=3>

Bereavement, Memorials, and Anniversaries: Developing a Recovery Annex for K-12 Schools Fact Sheet. https://rems.ed.gov/docs/BereavementFactSheet_508c.pdf

Managing Memorials and Anniversaries as a Part of Overall School and Higher Ed Safety Planning Webinar. <https://rems.ed.gov/webinarDetail?id=58>

Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency Webinar. <https://rems.ed.gov/webinarDetail?id=72>

Managing Anniversaries and Memorials as a Part of School and Campus Safety Efforts.

http://apps1.seiservices.com/remsemailblast/emailfiles/2019July/REMS_2019_07_08.html

SUPPORTING CHILD AND STUDENT SOCIAL, EMOTIONAL, BEHAVIORAL, AND MENTAL HEALTH NEEDS. This resource highlights key challenges to providing school- or program-based mental health support across early childhood, K–12 schools, and higher education settings, and presents corresponding recommendations.

<https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

Websites, Organizations, and Training

NATIONAL CENTER FOR SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS Website. <https://safesupportivelearning.ed.gov/>

Trauma-Sensitive Schools Training Package.

<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

NATIONAL CENTER FOR SCHOOL CRISIS AND BEREAVEMENT. Offers guide: Talking to Kids about Tragedies (Such as Shootings and Terror Attacks) in the News.

<https://www.schoolcrisiscenter.org/resources/talking-kids-about-tragedies/>

NATIONAL CHILD TRAUMATIC STRESS NETWORK (NCTSN). <https://www.nctsn.org/> The NCTSN offers webinars, e-Learning courses, and in-person training on a range of topics, from general trauma education to assessment and intervention techniques.

<https://www.nctsn.org/resources/training>

Psychological First Aid for Schools Field Operations Guide.

<https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide>

Coping in Hard Times: Fact Sheet for School Staff.

<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-school-staff>

Coping in Hard Times: Fact Sheet for Youth High School and College Age.

<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-youth-high-school-and-college-age>

Resources to Help Children in the Wake of a School Shooting.

<https://www.childtrends.org/publications/resources-help-children-wake-school-shooting>

Supporting Trauma-Informed Schools to Keep Students in the Classroom: A Focus on Trauma-Informed Practices.

<https://www.nctsn.org/sites/default/files/resources/brief/supporting-trauma-informed-schools-to-keep-students-in-the-classroom-brief-1.pdf>

Talking to Children About the Shooting (Tip Sheet).

https://www.nctsn.org/sites/default/files/resources/tip-sheet/talking_to_children_about_the_shooting.pdf

Talking to Children When Scary Things Happen.

<https://www.nctsn.org/resources/talking-to-children-when-scary-things-happen>

STRATEGIES FOR TRAUMA-INFORMED DISTANCE LEARNING. This brief provides strategies to help educators use trauma-informed teaching practices in distance learning contexts. https://selcenter.wested.org/wp-content/uploads/2020/05/SEL_Center_Strategies_for_Trauma_Informed_Distance_Learning_Brief.pdf

SCHOOL BOARD RESPONSIBILITIES

Every school board and the governing body of every private school is responsible for setting the leadership standard for their schools—including the school safety standard as required by Wisconsin Statutes.

REVIEW OF SAFETY PLANS

[Wis. Stat. § 118.07\(4\)](#) requires that the board or governing body:

- Have a School Safety Plan meeting specified criteria. The plan must minimally meet the requirements outlined in [§ 118.07\(4\)\(bm\)](#).
- Review and approve the safety plan at least once every 3 years.

Along with other required information, the board or governing body must also file a copy of the safety plan with the Office of School Safety. Resources for developing and evaluating a School Safety Plan can be found at the end of this section.

DRILL REVIEWS

[Wis. Stat. § 118.07\(4\)\(cp\)](#) requires schools to conduct at least one annual drill in the proper response to a school violence event, and submit a brief written summary to their school board or private school's governing body within 30 days of the drill.

Schools may use this documentation to satisfy this requirement.

- [WI Safety Incidents and School Violence Events](#)
- [Considerations for drill design at your school](#)
- [Example of written evaluation to be submitted to OSS](#)

The board or governing body must review these written evaluations and certify that review to OSS. Resources for evaluating school safety drills can be found at the end of this section.

WIS. STAT. § 118.07(4) HEALTH AND SAFETY REQUIREMENTS (EXCERPTED)

(a) Each school board and the governing body of each private school shall have in effect a School Safety Plan.

(b) A School Safety Plan shall be created with the active participation of appropriate parties, as specified by the school board or governing body of the private school.... Before creating or updating a School Safety Plan, a school

board or governing body of a private school shall, in consultation with a local law enforcement agency, conduct an on-site safety assessment of each school building, site, and facility that is regularly occupied by pupils. The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.

(bm) A School Safety Plan shall include all of the following:

1. An individualized safety plan for each school building and facility that is regularly occupied by pupils. The individualized safety plan shall include any real property related to the school building or facility that is regularly occupied by pupils.
2. General guidelines specifying procedures for emergency prevention and mitigation, preparedness, response, and recovery.
3. Guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event.
4. The process for reviewing the methods for conducting drills required to comply with the plan.

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

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

(cp) Each school board and the governing body of each private school shall ensure that, at each school building regularly occupied by pupils, pupils are drilled, at least annually, in the proper response to a school violence event in accordance with the School Safety Plan in effect for that school building. The person having direct charge of the school building at which a drill is held under this paragraph shall submit a brief written evaluation of the drill to the school board or governing body of the private school within 30 days of holding the

drill. The school board or governing body of the private school shall review all written evaluation submitted under this paragraph.

(d) Each school board and the governing body of each private school shall review and approve the School Safety Plan at least once every 3 years after the plan goes into effect.

(e) Before January 1, 2019, and before each January 1 thereafter, each school board and the governing body of each private school shall file a copy of its School Safety Plan with the office of school safety. At the time a school board or governing body files a School Safety Plan, the school board or governing body shall also submit all of the following to the office of school safety:

- 1. The date of the annual drill or drills under par. (cp) held during the previous year.*
- 2. Certification that a written evaluation of the drill or drills under par. (cp) was reviewed by the school board or governing body under par. (cp).*
- 3. The date of the most recent school training on school safety required under par. (c) and the number of attendees.*
- 4. The most recent date on which the school board or governing body reviewed and approved the School Safety Plan.*
- 5. The most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct on-site safety assessments required under par. (b).*

SCHOOL BOARD RESOURCES

CENTER FOR PUBLIC EDUCATION. A national resource for those interested in public education, CPE offers research, data, and analysis on current education issues and explores ways to improve student achievement and engage support for public schools.

<https://www.nsba.org/Services/Center-for-Public-Education/>

NATIONAL SCHOOL BOARDS ASSOCIATION <https://www.nsba.org/>

OFFICE OF SCHOOL SAFETY RESOURCES FOR EVALUATING SAFETY PLANS AND DRILLS.

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

WISCONSIN ASSOCIATION OF SCHOOL BOARDS (WASB). Services include advocacy, legal and human resource services, policy, governance, and communication services.

<https://wasb.org/>

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION. The state agency that advances public education and libraries in Wisconsin. Offers a wide range of information and resources, including funding and governance. <https://dpi.wi.gov/?rdt=dpistatewius>

WIS. STAT. § 118.07(4). <https://docs.legis.wisconsin.gov/statutes/statutes/118/07/4>

UNITED STATES DEPARTMENT OF EDUCATION <https://www.ed.gov/>

WISCONSIN STATUTE § 118.07 SCHOOL SAFETY SUBMISSIONS

[Wisconsin Statute § 118.07](#) requires Wisconsin public and private schools to submit the following five submissions to the Office of School Safety by January 1 of each year:

1. School Safety Assessment,
2. School Safety Plans,
3. School Safety Training,
4. Violence Drills, and
5. Blueprints/Digital Maps.

Specifically, the statutes require that as of July 1, 2018, every school board and governing body of a private school must provide:

- **Blueprints** (maps) of each school building and facility to the Office of School Safety and local law enforcement agencies [[Wis. Stat. 118.07\(4\)\(cf\)](#)].

By January 1, 2019, and before each January 1 thereafter, every school board and governing body of a private school must also file the following information with the Office of School Safety [[Wis. Stat. 118.07\(4\)\(e\)](#)]:

- a copy of its **School Safety Plan**, including the most recent date on which the school board or governing body reviewed and approved the School Safety Plan;
- the date(s) of the required annual **School Violence Drill(s)** during the previous year, including certification that the school board or governing body reviewed a required written evaluation of the school violence drill(s);
- the date of the most recent **School Safety Training** (required under [118.07\(4\)\(c\)](#)), and the number of attendees; and
- the most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct required **On-Site Safety Assessments**.

REQUIREMENT #1: SCHOOL SAFETY ASSESSMENT

Before creating or updating a school safety plan, a school board or governing body of a private school shall, in consultation with a local law enforcement agency, conduct an on-site safety assessment of each school building, site, and facility that is regularly occupied by pupils. The on-site assessment shall include playgrounds, athletic facilities or fields, and any other property that is occupied by pupils on a regular basis.

School Safety Assessment Documentation and Submission

Schools must submit the most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct on-site safety assessments required under par. [\(b\)](#).

Additional School Safety Assessment best practice guidance and resources can be found in the [School Safety Assessment](#) section of this framework.

REQUIREMENT #2: SCHOOL SAFETY PLAN

Safety Plans [Wis. Stat. § 118.07\(4\)\(a\)](#), [\(bm\)](#), and [\(d\)](#)

Each school board and the governing body of each private school shall have in effect a School Safety Plan. A School Safety Plan shall include all the following:

- An individualized safety plan for each school building and facility that is regularly occupied by pupils. The individualized safety plan shall include any real property related to the school building or facility that is regularly occupied by pupils.
- General guidelines specifying procedures for emergency prevention and mitigation, preparedness, response, and recovery.
- Guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event.
- The process for reviewing the methods for conducting drills required to comply with the plan.

School Safety Plan Documentation and Submission

- Before each January 1, each school board and the governing body of each private school shall file a copy of its School Safety Plan with the Office of School Safety.
- Each school board and the governing body of each private school shall review and approve the School Safety Plan at least once every 3 years after the plan goes into effect
- The most recent date on which the school board or governing body reviewed and approved the School Safety Plan.

Additional guidance on best practices and recommended resources can be found in the [Emergency Operations Planning](#) section of this framework.

REQUIREMENT #3: SCHOOL SAFETY TRAINING

Wisconsin's Requirements

[Wis. Stat. § 118.07, Section 4\(c\)](#) and [\(5\)](#) states:

The school board or governing body of the private school shall determine which persons are required to receive School Safety Plan training and the frequency of the training. The training shall be based upon the school district's or private school's prioritized needs, risks, and vulnerabilities.

Each school board shall require every employee of the school district governed by the school board to receive training provided by the department in identifying children who have been abused or neglected, in the laws and procedures under s. [48.981](#) governing the reporting of suspected or threatened child abuse and neglect, and in the laws under [Wis. Stat. § 175.32](#) governing the reporting of a threat of violence. A school district employee shall receive that training within the first 6 months after commencing employment with the school district and at least once every 5 years after that initial training.

What Qualifies as School Safety Training

Broadly defined, “school safety training” includes any learning opportunities that help school staff deter, prevent, mitigate, and respond effectively to school safety incidents while promoting healthy recovery.

When school safety training events are done well, they provide opportunities to build school safety awareness and develop or improve crucial skills. Follow up opportunities, where staff can ask questions, share their experiences implementing new strategies, and get feedback from peers are recommended to create effective, long-lasting change. Providing educators with high quality, needs-based professional development results in effective implementation of school safety best practices and can contribute to continuous improvement to a school's safety plan.

Considerations When Selecting School Safety Training Opportunities

As a local control state, Wisconsin allows school safety training opportunities to be highly local and customized. Offerings can vary from district to district, or even school to school. Local school leadership can make decisions on the type of training offered based on their unique environment and needs.

OSS offers the following research-based recommendations for all Wisconsin schools when making decisions on school safety training.

- Schools and districts should conduct a local needs assessment to determine safety training needs and priorities. This [Assessing School-Level & District Needs](#) article from the National Association for School Psychologists provides tools and guidelines for such an assessment.
- District multidisciplinary teams should regularly analyze local data, such as a school's [Youth Risk Behavior Survey \(YRBS\)](#) results, as well as the findings of a local needs assessment, to assess identified needs, determine availability of local resources, and select appropriate trainings.
- Resource mapping may assist multidisciplinary teams in this process. This overview of the process was developed by the UCLA Center for Mental Health in the Schools: [Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change](#)

School Safety Training Documentation and Submission

OSS recommends promptly documenting the following after every school safety training event: the date of the training, the type of training, and the number of people in attendance. This documentation can be submitted to OSS upon completion of each training event. These documents should be uploaded to the OSS SharePoint Repository and placed in the folder labeled "School Safety Training."

While submissions are due by January 1 of every year, folders for 2025 are available now and documents can be uploaded at any time. If there are any questions about submissions, SharePoint or if you would like to speak to a School Safety Consultant regarding your submissions, please email OSS at schoolsafety@doj.state.wi.us.

You can also visit our OSS website for helpful resources and information regarding this submission and others at [Wis. Stat. § 118.07 | Wisconsin Department of Justice \(state.wi.us\)](#).

REQUIREMENT #4: VIOLENCE DRILLS

Violence Drills [Wis. Stat. § 118.07\(2\)\(a\)](#) and [\(4\)\(cp\)](#)

Each school board and the governing body of each private school shall ensure that, at each school building regularly occupied by pupils, pupils are drilled, at least annually, in the proper response to a school violence event in accordance with the School Safety Plan in effect for that school building. The person having direct charge of the school building at which a drill is held under this paragraph shall submit a brief written evaluation of the drill to the school board or governing body of the private school within 30 days of holding the drill. The school board or governing body of the private school

shall review all written evaluation submitted under this paragraph. A drill under this paragraph may be substituted for a school safety drill required under sub. [\(2\) \(a\)](#).

Violence Drills Documentation and Submission

- The date of the annual drill or drills under par. [\(cp\)](#) held during the previous year.
- Certification that a written evaluation of the drill or drills under par. [\(cp\)](#) was reviewed by the school board or governing body under par. [\(cp\)](#).

Additional guidance on best practices and recommended resources can be found in the [School Safety Drills and Exercises](#) section of this framework.

REQUIREMENT #5: BLUEPRINTS/DIGITAL MAPS SUBMISSION

Blueprints [Wis. Stat. § 118.07, Section 4\(cf\)](#)

Upon the creation of a School Safety Plan under par. [\(a\)](#) and upon each review of a School Safety Plan under par. [\(d\)](#), a school board shall submit a copy of the most recent blueprints or critical incident mapping data for each school building and facility in the school district to each local law enforcement agency with jurisdiction over any portion of the school district and to the office of school safety. Upon the creation of a School Safety Plan under par. [\(a\)](#) and upon each review of a safety plan under par. [\(d\)](#), a governing body of a private school shall submit a copy of the most recent blueprints or critical incident mapping data for the private school and all of its facilities to each local law enforcement agency with jurisdiction over the private school and to the office of school safety.

Blueprints/Digital Maps Submission

Submit a copy of the most recent blueprints or critical incident mapping data for each school building and facility in the school district to each local law enforcement agency with jurisdiction over any portion of the school district and to the office of school safety.

Best Practices

- Room numbers and entrance/exit must be numbered clearly.
- Include NORTH compass direction.
- Schools can consider adding classroom numbers or designations on the exterior of the corresponding room or exit to help first responders in their response.

SHAREPOINT FOR SCHOOL SAFETY SUBMISSIONS

All [Wis. Stat. § 118.07](#) school safety requirements must be submitted to SharePoint by January 1st of each year. Documents submitted into SharePoint submissions are limited to those required by Wis. Stat. § 118.07.

SharePoint Assistance

[OSS SharePoint Tutorial Videos](#)

[OSS FAQ Transition to SharePoint](#)

[Step By Step Guide to School Submissions](#)

SCHOOL SAFETY SUBMISSIONS RESOURCES

School Safety Assessment Resources

[School Safety Assessment resources](#) are listed at the end of the [School Safety Assessment section of this framework](#).

School Safety Planning Resources

[School Safety Planning resources](#) are listed at the end of the [Emergency Operations Planning section of this framework](#).

School Safety Training Resources

BEST PRACTICE CONSIDERATIONS FOR SCHOOLS IN ACTIVE SHOOTER AND OTHER ARMED ASSAILANT DRILLS. NASP, NASRO, & Safe and Sound Schools. (2021).

www.nasponline.org/armed-assailant-drills This document provides best practice information that will help schools conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks.

CYBERSECURITY AND INFRASTRUCTURE SECURITY AGENCY (CISA). CISA's [School Safety Task Force](#) supports K-12 schools and districts in their efforts to improve school safety and security. Resources include programs, training, and tools, including trainings on bomb threats and physical security, and tabletop exercise packages.

"I LOVE U GUYS" FOUNDATION. The ["I Love U Guys" Foundation](#) offers training opportunities centered around crisis response (Standard Response Protocol) and post-

crisis reunification (Standard Reunification Method) based on research-based best practices. <https://iloveuguys.org/>

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP). NASP's [Comprehensive School Safety](https://www.nasponline.org/research-and-policy/policy-priorities/critical-policy-issues/comprehensive-school-safety) webpage features resources, research, and recommendations for policies and evidence-based practices. <https://www.nasponline.org/research-and-policy/policy-priorities/critical-policy-issues/comprehensive-school-safety>

NASP's Framework for Safe and Successful Schools outlines evidence-based policies and practices for improving school safety and increasing access to mental health supports for children and youth. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/a-framework-for-safe-and-successful-schools>

NATIONAL ASSOCIATION OF SCHOOL RESOURCE OFFICERS (NASRO). NASRO offers a free training that explores the benefits and challenges of SRO programs and provides practical guidance on best practices, aimed at a diverse audience of community stakeholders: <https://copstrainingportal.org/project/an-introduction-to-sro-programs/>

NATIONAL CENTER FOR SCHOOL SAFETY offers a wide variety of free trainings, including Trauma-Informed, Resilience-Oriented (TR) Schools, TR Leadership and Crisis Navigation, violence prevention, threat assessment, and lockdown drills. <https://www.nc2s.org/>

NATIONAL CHILD TRAUMATIC STRESS NETWORK (NCTSN). <https://www.nctsn.org/> The NCTSN offers webinars, e-Learning courses, and in-person training on a range of topics, from general trauma education to assessment and intervention techniques. <https://www.nctsn.org/resources/training>

The NCTSN [Learning Center](https://www.nctsn.org/learning-center) offers hundreds of free CE opportunities, including Psychological First Aid (PFA), a 5-hour interactive online course that helps participants learn the core actions of PFA and describes ways to apply them in different post-disaster scenarios and with different survivor needs. <https://learn.nctsn.org/>

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER). The REMS TA Center <https://rems.ed.gov/> offers a comprehensive catalog of school safety training opportunities both virtual and in-person, traveling to schools, school districts, and IHEs to provide professional development. Education agencies may contact the Help Desk via email at info@remstacenter.org to invite the REMS TA Center to a conference or workshop session or a videoconference event for colleagues. Complete and submit an [online application](#) if you are interested in hosting a [virtual](#) or [live](#) Training by Request. This resource also offers [guidance on key training components that districts should help schools develop](#).

SAFE AND SOUND SCHOOLS. School safety advocacy and resource center that provides research-based tools and support for crisis prevention, response, and recovery. Resources include toolkits, reports, a podcast, and training opportunities. <https://safeandsoundschools.org/>

SAFE AND SOUND INSTITUTE. Safe and Sound Schools offers trainings for school staff including regional summits, on-demand webinars, and workshops through the Safe and Sound Institute <https://safeandsoundschools.org/safe-and-sound-institute/>

WISCONSIN DEPARTMENT OF JUSTICE OFFICE OF SCHOOL SAFETY (OSS). OSS offers a variety of [school safety trainings](#) at no cost. School safety team members are encouraged to attend in-person trainings and bring the information back to their schools. Some training is offered in self-paced learning modules. The [Targeted Violence Prevention eLearning module](#) provides a certificate of completion through DPI.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION (DPI). DPI offers a [Child Abuse and Neglect eLearning module](#) on mandated reporting of child maltreatment to equip school staff with current research and guidance on reducing harm and improving the quality of reporting.

Violence Drills Resources

[Resources on Violence Drills are listed at the end of the School Safety Drills and Exercises section of this framework.](#)

Blueprints/Digital Maps Resources

2021 WISCONSIN ACT 109 DIGITAL MAPPING OF SCHOOL BUILDINGS GRANT. This grant opportunity is available to Wisconsin school boards, governing bodies or private schools, charter schools and tribal schools interested in obtaining critical incident mapping data. https://www.doj.state.wi.us/sites/default/files/2021%20Wisconsin%20Act%20109%20Digital%20Mapping%20of%20School%20Buildings%202022%20Grant%20Announcement_Revised_v14.pdf

NEW YORK STATE EDUCATION DEPARTMENT (NYSED) BUILDING LEVEL EMERGENCY RESPONSE PLAN. A checklist from NYSED and New York State Center for School Safety Emergency Response Planning Toolkit. https://rems.ed.gov/docs/NYSED_Building-Level-Emergency-Response-Plan-Your-School-Building.pdf

OSS GRANTS

WHERE WE'VE BEEN

In 2018, in response to the school shooting in Parkland, Texas, former Governor Scott Walker signed into legislation [Wis. Stat. § 118.07](#), creating OSS and allocating \$100 million to be distributed to Wisconsin schools (public, private, tribal, & charter) via grants. Thus, the OSS Grants Team was established.

Initial funding was primarily distributed to schools through two rounds of safety related grants. In round one, funds were awarded to support safety and infrastructure projects, upgrades to security equipment, and provide school safety stakeholder trainings. Specific examples of infrastructure improvements included remodeling of school entry ways, acquisition of security cameras, implementation of visitor management and screening systems, and installation of shatter resistant film. In conjunction with physical improvements, training opportunities also supported child development and behavioral health trainings for stakeholders. Training topics included Adverse Childhood Experiences (ACE) and Trauma Informed Care/Trauma Sensitive Schools (TIC-TSS), Youth Mental Health First Aid, threat assessment, PREPaRE, violence prevention, and active shooter, among other topics.

During round two, funding supported continuous improvement of mental health services and support systems available to Wisconsin students. With a focus on staff education and training, participating schools created local collaborative teams of educators, counselors, and law enforcement personnel trained to respond to school threats. Training focused on evidence-based violence prevention programs, adolescent development, trauma sensitivity, and verbal de-escalation techniques.

Additional initiatives from the \$100 million included Digital Threat Assessment (DTA) and School Resource Officer (SRO) training. DTA courses, beginner through advanced, were offered to school safety stakeholders. Courses included review of commonly used social media and online platforms and methods used to garner publicly available information to investigate reported threats. SRO training initiatives also brought school safety best practices to over 200 sworn personnel throughout Wisconsin. Specifically, the NASRO Basic SRO Course—a 40-hour training designed to prepare SROs and school safety professionals, prepared attendees to fulfill their roles in school settings effectively. Training goals included relationship development within diverse school populations, supporting students with behavioral health challenges, digital safety, emergency operations planning, and other school safety related topics. Since these initiatives, additional grant opportunities continue to be administered by OSS.

CURRENT OPPORTUNITIES

Act 109 - Digital Mapping of School Buildings

Launched in July 2022, the digital mapping grant opportunity provides funding to support school/district emergency response mapping. Recipients of mapping funds have worked with vendors to create digital maps of school buildings and facilities. Maps created under this opportunity are shared with local law enforcement and first responders with jurisdiction over recipients. To date, more than \$4 million in digital mapping funding has been awarded to 237 grantees.

Critical Incident Stabilization

Funding awarded under this grant is used to support schools, students, and staff that experience an unusually traumatic/violent school-related event. Events may vary but include acts of violence or criminal conduct that cause significant trauma to a school community. If a situation occurs, financial assistance is provided to support emergency response, mental health counseling, post-crisis consulting, and other support services.

SUSO Student Instructional Materials

OSS continues to support promotion and implementation of SUSO in schools across the state. Instructional materials funding provides schools access to marketing and educational materials related to SUSO. Schools are annually eligible to receive up to \$1,000 per building for these items to support use of the tipline.

WHERE WE'RE HEADED

The OSS Grants Team is committed to breaking down grant management barriers and connecting schools with important school safety funding. From application assistance through project management, our team is here to support Wisconsin schools. While state grant funding and opportunities are dependent on legislative decisions, we are optimistic that school safety funding will remain top priority.

Federal school safety funding opportunities are available. Funding topics include a variety of project areas, including infrastructure enhancement, mental health funding, administrator training, and much more. Annually, federal grant opportunities are posted beginning in January, running through June, with solicitations ending at varying dates between.

SCHOOL SAFETY GRANTS RESOURCES

Federal Grant Opportunities

GRANTS.GOV. Enables applicants to find and apply for federal grants with step-by-step instructions. <https://www.grants.gov/>

GREENLIGHTS GRANT INITIATIVE. Helps school districts nationwide access billions of dollars of available federal funding to create safer school environments. <https://www.greenlightsgrantinitiative.org/>

OFFICE OF COMMUNITY ORIENTED POLICING SERVICES (COPS). The component of the U.S. Department of Justice responsible for advancing the practice of community policing by the nation's state, local, territorial, and tribal law enforcement agencies through information and grant resources. <https://cops.usdoj.gov/grants>

SCHOOLSAFETY.GOV GRANTS FINDER TOOL. Features a variety of Federally available school safety-specific grants that can be searched based on school safety topic, award amount, application level of effort, and more. <https://www.schoolsafety.gov/grants-finder-tool>

DOJ-OSS Grant Opportunities

OSS WEBSITE – GRANTS WEBPAGE. Details and contact information for questions regarding DOJ-OSS grant opportunities. <https://www.doj.state.wi.us/office-school-safety/school-safety-grants>

OSS SCHOOL SAFETY GRANTS EMAIL. Reach out to our Grants team with questions. schoolsafetygrants@doj.state.wi.us

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