Emergency Preparedness

And

Crisis Intervention Plan

Completed Edition

REVISED
8/2012
# Table of contents

**Section 1.** Users Guide ........................................................................................................................... 1  
1.1. Emergency Crisis Intervention: Rationale and Goals ........................................................... 1  
1.2. Emergency Planning for America’s Schools ........................................................................... 2  
1.3. Organizational Structure ........................................................................................................... 4  
1.4. Crisis Flow Chart ....................................................................................................................... 5  
1.5. Crisis Response Team .................................................................................................................. 6  
1.6. Emergency Telephone List (internal and community) ............................................................... 7  
1.7. Building Telephone Tree ........................................................................................................... 8  
1.8. Special Needs Persons ............................................................................................................... 9  
1.9. Emergency Evacuation Kits ...................................................................................................... 10  

**Section 2.** Master Response Protocols ................................................................................................. 11  
2.1. Central Administration Responsibilities .................................................................................... 11  
2.2. School Administrator Responsibilities ..................................................................................... 12  
2.3. Guidelines for General Crisis Situations .................................................................................. 13  
2.3.1. Principal ................................................................................................................................... 13  
2.3.2. Assistant Principals .............................................................................................................. 13  
2.3.3. Teachers and Other Staff ...................................................................................................... 13  
2.3.4. Nurse ....................................................................................................................................... 14  
2.3.5. Secretaries ............................................................................................................................. 14  
2.3.6. School Psychologists, etc. ..................................................................................................... 15  
2.3.7. Crisis Team ............................................................................................................................ 15  
2.4. Procedures for General Crisis Situation ................................................................................... 16  
2.4.1. Non-School Time Tragedy/Crisis ........................................................................................ 16  
2.4.2. Out-Of-School Event With Widespread Student Reaction .............................................. 17  
2.4.3. In-School Event Without Widespread Reaction by Students .......................................... 18  
2.4.4. In-School Event with Widespread Reaction by Students .................................................. 19  
2.5. Mental Health Critical Incident Protocol .................................................................................. 20  

**Section 3.** Functional Protocols ........................................................................................................... 22  
3.1. Bomb ........................................................................................................................................... 22  
3.2. Emergency Evacuation for Bomb Threat or Other Non-Fire Situations .................................... 25  
3.3. Fire ............................................................................................................................................ 29  
3.4. Shelter in Place Protocol .......................................................................................................... 32  
3.5. Remote Evacuation and Family Reunification Protocol ............................................................ 33  
3.6. Code Caution ............................................................................................................................ 34  
3.7. Code Lockdown ......................................................................................................................... 35  
3.8. Resumption of Normal Activities/Reverse Evacuation ............................................................ 36  

**Section 4.** Incident Specific Protocols: Manmade Situations ................................................................. 37  
4.1. Arrest or Criminal Indictment of Staff Member .................................................................... 37  
4.2. Bus Accident, Crises ................................................................................................................. 38  
4.2.1. Weapons on the bus ........................................................................................................... 38  
4.2.2. Hostage Situation on a Bus/Field Trip .............................................................................. 39  
4.2.3. School Bus Accident Procedures ...................................................................................... 40  
4.3. Civil Unrest ............................................................................................................................... 41  
4.4. Disruptive/Unruly Person/Threats – **Threat Assessments** .................................................... 43  
4.5. Gang Activity ........................................................................................................................... 49
1.1. EMERGENCY CRISIS INTERVENTION: RATIONALE AND GOALS

EMERGENCY SITUATION RATIONALE

A variety of emergency situations can occur in a school setting. Such emergencies can include national disasters (fire, tornado, etc.) or person initiated (bombs, student unrest, hostage situations, etc.). The Monroe County Community School Corporation recognizes the necessity of having appropriate emergency procedures in place should a crisis occur at one or more schools.

Student and staff safety is a priority in the Monroe County School Corporation. The school district has developed a comprehensive S.A.F.E. Schools Plan (Security Action Follow-up and Enforcement), and each school has a school safety and security plan that is revised yearly.

The safe schools model is based on the three important components of prevention, intervention and education. We believe that the Board of Education, administration, staff, students, parents, the police and the community must work collaboratively to ensure safe schools. “Safe schools are everyone’s business.”

It is impossible to develop a definitive plan which will meet the demands of every emergency or hostage situation; however, it is important to have written contingency plans and procedures for responding to and coping with emergency situations.

GOALS OF CRISIS INTERVENTION

The Goals of Crisis Intervention are:

- To restore equilibrium to the system by conducting class.
- To reconnect individuals with their coping skills or refer them for further intervention outside the system.
- To promote the most positive outcomes for all involved, and, where possible, to prevent long term stress reactions that can be brought about by failure to address trauma events at the outset.
1.2. EMERGENCY PLANNING FOR AMERICA’S SCHOOLS

Each school crisis plan should address four major areas—prevention/mitigation; preparedness; response and recovery.

Actions that schools should take under each of these areas include:

Prevention/Mitigation:

- Conduct an assessment of each school building. Identify those factors that put the building, students and staff at greater risk such as proximity to rail tracks that regularly transport hazardous materials or facilities that produce highly toxic material or propane gas tanks, and develop a plan for reducing the risk. This can include plans to evacuate students away from these areas in times of crisis and to reposition propane tanks or other hazardous materials away from school buildings.

- Work with businesses and factories in close proximity to the school to ensure that the school’s crisis plan is coordinated with their crisis plans.

- Ensure a process is in place for controlling access and egress to the school. Require all persons who do not have authority to be in the school to sign in.

- Review traffic patterns, and where possible, keep cars, buses, and trucks away from school buildings.

- Review landscaping, and ensure buildings are not obscured by overgrowth of bushes or shrubs where contraband can be placed or persons can hide.

Preparedness:

- Have site plans for each school facility readily available and ensure they are shared with first responders and agencies responsible for emergency preparedness.

- Ensure there are multiple evacuation routes and rallying points. Your first or second evacuation site options may be blocked or unavailable at the time of the crisis.

- Practice responding to crisis on a regular basis.

- Ensure a process is established for communicating during a crisis.

- Inspect equipment to ensure it operates during crisis situations.

- Have a plan for discharging students. Remember that during a crisis many parents and guardians may not be able to get to the school to pick up their child. Make sure every student has a secondary contact person and contact information readily available.

- Have a plan for communicating information to parents and for quelling rumors. Cultivate relationships with the media ahead of time, and identify a public information officer to communicate with the media and the community during a crisis.

- Work with law enforcement officials and emergency preparedness agencies on a strategy for sharing key parts of the school crisis plans.
Response:

- Develop a command structure for responding to a crisis. The roles and responsibilities for educators, law enforcement and fire officials, and other first responders in responding to different types of crisis need to be developed, reviewed and approved.

Recovery:

- Return to the business of teaching and learning as soon as possible.

- Identify and approve a team of credentialed mental health workers to provide mental health services to faculty and students after a crisis. Understand that recovery takes place over time and that the services of this team may be needed over an extended time period.

- Ensure the team is adequately trained.

- The plan needs to include notification of parents on actions that the school intends to take to help students recover from the crisis. 
  
  [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan)
1.3. ORGANIZATIONAL STRUCTURE

- The superintendent (or his/her designee) has overall decision-making authority in the event of a crisis.
- The building principal, in conjunction with the superintendent, has decision-making authority in his/her building.
- The principal has responsibility for overall coordination of services.
- The designated Public Information Officer (Director of School and Community Services) has responsibility for providing information to the public and press.
- Counseling assistance to staff and students will be provided first by the Building Crisis Team and then by the District Crisis Team, if needed, depending on the level of the crisis.
1.4. CRISIS FLOW CHART

LEVEL 1

THE PRINCIPAL WILL...

- Acquire correct information from authorities
- Contact the Director of Planning or Director of Extended Services
- Contact BLDG. crisis team and district crisis leader

LEVEL 2

THE PRINCIPAL & BUILDING CRISIS TEAM WILL...

- Notify and/or meet with most directly affected staff member
- Notify and/or meet with all staff
- Contact other district staff

LEVEL 3

THE BUILDING CRISIS TEAM WILL ASSIST IN THE FOLLOWING...

- Provide support services to staff & students
- Meet with high-risk students
- Organize small groups for “concerned” students, if needed
- Be available, contact parents when necessary

* If needed, the district team under the direction of building principal (level 2) will be requested to help.
1.5. CRISIS RESPONSE TEAM (CRT)

The Crisis Response Team (CRT) includes those individuals who are responsible to assess a tragedy situation and determine what course of action is to be taken.

A. **Level I: Building Team**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Work Number/Ext.</th>
<th>Home Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assistant Principal</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Principal</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Guidance Counselor</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Nurse</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Social Worker</td>
<td>330-77</td>
<td></td>
</tr>
</tbody>
</table>

B. **Level II: District Team**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Work Number/Ext.</th>
<th>Home Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Team Leader</td>
<td>330-77</td>
<td>334-2797 home</td>
</tr>
<tr>
<td></td>
<td>Director of Planning</td>
<td>330-7720</td>
<td>320-7302 cell</td>
</tr>
<tr>
<td>2</td>
<td>School Psychologist(s)</td>
<td>330-7700</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Other School Guidance Counselor(s)</td>
<td>330-77</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Other Faculty member(s)</td>
<td>330-77</td>
<td>330-77</td>
</tr>
<tr>
<td></td>
<td></td>
<td>330-77</td>
<td></td>
</tr>
</tbody>
</table>

C. **Outside Resources**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Work Number/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Services Director</td>
<td>349-4760 x51004</td>
</tr>
<tr>
<td>2</td>
<td>Clergy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sheriff</td>
<td>349-2780</td>
</tr>
</tbody>
</table>

**CRISIS SUPPORT TEAM (CST)**

This Crisis Support Team (CST) includes individuals necessary to support a given situation. The CRT will determine what CST members will be involved in the situation and how they may be most effective.
1.6. EMERGENCY TELEPHONE NUMBER LIST
(INTERNAL AND COMMUNITY)

A. Internal Notification List

In the event of activation the following will be notified as appropriate:

<table>
<thead>
<tr>
<th>Position</th>
<th>Work #</th>
<th>Home #</th>
<th>Cell #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>349-4766</td>
<td>812-322-5060</td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>349-4768</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Human Resources</td>
<td>349-4755</td>
<td>334-1626</td>
<td>812-345-5594</td>
</tr>
<tr>
<td>Director of Extended Services</td>
<td>330-7720</td>
<td>812-345-4728</td>
<td></td>
</tr>
<tr>
<td>Supervisor of Transportation</td>
<td>330-7719</td>
<td>824-3107</td>
<td>812-320-7306</td>
</tr>
<tr>
<td>Director of Planning</td>
<td>330-7720</td>
<td>334-2797</td>
<td>812-320-7302</td>
</tr>
<tr>
<td>Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of School and Community Services</td>
<td>330-7700 x50263</td>
<td>812-345-0739 (MCCSC Media Spokesperson)</td>
<td></td>
</tr>
</tbody>
</table>

B. Emergency Telephone Number List

<table>
<thead>
<tr>
<th>Organization</th>
<th>Telephone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomington Police Department</td>
<td>339-4477// (911)</td>
</tr>
<tr>
<td>Monroe County Sheriff's Department</td>
<td>349-2780// (911)</td>
</tr>
<tr>
<td>Bloomington Fire Department</td>
<td>332-9763// (911)</td>
</tr>
<tr>
<td>State Police</td>
<td>332-4411</td>
</tr>
<tr>
<td>Family Service Association</td>
<td>339-1151</td>
</tr>
<tr>
<td>Hospice of Bloomington</td>
<td>336-9818</td>
</tr>
<tr>
<td>I.U. Counseling &amp; Psychological Services</td>
<td>855-2311</td>
</tr>
<tr>
<td>Listening Line</td>
<td>332-6060</td>
</tr>
<tr>
<td>MCCSC Social Services, Becky Rose, Dir.</td>
<td>349-4764</td>
</tr>
<tr>
<td>Meadows Hospital</td>
<td>331-8000</td>
</tr>
<tr>
<td>Medical Social Service, Bloomington Hospital</td>
<td>336-9506</td>
</tr>
<tr>
<td>After hours:</td>
<td>336-6821</td>
</tr>
<tr>
<td>Mental Health Association</td>
<td>339-2809</td>
</tr>
<tr>
<td>Monroe Co. Division of Family &amp; Children</td>
<td>336-6351</td>
</tr>
<tr>
<td>Monroe Co. United Ministries</td>
<td>339-3429</td>
</tr>
<tr>
<td>Monroe Co. Youth Shelter</td>
<td>333-3506</td>
</tr>
<tr>
<td>South Central Community Mental Health Center</td>
<td>339-1691</td>
</tr>
<tr>
<td>St. Vincent Stress Center</td>
<td>1-800-872-2210</td>
</tr>
<tr>
<td>Gas- Vectran</td>
<td>1-800-227-1376</td>
</tr>
<tr>
<td>Water – City of Bloomington Utilities</td>
<td>349-3930</td>
</tr>
<tr>
<td>Power – Duke</td>
<td>1-800-343-3525</td>
</tr>
<tr>
<td>Telephone – Smithville Telephone</td>
<td>825-2111</td>
</tr>
</tbody>
</table>
CHANGE OF ADDRESS/TELEPHONE/EMAIL
It is very important that every student maintain an up-to-date address and telephone number at the school office. Notify the school immediately if you have a change of address or telephone number during the year. Please keep the school informed of email changes also.
1.8. SPECIAL NEEDS PERSON

In your planning, consider any staff, volunteers and youth who may have disabilities that could affect their ability to evacuate without assistance, hear or understand instructions, or see hazards. You will need to make specific plans for staff or volunteers to assist special needs persons. These preparations should include bus transport in the event of a campus evacuation. Site procedures should specify who will provide assistance to special needs persons.

In addition, your situation may dictate that you must plan for communication problems involving youth and parents or guardians who are not fluent in English.

**Emergency Evacuation Procedures**

For

**Wheelchair Students**

When the fire/emergency alarm sounds take the following action:

A. If on the 1st floor transport the student to the nearest safe exit. Transport the student at least 50 feet from the building.

B. If on the 2nd floor take the following action:
   a. Use the wheelchair to transport the student to the location of the stairchair.
   b. While transporting the student, use the radio to contact the person who assists with evacuation. Meet at the arranged location.
   c. Unfold the evacuation chair and strap the student into it.
   d. Consider the safest stairway to use as the exit.
   e. Transport the student to that stairway.
   f. The paraeducator and the evacuation assistant will proceed down the stairway with the student.
   g. Upon reaching the safe exit transport the student at least 50 feet from the building.

Responsibilities for Staff and Administration

A. The paraeducator and at least 2 other persons should be educated in the use of the evacuation chair.

B. If the paraeducator is absent from school, and should there be the need for an evacuation, another trained paraeducator will assist with the evacuation.

C. The paraeducator and at least two persons who will assist in the evacuation process should practice evacuation drills prior to the beginning of the school year with the student present and should participate in all drills which are called at school.

D. Training on the use of evacuation stair chairs is an important part of disaster preparedness. In addition to evacuation stair chair training, staff should be trained on using techniques for transferring individuals from a wheelchair to the evacuation stair chair.

E. Staff that have been identified as the evacuation stair chair users should attend an initial training that the beginning of each year as well as ongoing refresher sessions.

F. In all situations, no one during the training should be asked to transport anyone, or be transported, if s/he does not feel physically capable or comfortable doing so.

*(Modify this guideline for your building as needed.)*
1.9. EMERGENCY EVACUATION KITS

In short, an emergency evacuation kit is a portable kit containing critical items and information that will be required for facility personnel and emergency responders to manage the situation if it is not safe to access the main office area. By being creative, you can assemble a quality kit at relatively low cost. The most practical kits are contained in a small rolling suitcase/backpack. This type of kit will be easy to move in all weather conditions because it can be carried by the handle, worn as a backpack or rolled by pulling on the collapsible handle. You should identify the types of items and information that would be helpful in an emergency and stock the kits appropriately. Some suggestions for your kit might include:

- Copy of the emergency operations plan (include paper copies of all plan components including photo tours, flip charts, CD ROM tours).
- Youth release/sign out sheets.
- Current telephone book.
- Small first aid kit.
- Flashlight with extra batteries.
- Rolls of coins for use in pay telephones.
- Emergency contact information for students and staff.
- High visibility vests to identify staff.

You may wish to add other items that would be useful during an emergency. We suggest that you maintain two kits in separate parts of the facility. Designate a primary person and a back up person (a total of four people) to remove each kit during an emergency. The kits should be taken outside whenever you evacuate for a drill or a real event.
SECTION 2. MASTER RESPONSE PROTOCOLS

2.1. CENTRAL ADMINISTRATION RESPONSIBILITIES

- Follow-up immediately with reporting school to verify details of the incident.
- The Director of Planning will notify the Superintendent, Assistant Superintendents, the Transportation Department, local police, and the school attorney if necessary.
- The Director of School and Community Services will prepare a telephone script response for the secretaries/administrative assistants at the central office building.
- The Assistant Superintendent will notify (e-mail) all administrators of the incident.
- The Director of Planning will be visible at the school crisis site.
- The Director of School and Community Services will serve as the school district spokesperson, if necessary.
- After the Crisis Intervention Plans have been implemented, and the crisis is under control, the Director of Planning will meet with the school administrative team to debrief the situation and discuss other contingency plans, if necessary.
2.2. SCHOOL ADMINISTRATION RESPONSIBILITIES

(Remain calm and in control!)

- Confirm that a crisis exists.

- Refer to your Safe Schools Emergency Plan (implement the plan.)

- Place the following phone calls (as necessary):
  - 911 – if immediate assistance is required
  - Director of Planning first (320-7302) or Director of Extended Services (they will contact the central Administration Team)

- Prepare a typed ‘script’ response for secretaries and/or administrators. “We have had (incident) and have activated our School Emergency Preparedness and Crisis Intervention Plan. Our first concern is the safety of our students and staff. More information will be shared as it becomes available. We will attempt to have updates on the hour.” (If you have accurate information, give it.)

- After the emergency or crisis has been resolved:
  - Communicate to all teachers, staff and students what happened, what has been done and what will continue to be done.
  - Debrief the incident and your response to it.
  - Did the plan work?
  - What should/could you have done differently?
2.3. GUIDELINES FOR GENERAL CRISIS SITUATIONS

2.3.1. PRINCIPAL

a. Verifies the event and acquires any additional necessary information.

b. Notifies the Director of Planning (who will notify members of the Central Administration Team).

c. Notifies the building Crisis Team Leader who assists in determining the level of crisis plan to be implemented.

d. Principals identify siblings, family members and escort to their office; these students are sent home once proper care and support are established.

e. Notifies the staff in whatever manner is most efficient (telephone tree, staff meeting, written communication, etc.).

f. Notifies the building Crisis Team.

g. Designates someone to speak personally with those staff members specifically involved with the crisis and provides support for their feelings.

h. Refer any questions from the media to the Director of School and Community Services.

i. With the Crisis Team, meets with all staff members to share information and provide guidance, advice, etc., in dealing with affected students.

j. Shares information or causes information to be shared with students in most appropriate method.

k. If necessary, arranges for some modification of the schedule so students have time to ask questions and express feelings.

l. In the event of a death, acquires additional information regarding services and the family’s wishes and makes this information available to staff and students.

m. Coordinates evaluation of effectiveness of crisis plan after crisis has passed.

2.3.2. ASSISTANT PRINCIPAL

a. Takes on principal’s duties if not present.

b. Gathers factual data; convenes faculty/staff meeting; shares data; warns against rumors; clarifies protocol in dealing with students; clarifies line of communication.

c. Supervises building climate.

d. Serves as information source for faculty/staff.

2.3.3. TEACHERS AND OTHER STAFF

a. Follow the procedures as outlined and any verbal instructions from school administration, law enforcement or other emergency personnel.

b. Respond with appropriate actions to the school district’s respective “emergency code indicators” such as:

   2.3 GUIDELINES FOR GENERAL CRISIS SITUATIONS
   • LOCKDOWN – Stay – Stay secure in room; Keep grade book/roster & keys; Lock door; Turn off lights; Go to area of room furthermost room view.
- **CAUTION – Caution** - Keep door in lock position; inside recess (if applicable); Monitor halls; Stay alert at all times.
- **EVACUATE – Vacate Building** – Follow fire drill procedures; Take grade book/roster and keys.

c. Remain calm and in control.

d. Lock classroom doors, if possible.

e. Do not allow your students to leave the area or classroom until instructed to do so.

f. Look in the hallways for students. If you see them, instruct them to come into your room immediately. (Record their name, teacher and class period.)

g. Check nearest restroom facilities for students, and instruct them to come into your room. (Record their name, teacher and class period.)

h. When instructed to do so, evacuate students from your classroom in an orderly manner. Follow the “fire drill” exit procedures, unless instructed to do differently (prior to evacuation, should you hear gunshots, you and the students should assume the “duck and cover position.”) DO NOT PULL THE FIRE ALARM!

i. Remind students to exit in a calm, orderly manner.

j. Take your grade book/roster, seating chart, car keys and purse.

k. Take your class to the designated student relocation area.

l. Await further instructions at the relocation area.

m. Remain with your students at all times. Inform them that they are to remain at the location.

n. Do not dismiss students until you receive official word from the administration. Disregard bells or normal time schedule until instructed differently.

o. If a student leaves, record the name and time.

p. Take notes, names, and descriptions—document any unusual events that occur (this is important!)

q. The administration will decide if outside assistance is needed.

r. If you hear sounds like gun fire or firecrackers, have everyone lie on the floor.

s. If you have any relevant information about the emergency crisis, attempt, if possible, to contact the office. Do not send a student nor leave the classroom unattended.

#### 2.3.4. **Nurse**

a. Report to the principals.

b. Render first aid if necessary and possible.

c. Document students or staff you treat.

d. If there are multiple victims, write their name and phone number (if they can speak) on their bare arm with a magic marker.

#### 2.3.5. **Secretaries**

a. Report to the principal for instructions.
b. Do NOT make evaluative statements regarding the event or the students’ reactions to it.

2.3.6. **SCHOOL PSYCHOLOGISTS, HOME/SCHOOL ADVISORS, ETC.**
   a. Follow-up at other schools with siblings and affected students.

2.3.7. **THE CRISIS TEAM**
   a. Establishes an area of the school as the Crisis Center.
   b. Clear schedule to deal with the crisis.
   c. Meets with the principal to review facts.
   d. Along with the principal, meets with all staff members to share information and provide guidance, advice, etc., in dealing with affected students.
   e. Meets with the switchboard operator and office staff to set/review procedures regarding parents and/or media questions.
   f. Meets with individual students affected by the event, maintaining a log for follow-up.
   g. Generates a list of students thought to be affected by the event and may seek out involved students who do not self-refer.
   h. Contacts the parent/guardian of any students thought to be at risk before the student leaves the building.
   i. Meets with classes, extracurricular groups, teams, etc., at teacher request.
   j. Assesses needs for parent meeting and schedules one if necessary.
   k. Contacts Crisis Team Leaders at schools where other affected students attend.

By the End of the Week
   a. Meets to discuss impact of crisis.
   b. Assesses student needs through a series of individual conferences.
   c. Decides whether a need exists for grief group(s) for students.
   d. Arranges for group(s) if a need does exist.
   e. Meets with any staff member indicating a need for services.

The Crisis Team by the End of the Second Week
   a. Evaluates response to crisis.
   b. Recommends changes, if needed.
   c. Offers an oral report to interested staff.

**Designated Counselors/Staff**
   a. Facilitate grief group(s) to begin within the third week following the crisis.
   b. Communicate, if necessary, with the parents of the students in the group(s) following the last session.
   c. Refer Students for additional services, if necessary.
2.4. PROCEDURES FOR GENERAL CRISIS SITUATIONS

2.4.1. Plan 1: Non-School Time Tragedy/Crisis

Procedure

1. Principal or their designee is contacted immediately.
2. Principal gathers all available information concerning the incident and verifies the facts.
3. Principal contacts/notifies key school system personnel (superintendent, etc.).
4. Principal contacts the Crisis Response Team.
5. Crisis Response Team (CRT) will meet to determine a plan of action and what members of the Crisis Support Team (CST) to assemble if necessary.
6. Notify staff by telephone “tree system” of early morning meeting regarding the crisis or provide written information upon staff’s arrival depending on the severity of the situation and the time available to respond.
7. Principal will hold an in-service for school secretaries on how to handle telephone calls and requests for information from the community and to whom the calls should be directed.
8. CRT headquarters will be located in the principal’s office.
9. Intervention meeting locations will be held in the principal’s office.
10. The prepared statement will be read to the student as a specified time.
11. The CRT will check with their assigned areas to access the extent of the crisis
   a. If it is small, those students reacting will be moved to counseling offices to meet with the counselors and the appropriate Crisis Support Team.
   b. Normal routine will continue as determined by the crisis team.
12. If the reaction is widespread, see Plan 2.
2.4.2. Plan 2: Out-Of-School Event With Widespread Student Reaction

Procedure

1. Keep the students in the classrooms. (During lunch have students’ report to their classes. Notify teachers in lounge to help move the students to classrooms and/or counseling areas.)

2. CRT continuously evaluates individual classrooms. Remove students who may be reacting violently or upsetting the rest of the class.

3. If a teacher needs help with a class, the support team members would be placed within the classroom.

4. Teachers on prep should go to rooms being taught by subs unless subs are familiar with students. The rest of the teachers on prep should report to Crisis headquarters for assignment by the crisis team. (A teacher on prep will be assigned.)

5. Any pay telephone areas should be supervised. Have quarters available.

6. Crisis team will continuously evaluate the situation in the school to determine the next step.

Imminent Threat Alert

Should the Department of Homeland Security issue the threat Imminent Threat Level, Monroe County Community Schools would respond in the following manner.

1. Depending on the situation, we would probably not dismiss our students early. The school day would continue, possibly under MCCSC Code Yellow. Dismissal would follow normal procedures.

2. If the situation warranted and based on Homeland Security recommendations, if we were still under Imminent Threat Level MCCSC would close school on the following day. Notification would be given to the same radio and TV stations used for weather closings/delays.

3. There has been established a community emergency CEO group. This group includes city, town and county government, Bloomington Hospital and both county school districts. Should an emergency situation arise this group will initiate communication with each other so there will be a coordinated approach.

Elevated Threat Alert: reflects a severe risk of terrorist attacks. Under most circumstances the Protective Measures for a Severe Condition are not intended to be sustained for substantial periods of time. In addition to the Protective Measures in the previous threat Conditions, Federal departments and agencies also should consider the following general measures in addition to the agency-specific Protective Measures that they will develop and implement:

1. Increasing or redirecting personnel to address critical emergency needs.

2. Assigning emergency response personnel and pre-positioning and mobilizing specially trained teams and resources.

3. Monitoring, redirecting, or constraining transportation systems, and

4. **Closing public and government facilities.**

2.4. PROCEDURES FOR GENERAL CRISIS SITUATIONS
2.4.3. Plan 3: In-School Event without Widespread Student Reaction

Procedure

1. Crisis Response team meets.

2. CRT will prepare a statement.

3. CRT will alert the Crisis Support Team.

4. The student body is not informed about the tragedy until verification that the parents/family have been notified. If family can’t be found, the staff deals with the student responses and must maintain responsible order while the rest of the plan goes into effect.

5. Isolate other family members, close friends, team members, and boy/girl friend. Check for siblings in other buildings. Meet with them before the prepared statement is read.

6. Teachers on prep period will go to rooms being taught by subs unless subs are familiar with the students. The rest of the teachers on prep should report to the Crisis headquarters for assignment by the Crisis team.

7. Notify staff with the prepared statement. Staff will read the statement aloud at a specified time.

8. The team will report back to their assigned areas to determine the extent of student reactions. If the reaction is small, those students reacting will be removed to the counseling area to meet with the counselors and appropriate staff support members.

9. Normal school routine will continue.

10. If the reaction is widespread the next plan (Plan 4) goes into effect.
2.4.4. Plan 4: In-School Event with Widespread Reaction by Students

Procedure

1. Keep the students in the classrooms. If the tragedy happens during class break, send the students to their next class. If the tragedy happens during lunch have the students report to their classes. Notify teachers in the lounge to help move students to class and/or counseling areas.

2. Crisis team continuously evaluates individual classrooms. Remove students who may be reacting violently or upsetting the rest of the class.

3. If a teacher needs help with a class, the support team would be placed within the classroom. (A teacher on prep will be assigned.)

4. Crisis team will continuously evaluate the situation and determine the next step.
2.5. MENTAL HEALTH CRITICAL INCIDENT PROTOCOL

Definition
A mental health critical incident is any event that overwhelms an individual’s capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes. (Examples would be a terrorist attack like 9-11, a natural disaster like an earth quake or tornado, a plant explosion, a presidential assassination, etc.)

Alert Signal
Make announcement via intercom, classroom telephone, personal notification or e-mail.

Lead Administrator Response
1. Activate the appropriate crisis teams, but maintain as much structure and routine as possible. (Routine and structure are calming for both students and faculty.)
2. Provide teachers and parents with appropriate information about what to tell students both at school and at home.
3. Do not allow teachers to have news reports played over and over and over (as people did in 9-11) because this sets kids up for trauma.
4. Have a written statement for teachers to share with students. Do not give information over the public address system. You cannot make sure student reactions are being monitored if you announce it over the PA system.
5. Have the appropriate response team (as with a death response) available to speak with students and faculty who need special attention.

Teacher/Staff Response
1. Remain as calm as possible calm. The students will follow your lead.
2. Maintain student safety and classroom discipline expectations.
3. Let students know that it is okay to feel upset.
4. Tell children the truth. Don’t pretend it didn’t happen, but at the same time don’t give more information that they need. Keep it age appropriate and try not to overwhelm them.
5. Watch student reactions and refer children who exhibit extreme anxiety, fear, or anger to the crisis response team.
6. Maintain as much routine and structure as possible. Routine and structure are calming for students.

Crisis Response Team Goals
1. Reduce psychological suffering
2. Help the school community survive the trauma situation
3. Help re-connect individuals with their coping skills
4. Help the system to return to normal as soon as possible
5. Avoid confusion by providing accurate information
6. Provide a safe place for students to talk about the incident
7. Assist in making appropriate referrals
8. Maintain follow-up with certain students/staff
9. Avoid potential liability
10. Help restore and maintain a supportive, positive learning environment

It is not the goal of the School Crisis Response Team to provide in depth counseling at this time. Individuals who require such should be referred elsewhere.

2.5 POST CRISIS MANAGEMENT/DEBRIEFING
School Crisis Response Team
Debriefing Format

I. Crisis Debriefing (suggested format):

A. Introduction—define the process, goals, and rules

B. Facts Go Round—(This gets at the cognitive level and clues you into the level of trauma. This should include…)
1. How did you find out?
2. What did you see? Hear? (If they were at the scene go through all five senses.)
3. What were your first thoughts?
4. What are you thinking now?
5. Make sure you provide the factual information that you have!

C. Feelings Go Round—
1. What were your first feelings?
2. What are your feelings now?
3. What was the worst part for you?
4. Allow venting!

D. Life review if death occurred—
1. Access positive memories
2. Share “Remember when?” stories
3. How do you want to remember the person who died?

E. Reactions: Transition from Emotions—
1. What physical, cognitive, behavioral, emotional, and spiritual reactions are you having to what happened?
2. What distress signals or symptoms are you having?
3. How do you know this is affecting you? (e.g., can’t sleep, nauseous, can’t think, can’t eat, withdrawing, etc.)

F. Learning—
1. Talk and teach about normal stress reactions…especially those specific reactions the group has expressed. (See the pages on common immediate and delayed responses to extreme stress.)
2. Help the students normalize their thoughts about symptoms and recover.

G. Question & Answer Time—
1. Solicit questions!
2. Answer the answerable
3. Redirect or reframe the unanswerable. (e.g., someone might ask “Why did God allow this to happen?” Redirecting or reframing might be, “I can’t answer that, and maybe you’ll never be able to answer that, but a more pertinent question for now might be how we can make sure his/her life was meaningful?”

2.5 POST CRISIS MANAGEMENT/DEBRIEFING
SECTION 3. FUNCTIONAL PROTOCOLS

BOMB THREATS/SUSPICIOUS PACKAGES

Definition
A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

Alert Signal
Announcement over the public address system “All staff initiate an EVACUATION – emergency evacuation in effect at this time, evacuate to site ______________ located at ______________. Please sweep all routes and the site.”

Or;
“All staff initiates a sweep in place, please report your status upon completion of the sweep”

Lead Administrator Response
Upon receipt of a bomb threat, the lead administrator should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented (keep the phone that the call was received on off the hook so that the call can be traced – if another call comes in afterward this is no longer possible). Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents.

If the sweep and evacuate option is selected:
1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate an EVACUATION – emergency evacuation in effect at this time, evacuate to site ______________ located at ______________. Please sweep all routes and the site.” If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:
1. Make intercom announcement: “All staff initiate a sweep in place, please report your status upon completion of the sweep.”
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.

Staff Response
Sweep and evacuate procedures:
1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.
3. If any suspicious items are noted, they should not be disturbed and the staff member should notify the lead administrator or designee upon evacuation from the area.
4. The staff member should then follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.
5. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Sweep and remain in place procedures:
1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should make a slash with masking or duct tape across the entrance door to the area (/) to indicate to public safety officials that they have swept the area and no suspicious items were noted. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator’s office and inform the lead administrator or designee of his or her observations.
4. Follow the lead administrator’s instructions.
3.1. BOMB THREAT CHECKLIST

A. Telephone Threat
   1. Receiver of call should obtain as much information as possible.
      a. Where is the bomb located?
      b. When will it explode?
      c. What kind of bomb is it?
      d. What does it look like?
   2. Receiver should note the following about the caller:
      a. male or female
      b. young or old
      c. background noise
      d. was caller calm or hysterical
      e. did caller have an accent
      f. note the exact phone line the call came in on.
   3. Notify the principal/alert someone else in the office. Detail the profile of the caller. i.e., 30ish, male, knowledge of explosives, etc.

B. Principal’s Duties
   1. Call 911. Police will arrive to consult with the principal.
   2. Call the Service Building/Director of Planning. They will notify the superintendent and others as need. (Indiana State Police, Transportation, etc)
   3. Convene bomb threat team (asst. principal, custodian, etc.) The team should inspect prearranged areas, i.e., boiler room, electrical room, restroom.
   4. Announce: “Code Yellow”. The Bomb Threat Team should make contact with all staff either by PA system or word of mouth and inform them a bomb threat had been received. Staff should look around their room for any suspicious package in order to inform law enforcement professionals if an item is found. (Look under desk, in trash can, under sink, etc.) They should not move or touch any packages, but immediately inform principal/bomb threat team. Teachers should prepare for the possibility of evacuation (code green).
   5. Confer on determination to evacuate, not evacuate, partially evacuate. Evacuate the building – probably using fire drill procedures, but the fire alarm should not be used. Do not stop to close windows or doors. Bags should be taken with students.
      a. Alert Signal: Announcement over the public address system “All staff initiate an EVACUATION -emergency evacuation in effect at this time, evacuate to it________________________located at __________________. Please sweep all routes and the site”
      b. Occupants remain on site as far away from the building as possible.
         1. Jeana Kerr and Terry Daugherty should report to Mrs. Chambers for further instructions.
         2. Kerr and Daugherty move students to safe area, or,
   c. Transport to alternate location – notify transportation.
   7. When addressing the media after a bomb threat the standard response should be: We have examined the building and conferred with the police and safety officials and determined it is safe to remain in OR return to the building. Call Director of School and Community Services.

C. Bomb Threat Team
   Chambers Command Post
   Gilpin 3rd floor and lockers
   Abrams 3rd floor and lockers
   Alspaugh 2nd floor and assist custodian
   Mullin 1st floor; see PE teachers
   Nelson Building perimeter, elevator, custodians’ office, maintenance rooms
   Stevens Health office
   Wulf Office area
   Barger Kitchen
   Schaffer Media Center (teachers on prep will assist)
   Rosenberger Get class schedules and emergency medical forms; answer teachers’ questions.
   Davis Phones and help check office area
   Chuck, Jeana, Aide PE and 1st floor

3.1 BOMB THREAT
BOMB THREATS
EVACUATION/NON-EVACUATION RATIONALE

The main consideration regarding whether to evacuate or not is student safety. With that in mind, the following considerations must be made:

- **Is the person calling in the bomb threat reliable?**

  Is this person honest, trustworthy, and reliable? Or is it possible this person is lying? Do we automatically believe someone who calls in a threat? What motives do they have? Is it possible this person is calling in the threat to either disrupt the educational process, or more seriously, with another agenda altogether? Why does this person want us to move students from a relatively safe environment? Are we moving them into a kill zone?

- **When bomb threats have been called in to schools, to date there have been zero bombs ever found.**

  The likelihood that there is a bomb is nil. However, if there was a bomb, several questions must be asked. How big could the bomb be? How easy would it be to leave a bomb somewhere in a school where it could inflict harm and damage and not be detected? In a school it is highly unlikely that any bomb bigger than a back pack could be smuggled inside and left without someone noticing. That size bomb, even if left, would not be capable of doing much damage to a concrete block building, or harming many students if it went off. However, it is very easy to park a car in the school’s parking lot and walk away. It is also possible to have a car bomb that is large enough to kill or harm the entire population of a school if the students and staff are evacuated to that area.

- **There have been school shootings.**

  While the threat of a bomb is almost nil, the threat of a shooting is a distinct possibility. If a bomb threat is called in, it is much more likely (if the caller really has malicious plans) that the intent would be to move students into a kill zone. This has been done at least once, where a fire alarm was pulled so that students would evacuate, and when they did the shooters opened fire on them killing numerous students. Again, we have to ask that all important questions, “Why does someone want us to move students from a relatively safe area to an unsecured one.”

- **All the major safety specialists for the most powerful, influential people in the world say the same thing...’Never evacuate!’**

  This is not just school safety specialists urging schools to seriously consider all the factors before evacuating for a bomb threat, it is the consensus of all safety specialists.

- **Not evacuating does not mean we are not taking the threat seriously.**

  When a bomb threat comes in it must be taken seriously. We must investigate inside and look for anything suspicious. We must also investigate outside and look at the perimeter of the school environment. We must get the help of police and fire departments to help make the best determination. We then must follow the best course of action. That may mean we evacuate. It may mean we evacuate one part of the building and send students to a different area. Or, it may mean we do not evacuate. The real safety of our students and staff is of utmost importance, not the automatic procedure of evacuating when some anonymous person of questionable motives calls in a threat.
3.2. EMERGENCY EVACUATION FOR BOMB THREAT OR OTHER NON-FIRE SITUATION

Definition
This type of evacuation is used for any emergency evacuation not related to a fire incident.

Alert Signal
Announcement over the public address system “All staff initiate an EVACUATION – emergency evacuation in effect at this time, evacuate to site _______________ located at ________________. Please sweep all routes and the site”

Lead Administrator Response
1. Notify appropriate public safety agencies of the situation.
2. Activate appropriate crisis teams.
3. Select an evacuation route and site.
4. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
5. Announce evacuation.
6. Sweep the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.
7. Ensure that the emergency evacuation kits are removed from the building.
8. Leave the building, report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
9. Report to the evacuation site. Check to ensure that all students and staff are at the site and appraise the situation.
10. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
11. Implement the media protocol.
12. If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

Staff Response
Team members who are designated to sweep evacuation routes and sites should locate a staff member to take responsibility for students under their supervision, and should then sweep the evacuation route and site for secondary hazards. They should immediately report their findings to the lead administrator.

Note: The lead administrator will typically direct that this step be completed before making the general announcement for evacuation of the building.

Other staff:
1. Conduct a brief but complete scan of your classroom or work area looking for any suspicious packages. If none are observed, make a slash (/) across the outside surface of the door with masking or duct tape. If any suspicious items or packages are noted, leave a brief note on the outside of the door that describes the object of concern.
2. Gather all students and visitors in your area of responsibility and evacuate using the route and site designated by the lead administrator or designee.
3. Ensure that all special needs persons are provided assistance by their designees.
4. Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation; adjust your evacuation route and attempt to notify the lead administrator or the appropriate public safety officials.
5. Once you reach the designated evacuation site, develop a written list of all evacuees and provide the list to the lead administrator or his or her designee. Also indicate the presence or lack of any suspicious objects in your room/work area
6. Remain alert to potential dangers in the area and properly supervise students under your care.
7. Do not attempt to reenter the facility unless the lead administrator or his or her designee directs you to do so.
8. Do not allow students to use portable telephones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can trigger explosive devices in some instances and can result in loss of control of the situation.
9. Do not use portable phones unless a significant emergency situation exists (such as a person with a serious injury or some dangerous condition that must be reported immediately.)
EVACUATION OF SITE

In the event conditions in the community or within the school itself necessitate a site evacuation the following steps should be taken:

A. Principal
   1. Notify the assistant superintendent or designee.
   2. Notify transportation (7719) of the number of students and staff present. Also the number of special needs students.
   3. Direct clerical staff to take school’s master enrollment list.
   4. Direct school nurse or designee to prepare emergency medications to be transported.
   5. Direct all personnel to leave the building and secure the building.

Alert Signal
Announcement over the public address system “All staff initiate an EVACUATION—emergency evacuation in effect at this time, evacuate to site ______________located at ______________. Please sweep all routes and the site”

B. Classroom Teacher
   1. Plan to evacuate with your class and ride the bus.
   2. Take a copy of class enrollment list.
   3. Take emergency instructional materials in the event the evacuation lasts several hours.
   4. Notify principal of any special need students and their requirements.

Each instructor, therapist, or paraprofessional will review on a regular basis the individual plans for each student with a disability who may be in the building, which includes the number of persons who have been assigned to assist the students with disabilities. The plan will also include the exact location where students with disabilities will be taken in an emergency and the procedures to follow to determine if all students are accounted for. If it is determined that a student with a disability requires special assistance for emergency evacuation, the Individual Education Plan (IEP) should specify assistance for that student if required for evacuation during any school disaster. The case conference committee will determine the school personnel and the number that will be needed to assist the student to reach safety, and this plan will become a part of the student’s IEP.

5. Assign personnel to greet arriving buses and community evacuees.
6. Notify school nurse and anticipate any medical emergencies. (May request from Bloomington Fire Department to have an EMT and ambulance standby at school.)
7. Make arrangements for dealing with the media. The Director of Planning serves as the media liaison.
8. Consider how students will be fed and restroom needs met.
9. Activate crisis intervention team to deal with any emotional trauma.
10. Provide area and materials for parents who may arrive to pick up students.
11. Provide an area for non-school community evacuees.

Because of the impossibility of any guidelines providing all the information necessary for every situation, each principal and administrator needs to recognize that his/her situation may have requirements beyond those outlined here.
TRANSPORTATION FOR SCHOOL EVACUATION

When an emergency situation occurs which will require a school site to be evacuated, the following procedure will be used:

A. Transportation will be notified by the site administrator or central administration.
   1. The information transportation will need:
      a. Type of emergency.
      b. Time frame for evacuation.
      c. Numbers of students and staff to be transported.
      d. Numbers of special need students (example: wheel chairs required?)
      e. Emergency shelter location (if known.)

B. Transportation Supervisor or Designee Will:
   a. Contract drivers assigned to the building(s).
   b. Contact drivers residing near the school site(s).
   c. Contact drivers using the “snow list/tree.”
   d. Use any available bus and employee possessing a CDL.
3.3. BUILDING FIRE SAFETY

Plan Ahead
All Employees should:
1. Know the location of the nearest fire alarm, know how to use it, and be familiar with the sound it makes.
2. Learn the location of two exits from all work areas.
3. Always participate in workplace fire drills.
4. Post the fire department’s emergency phone number on or near the telephone.
5. Count the doors or desks between your work areas and the nearest exit. During a fire, it may be necessary to escape in the dark.
6. Be sure that someone in authority knows if you have any temporary or permanent disability that could delay your escape, work with them and your local fire department to develop appropriate procedures to protect you in a fire.

Employers should:
1. Conduct regular mandatory fire drills at least twice a year.
2. Post building evacuation programs and discuss them during new-employee orientations.
3. Include employees with special needs in the emergency planning process.

If fire strikes…

- Sound the alarm and call the fire department, even if the fire appears small.
- Leave quickly, closing doors as you go to contain fire and smoke.
- If you encounter smoke or flame during your escape, use another exit. Since heat and smoke rise, cleaner and cooler air will be near the floor. If you must exit through smoke, crawl on your hands and knees toward your exit, keeping your head in the “safety zone” one to two feet (30-60 centimeters) above the floor.
- Test doors before you open them. Kneel at the door; reach up as high as you can and touch the door, the knob, the space between the door and its frame with the back of your hand. If the door is warm, use another escape route. If the door is cool, open it slowly and be prepared to slam it shut if smoke or heat rushes in.
- Follow the directions of fire and security personnel. Once outside, move away from the building, out of the way of firefighters, and stay out until the fire department says you may go back in.

If you stay…

If you cannot escape safely or if you’re instructed to stay where you are, be calm and protect yourself.

- If possible, go to a room with an outside window and a telephone, closing all doors between you and the fire.
- Use duct tape or stuff the crack around the door with towels, rags, or bedding and cover vents to keep the smoke out of the room.
- If there’s a telephone in the room where you’re trapped, call the fire department emergency number and tell them exactly where you are. Do this even if you can see fire trucks from your window.
- Wait at a window and signal for help with a flashlight beam, if you have one, or by waving a sheet or other light-colored cloth.
- If possible, open the window at the top and bottom to allow fresh air in, but close it quickly if smoke from outside comes in. Do not break the window.
- Be patient. Rescuing all occupants may take several hours.
FIRE

Alert Signal
-Fire alarm or announcement over the public address system (PA).

Lead Administrator Response
1. Make sure that the alarm has been activated as soon as notification is received. Do not wait to verify that a fire is actually occurring before activating alarm.
2. Call 911 or emergency services. Report a fire and give the facility’s address as:
3. To the extent that it is safe for you to do so, ensure that all classrooms, rest rooms, cafeteria and other rooms have been evacuated.
4. Take the emergency evacuation kit and evacuate to designated assembly area at least 300 feet from the facility.
5. If it is safe to do so, assign someone to shut off power and gas to the building. If in doubt as to the safety of staff, wait for the arrival of fire personnel.
6. Determine if everyone is accounted for.
7. Provide fire service personnel with master keys, floor plans and emergency photograph tour of the facility.
8. Implement Injury or Illness Protocol, if needed.
9. Implement Family Reunification Protocol, if needed.
10. Implement Media Protocol, if needed.
11. Contact insurance carrier.
Document all property damage and property losses. Use properly documented photographs.

Staff Response
1. Activate fire alarm.
2. If a fire is detected, report the exact location of the fire to the main office.
3. Evacuate to designated area at least 300 feet from the building, and take rosters and emergency evacuation kits with you.
4. Close room doors, but do not lock them.
5. Assist any individuals with special needs in your area in evacuating.
6. Take roll once at the evacuation site.
7. Report any missing persons from your group to the lead administrator at the evacuation site.
8. Inform all students and visitors in your area of responsibility to evacuate according to the fire evacuation plan. Ensure that special needs persons in the immediate area are provided assistance by designees.
9. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
10. During the evacuation, remain alert to any potential hazards in the area. Hazards may exist due to vehicular traffic, dangerous individuals or other situations
11. Report to the lead administrator/staff member or Crisis Response Team member and assist as needed.
FIRE DRILL REGULATIONS

ALARM – CONTINUOUS FIRE ALARM BUZZER: Fire alarm and drill instructions will be presented by each classroom during the entire school day. Each teacher will post the exit route in a conspicuous place and take each class along this route.

When the fire alarm signal is given, all students and teachers must stop work immediately. The teachers should have a previously appointed student to close all doors and FIRE windows and turn out all lights as soon as the area is vacated. Immediately on the sounding of the alarm students should rise and quickly leave the building in a quiet and orderly manner. **NO RUNNING OR TALKING.** Girls should take purses with them.

Students in the different rooms are to use the indicated stairways and exits and move to the designated areas.

Students must stay with their respective teacher. Each teacher should plan for special cases of handicapped students. Teachers are to take attendance outside.

**Fire Drill Evacuation Procedure**

<table>
<thead>
<tr>
<th>Classroom or Area</th>
<th>Stairway or Exit</th>
<th>Go to Area</th>
</tr>
</thead>
</table>

We will utilize two lanes of traffic on stairways. This means each lane will have use of the handrail.

Everyone is to move at least 100 yards away from the building and stay clear of all fire hydrants and fire fighting equipment. All clear is signified when the alarm is discontinued and an announcement made.
3.4. SHELTER IN PLACE PROTOCOL

**Definition**
Sheltering in place procedures are utilized when there has been a chemical or biological release or radiological incident outside of, but in proximity to, a facility and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility.

**Alert Signal**
- Announcement for staff to shelter building occupants in place.

**Lead Administrator Response**
1. Make a determination to shelter in place quickly if evacuation is not practical.
2. Make an announcement over the public address system to direct staff to shelter in place. Activate the appropriate crisis teams.
3. Ensure that all outdoor personnel have been moved into the facility.
4. Ensure that all staff and occupants received word to shelter in place.
5. Verify that personnel are sheltered in the most suitable locations.
6. Ensure that any equipment capable of causing air to move from outside the facility into the facility is turned off. Pay particular attention to heating and cooling systems and hood ventilation systems in the cafeteria.
7. Check to see that staff members have taken proper steps to seal off windows and doors from outside airflow.
8. Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.
9. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.
10. Make preparations to implement the family reunification protocol quickly if the situation dictates. Notify staff to review their family reunification protocols. Notify the transportation department to be prepared to implement the family reunification protocol in the event the situation escalates.


3.5. REMOTE EVACUATION AND FAMILY REUNIFICATION PROTOCOL

Definition
This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal
Announcement over the public address system “All staff initiate an evacuation situation at this time, evacuate to site __________________located at __________________. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location.”

Lead Administrator Response
1. Notify the central office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. Activate appropriate crisis teams.
4. Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate an evacuation at this time, evacuate to site __________________located at __________________. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location.”
5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
6. Designate a staff member to serve as your representative at the family reunification center. Instruct him or her to take along student information from one of the Emergency Evacuation Kits.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.

Staff Response
1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.
5. Report to the lead administrator/staff member/Crisis Response Team member and provide assistance as needed. Assistance may include:
6. Aiding Crisis Response Team members in sweeping all or part of the facility to ensure that all occupants are evacuated.
7. Aiding Crisis Response Team members in securing the facility.
8. Once you are advised to evacuate to the family reunification site and students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster.
9. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.
3.6. CODE CAUTION/PREVENTIVE LOCK DOWN

Definition
A preventive lockdown is a means to rapidly enhance the level of security in the facility. By locking all exterior doors and main interior doors, staff can make it more difficult for an intruder in the building or a dangerous person in the vicinity of the facility to gain access to staff and students. This type of lockdown does, however, allow staff and students to continue with productive activities in a limited fashion.

Alert Signal
Announcement over the public address system, “All staff – Caution Condition/Preventive lockdown in effect at this time”

Lead Administrator Response
1. Make an announcement to implement the lockdown. Activate the appropriate crisis teams.
2. If appropriate, notify central office and public safety officials of the situation requiring a lockdown.
3. If it is safe for you to do so, verify that all exterior doors have been secured.
4. If it is safe for you to do so, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
7. Once the situation is resolved, implement the code green protocol. The lead administrator may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

Staff Response
1. Make sure the designated entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
4. If possible, report your status to the lead administrator or designee by telephone or intercom.
5. Continue with normal activities as much as the situation allows.
6. If students or staff has a need to move about in the building, obtain permission first from the lead administrator or designee.
7. Be prepared to rapidly implement an emergency evacuation or Code Lockdown if directed to do so.
3.7. LOCK DOWN CONDITION-EMERGENCY LOCKDOWN

Definition
A Lockdown Condition is a response to an actual emergency situation. This type of lockdown is used to dramatically and rapidly enhance the level of security in the facility. By locking all exterior and main interior doors, staff can make it more difficult for dangerous person(s) in the vicinity of the facility to gain access to staff and students. This type of lockdown further requires that all staff and students seek as much physical safety from physical assault as possible by using barriers to sight as well as physical barriers.

Alert Signal
Announcement over the public address system, “All staff – Emergency lockdown in effect at this time.”

Lead Administrator Response
1. Make an announcement to implement the lockdown. Activate the appropriate crisis teams.
2. If appropriate, notify central office and public safety officials of the situation requiring a lockdown.
3. As soon as it is safe to do so, verify that all exterior doors have been secured.
4. As soon as it is safe to do so, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol due to a change in the situation.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
7. Once the situation is resolved, implement the Code Yellow or Code Green protocols as appropriate for the situation. The lead administrator may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

Staff Response
1. Make sure entrance points to the building near your location are locked immediately.
   If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible, report your status to the lead administrator or designee by telephone or intercom.
4. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
5. Do not open the door for people claiming to be public safety personnel unless you have an opportunity to view photo identification or are instructed to do so by a staff member whom you recognize.
6. Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.

3.7. EMERGENCY LOCKDOWN
3.8. RESUMPTION OF NORMAL ACTIVITIES/REVERSE EVACUATION

Definition
These protocols are used to return students and staff to the building after an evacuation or to resume normal activities following a lockdown or shelter in place once it is determined that potential danger has passed.

Alert Signal
For a resumption of normal activities: Make an announcement by bullhorn, runners or via the public address system of “All teachers and staff may resume normal activities now. Please resume normal activities at this time.”

For a reverse evacuation and lockdown: Make an announcement by bullhorn, runners or via the public address system of “All teachers and staff—Reverse Evacuation and Code Red Lockdown Immediately.”

Lead Administrator Response
1. After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Code Yellow Lockdown is required until the situation is stabilized. If they are not already activated, activate the appropriate crisis teams.
2. Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
3. Notify the transportation department if you resume normal activities.
4. The lead administrator may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

Staff Response
If a reverse evacuation and lockdown is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned lockdown area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the Code Red Lockdown Procedures.

If a Resumption of normal activities has been indicated: Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching their assigned area, normal activities should be resumed.
SECTION 4. INCIDENT SPECIFIC PROTOCOLS:
MANMADE SITUATIONS

4.1. ARREST OR CRIMINAL INDICTMENT OF STAFF MEMBER

Definition
A staff member or volunteer is taken into custody by law enforcement officials for a criminal offense or indicted by a grand jury for a criminal offense.

Alert Signal
None

Lead Administrator Response
1. Attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual’s fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
   - Law enforcement agency records
   - Jail booking records
   - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her in verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities from the individual.
4. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
5. Regardless of the outcome, carefully document your actions.
6. In some cases, a carefully worded letter to parents and/or a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the superintendent’s office, public information staff, and school district legal counsel as to what topics can and should be discussed

Staff Response
1. Follow directions of the lead administrator regarding release of information.
2. Do not discuss the situation or release any information regarding the incident without the express permission of the lead administrator or your supervisor.
3. As a professional, you should not engage in spreading rumors about other employees, particularly if there is an active criminal investigation and/or prosecution
4.2. SCHOOL BUS CRISIS SITUATIONS

4.2.1. WEAPONS ON THE BUS

Should a gun be seen on the bus:
1. Calmly radio your specific location to the Transportation Office.
2. A call will be placed immediately to the proper law enforcement agency and assistance will be given immediately.
3. Follow up with the appropriate paperwork that will substantiate what has happened. Submit the report to the Transportation Office immediately.
4. Report the incident to the appropriate school administrator.

Should a weapon be seen at or near a bus stop:
1. Calmly radio details of location of weapon sighting to the Transportation Office.
2. A call will be placed immediately to the proper law enforcement agency.
3. Drivers should then distance themselves from the weapon sighting. Plan to take a different route the following morning or that afternoon (if possible).
4. A full and complete report (with names, if available) must be prepared by the driver and turned in to the Transportation Office immediately upon completion of the route.
5. Report the incident to the appropriate school administrator.
4.2.2. HOSTAGE SITUATION ON A BUS/FIELD TRIP

1. **Follow the instructions** of the hostage taker.
2. **Do not try to disarm** the hostage taker. Neither you, nor the students, should try to be a “hero.”
3. **Be Calm!** Keep your students calm. Try to keep them together, unless the hostage taker will not allow this.
4. If in radio range, have a **“common code word”** that is a **known code word** for hostage situations, if you are permitted to relay a message to the transportation office.
5. **Don’t try to negotiate** with the hostage taker.
6. **Do not offer yourself** as a hostage.
7. Try to **“mentally document”** (focus) on what **happens** and what is **said**, description, etc.
8. If **students are taken away** make sure you know **who was taken** and **what was said** by the hostage taker.
9. If **hostage negotiators** arrive, **trust them!**
HOSTAGE SITUATION ON A BUS/FIELD TRIP

1. **Follow the instructions** of the hostage taker.
2. **Do not try to disarm** the hostage taker. Neither you, nor the students, should try to be a “hero.”
3. **Be calm!** Keep your students calm. Try to keep them together, unless the hostage taker will not allow this.
4. If in radio range, have a “common code word” that is a **known code word** for hostage situations, if you are permitted to relay a message to the transportation office.
5. **Don’t try to negotiate** with the hostage taker.
6. **Do** not offer yourself as a hostage.
7. **Try** to “mentally document” (focus) on what **happens** and what is **said**, description, etc
8. **If students are taken away** make sure you know who was taken and what was said by the hostage taker.
9. **If hostage negotiators arrive**, **trust them!**

4.2.3. SCHOOL BUS ACCIDENT PROCEDURES

**The driver shall:**
1. Notify the Transportation Office immediately by radio. Give the exact location. If the driver is on an out-of-town trip, the Transportation Office must be notified either by calling the office during work hours, or by calling the cell phones of the Director or the supervisor on call.
2. Advise the office if there are any injuries
3. Obtain a list of passengers.

**The Transportation Office shall:**
1. Confirm the location and the bus number.
2. Confirm if there are any injuries. If YES, notify dispatch 10-50 PI. If NO, request ambulance personnel respond, but clearly specify that the driver reports no injuries.
3. Notify Central Dispatch (911).
4. Obtain a description of the other vehicle from the bus driver for Central Dispatch.
5. Have the driver obtain a list of passengers.
6. Notify the director of Transportation or designee.
7. Notify the school of the accident with a passenger list.
8. Dispatch garage and spare bus if needed.

**Because of the positive relationship schools and principals have developed, the school shall:**
1. Notify parents in writing (using a form letter).
2. Notify parents via telephone of the accident.
3. If there are questions concerning the accident, please refer them to the Transportation Department.
4.3. CIVIL UNREST

**Definition**
Civil unrest is a situation in which a group of individuals become unruly and/or violent to the point of disruption to an area of the community and/or the academic or work environment of a campus.

**Alert Signal**
Announce a code yellow or code red lockdown followed by an announcement or personal notification to inform staff of the situation.

**Lead Administrator Response**
1. Determine the location of the persons who are disruptive and the quickly assess the degree of their unruly behavior.
2. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a code yellow or code red lockdown if a lockdown is desired.
3. Calls 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
4. Make sure that transportation personnel are notified so they can divert any buses from the area.
5. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
6. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
7. Be prepared to implement the “shelter in place protocol” if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary.
8. Implement the media protocol.
9. Coordinate with law enforcement officials upon their arrival.
10. Brief staff on the outcome of the situation as soon as it is resolved.

**Staff Response**
1. If you become aware of a civil unrest situation, make sure the office is notified.
2. If you are in an outdoor or indoor area that is affected, attempt to gather students and move them to a secure area. Implement code yellow or code red lockdown procedures as appropriate.
3. Speak in calm and clear tones and work to keep students calm.
4. Do not engage any participants verbally or physically unless you are forced to do so to protect yourself or students. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
5. Follow lockdown procedures if they are given. Be prepared to implement emergency evacuation procedures or shelter in place procedures if these procedures become necessary.
6. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify an administrator or law enforcement immediately.
7. Follow the media protocol.
8. Report to the lead administrator/staff member/crisis team member and assist as needed.
DEMONSTRATIONS AND DISORDERS

Not all demonstrations are unlawful. The U.S. Supreme Court adopted a standard which says any conduct is permitted as long as it does not materially disrupt class work, or involve substantial disorder, or invade the rights of others. Any demonstration on school grounds in which a fight breaks out, or which is otherwise unruly, or interferes with school activities, is unlawful.

Principal or Designee

1. Notify assistant superintendent of the situation.
2. School security or police to be notified.
3. Lock the doors of the building.
4. Allow no visitors to enter building except those with proper identification.
5. Make use of school radio -- if one is available -- to establish emergency communication link.
6. Take steps necessary to assure safety of students and staff.

Principal or Designee Assisted by School Security/Police Should:

1. Advise group their assembly is disruptive to the educational process and as such they are trespassing.
2. Attempt to identify a leader and see if the alleged grievance cannot be addressed in a meeting at another time and location.
3. As trespassers they are subject to arrest if they fail to leave school property. (Allow time for the group to disperse.)
4. A log should be kept of names of individuals involved, if possible, and date, times of notification should be recorded for court action.
5. Students in the building should only be dismissed when it is safe to board buses and leave the school grounds.

If Students Are Involved:

1. Notify students via bull horn, public address system or other means that the students should return to class.
2. Warn students they risk suspension/expulsion if they fail to return to class.
3. Should this fail, advise students to leave the building or campus. If they fail to do so they will be subject to arrest for trespassing. (Note: this step should only be taken with approval of the superintendent. Law enforcement should also be consulted to be sure they have the resources to support this action.)

Central Administration

1. Provide on site assistance as required.
2. Provide personnel to deal with media inquiries.
   a. One on-site.
   b. One at the Administration Building
4.4. DISRUPTIVE/UNRULY PERSON

Definition
A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

Alert Signal
“All staff – Code Yellow/Preventive lockdown in effect at this time.” (If a lockdown is deemed to be appropriate)

Lead Administrator Response
1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a code yellow lockdown if a lockdown is desired.
3. If appropriate, call 911 or emergency services, and requests a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons
4. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Upon their arrival, coordinate actions with law enforcement officials.
9. Brief staff on the outcome of the situation as soon as it is resolved.

Staff Response
1. Notify the office of your situation by the best and safest available means.
2. Instruct students to move away from the unruly individual(s)/area.
3. Speak in a calm and firm voice.
4. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify the office immediately and evacuate all students to a safe area and follow lockdown procedures.
6. Do not physically confront the individual(s) unless you or a student is attacked or an attack appears imminent. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
Threat Assessment Procedures/Discussion

Threats made at school or related to school are, unfortunately, becoming more and more common place. There are a number of issues to keep in mind in handling such threats. First of all, threats come in all shapes and sizes. When we are talking about threats the issue includes everything from threats of a bomb in the building to, shooting someone, to punching someone in the nose, to a note stating that someone is going to “get it.” The potential for violence and especially for lethal violence varies greatly under the broad category of a “threat.”

Secondly, the way threats are handled will vary depending on the violence potential and possible on whether the threat is transient or long-standing. Some threats are easily handled, while some can become quite complex. On occasion it is not comfortable to be out on a limb making the decision, especially when parents and/or the community will come back and criticize whatever decision you make. It is, therefore, a good idea to have Threat Assessment Teams on which the principal can call to help make some of the tougher decisions. There are several reasons this can be beneficial, as cited below:

1. There are times when the input of others may be useful in making a decision.
2. There are times when having law enforcement representation up front will be helpful.
3. There are times when it can take the pressure off the principal for having made the decision if it has been a team decision including outside agencies. Succinctly, you aren’t “left holding the bag.”
4. It documents that the threat was taken seriously.

Another issue is that there can be two levels of Threat Assessment Teams. The first would be an Internal Threat Assessment Team. This could include the principal, who would convene the team at his/her discretion. Other members might be an assistant principal, a social worker, a counselor, a teacher, etc. This should be a team you can call together quickly. The second level would be a Full Threat Assessment Team. This would include the members of the Internal Threat Assessment Team plus a few additions. Those should include a representative from law enforcement, a representative from a mental health agency, in some cases a representative from the fire department, in some cases a representative fro the probation department or the department of family and children and possible a representative from central administration. In dealing with threats it is always at the principal’s discretion how to handle it. Some threats may be easily dealt with by the principal or an assistant principal alone. Some threats might best be handled with the Internal Threat Assessment Team, and some threats you will want to have the full Threat Assessment Team involved. It should always be the principal’s discretion how to proceed. These teams are to make the job easier, not more difficult.

An issue, already referred to above, is whether a threat is transient or long-standing. For our purposes, a transient threat is on that is short-lived, sudden or recent in nature. An example of a transient threat would be where two boys get into a scuffle during a gym class over the outcome of a play or something, and one boy threatens to harm the other. There is no long-standing basis for this threat; therefore we would call it transient. That does not mean it is not serious. Another transient threat, for example, could be a student who brings a gun to school and threatens to shoot someone with it.

A long-standing threat, for our purposes, is more long-term or long-standing in nature. A boy who threatens to get even with someone because he feels he had been picked on since he enrolled in school three years ago would be an example of a long-standing threat. The issues at Columbine High School, for example, were not transient in nature, but had gone on for a long while, and would be defined as long-standing.

Transient threats, although they can be serious in that they can also have a high potential for violence, are often easier to resolve because they are not based on long-standing problems. Long-standing threats often require more intensive interventions regarding the issues that led to the threat.

Yet another issue is that of determining the violence potential of a threat. Various people have discussed categories of potential violence, and some of these references are cited at the end of this material. The potential for violence, however, can be described if one looks at the different levels:

- Level 1 – There is a high potential for violence, and the individual(s) has done something that warrants immediate arrest, incarceration, or hospitalization. An example would be a student who brings a gun to school and threatens to shoot someone with it.
- Level 2 – there is a high potential for violence, but the individual(s) have not done anything that immediately warrants arrest, incarceration, or hospitalization. An example might be a student who threatens to kill another student if the other student sees his ex-girlfriend again.
- Level 3 – There is no verifiable evidence that the individual(s) had the potential for violence, but there is sufficient evidence that the individual(s) will cause intentional and repetitive emotional distress on other students, faculty, co-workers, supervisors, or others. An example might be a student who bullies and intimidates other students to get his/her way.
- Level 4 – There is no verifiable evidence that the individual(s) has potential for violence, and despite the fact that a threat of some sort was made, there is not sufficient evidence of unintentional or repetitive infliction of emotional distress on other students, faculty, co-workers,
supervisors, or others. An example might be a学生 who makes an angry comment that maybe something like columbine should happen here, but later apologizes when he/she realizes they were out of line, and there is no supporting evidence for anything of the sort.

- Level 5 – There is no verifiable evidence that the individual(s) has the potential for violence, and there is no evidence that the individual(s) would cause emotional distress to others. Examples might be an unfounded accusation via the rumor mill or a deliberate attempt to get someone else in trouble.

Determining the level of violence potential is important not in and of itself, but because it can help you determine how to resolve the issue. If you are ever unsure what level a threat belongs in it is always best to treat it as the highest threat level possible.

In looking at threats the nature of the situation will sometimes dictate the steps you take in responding to it. However, there is a normal flow, or certain steps that should generally follow. A common scenario would be as follows:

- A threat is made, discovered, or warning signs are observed.
- A determination must be made as to whether there is imminent risk, such as a firearm, a detailed threat of lethal intent (including homicide, suicide, bombs, etc.)
- If there is potentially an imminent risk, then steps must immediately be taken to secure the safety of individuals and the school, detain the individual(s) involved, and notify law enforcement and/or 911.
- Make an initial assessment whether the Threat Assessment Team need be convened.
- An attempt must be made to gather all the information that can be gathered.

4.4. DISRUPTIVE/UNRULY PERSON
Threat Assessment
Suggested Procedures Checklist

Step I - Threat is made, brought to your attention, discovered, or warning signs are observed.

Step II - Determine if there is imminent risk, such as possession of firearm, detailed threats of lethal intent (including homicide, suicide, bombs, etc.)

Step III - If there is imminent risk take steps to secure/maintain safety, detain individual(s) involved, and notify law enforcement /911.  *(Please note: Individuals should be detained only if practical and safe to do so.  Do not place yourself or anyone else in jeopardy in an attempt to detain someone or take weapons from them.) *(At any point during steps IV, V, or VI the principal may wish to convene the Internal Threat Assessment Team.  This should always be at the principal's discretion.  If and when this team is convened will often be determined by the situation itself and how it is progressing.)*

Step IV - Gather all information. Get accounts from:
- Intended victim(s) (if known)
- Any student witnesses
- Staff/faculty involved
- Suspected perpetrator(s)
- Gather any existing written documentation

Step V - Determine whether threat is Transient or Substantive
- Transient (for our purposes) means something short-lived, sudden or recent in nature. For example, two boys get into a shoving match in gym class over the outcome of a game and one threatens to harm the other. Transient does not mean the threat is not serious, merely that the basis for it is not a long-standing or recurrent issue.

- Substantive (for our purposes) means there is a long-standing, on-going, or recurrent basis for the threat. For example, a student may make a threat because he/she feels they have been picked on since entering school three years ago.

- Both transient and substantive threats can be serious, but knowing which it is can sometimes help determine its resolution. For example, a transient threat could potentially be resolved with conflict remediation, education, apology, etc. while a substantive threat may take much more intensive intervention to resolve.

Step VI - Determine (if possible) the level of violence potential as described below:

Level 1 - There is a high potential for violence, and the individual(s) has done something that warrants immediate arrest, incarceration, or hospitalization. An example would be a student who brings a gun to school and threatens to shoot someone with it or actually fires it.

Level 2 - There is a high potential for violence, but the individual(s) have not done anything that immediately warrants, arrest, incarceration, or hospitalization. An example might be a student who threatens to kill another student if the other student sees his ex-girlfriend again.

Level 3 - There is no verifiable evidence that the individual(s) has potential for violence, but there is sufficient evidence that the individual(s) will cause intentional for repetitive emotional distress on other students, teachers, co-workers, supervisors, others. An example might be a student who bullies and intimidates other student to get his/her way.

Level 4 - There is no verifiable evidence that the individual(s) has potential for violence, and despite the fact that a threat of some sort was made, there is not sufficient evidence of unintentional or repetitive infliction of emotional distress on other students, teachers, co-workers, supervisors, others. An example might be a student who makes an angry comment that maybe something like Columbine should happen here, but later apologizes when he/she realizes there were out of line, and there is no supporting evidence that they had any intention of doing anything.

Level 5 - There is no verifiable evidence that the individual(s) has potential for violence, and there is no evidence that the individual(s) would cause emotional distress to others. Examples might be an unfounded accusation via the rumor mill or even a deliberate attempt to get someone else in trouble.
Step VII - Convene Full Threat Assessment Team if it has not already been convened at the discretion of the principal

- Discuss/evaluate the transient vs. substantive nature of the threat
- Discuss/evaluate the level of violence potential
- Review all warning signs, risk factors, stability factors, potential precipitating events, etc.
- Determine a plan of action (including at least all of the following):
  a. Security precautions
  b. Arrest/incarceration/hospitalization potential and term
  c. Suspension/Expulsion/Alternative to Expulsion recommendations
  d. School re-entry criteria - anger management group, counseling, drug treatment, drug education, drug screening, follow up plan, etc.
  e. Setting limits and boundaries - what does he/she need to do, who does he/she need to check in with, where and when does he/she need to be in certain places
  f. Need for safety assessment and/or psychological evaluation
  g. Notification of everyone who needs to know - including potential victims, parents of potential victim(s), suspected perpetrator(s), parents of suspected perpetrator(s), law enforcement, probation, prosecutor, etc.
  h. Set date to re-evaluate situation, plans, circumstances, next steps, etc.

Addendum

When a student threatens another student or is suspected of having a dangerous weapon, he/she should be isolated immediately and it should be determined immediately if he/she has a weapon. If a weapon is found the appropriate disciplinary measures should be taken and the parents should be notified immediately.

In the event of a threat, the parents of the students involved should be notified immediately and the appropriate disciplinary action should be taken.

If it comes to the attention of the Principal after school that a student is suspected of having a weapon at school or carrying a weapon, the Principal should call that student’s parents to discuss the allegation. The Principal should require that the student report directly to him/her at the beginning of the next school day to allow the Principal to be certain that the student does not have a weapon.
Here are some steps to keep in mind when you see possible gang activity.

1. **Document** what you see. Write down exactly how the student is dressed, what colors they are wearing, whether they have a pants leg up and which side it is on, whether they have a bandana in a pocket (also which side and what color), what symbols they are flashing, what graffiti they have on their books and papers, who they are hanging out with. Document anything else that might be appropriate.

2. **Confront** the student with what you see and have documented. Let them know that you know. Let them know that you are watching. Let them know that you will be contacting their parents. Let them know the possible consequences of gang or gang-like behavior.

3. **Inform** the parents of what you are seeing. Don’t accuse the student of being in a gang, but let the parent know the student is placing himself/herself in jeopardy because of these gang-like behaviors. (For example, if a real gang member comes along your child could get hurt or even shot.) Also inform the parents that if this behavior continues it will be referred to the police for them to investigate. You are not deciding it is gang activity; you are merely making sure the police know so they can do a proper investigation.

4. **Report** to the police any activity that continues, gets worse, or is suspicious.

All of these actions can be taken **before, instead of, or in conjunction with** any behaviors that are worthy of suspension or expulsion.

---

4.5. DEALING WITH GANG ACTIVITY

---

4.5. DEALING WITH GANG ACTIVITY
4.6. HOSTAGE SITUATION

Special Note: During an actual hostage taking, those taken hostage should not attempt to retrieve the emergency operations plan since the plan could be useful to hostage-takers. Staff should instead become well versed on this section of the plan.

Definition
A hostage situation is one in which one or more individuals uses a weapon, the threat of a weapon or the threat of violence to hold or move persons against their will.

Alert Signal
Announce over the intercom a code red lockdown or non-fire evacuation. Notify in person if it is safe to do so.

Lead Administrator Response
If you are not among those taken hostage:
1. Determine whether a lockdown or non-fire evacuation is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information.
2. Call 911 and report the situation. Provide as much information as possible.
3. If you are able to evacuate the building, take the emergency evacuation kit with you and notify the first law enforcement officer you encounter of the situation and of the contents of the kit.
4. If a lockdown is ordered, coordinate with law enforcement to provide master keys. Law enforcement may be able to evacuate portions of the building once the situation is contained.
5. Ensure that the guidelines for staff are followed to the best of your ability and offer to assist responding public safety personnel.
6. Use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
7. Evaluate the practicality of implementing the family reunification protocol.
If you are among those taken hostage then follow same steps as listed for staff.

Staff Response
If you are not among those taken hostage:
1. Implement code red lockdown or non-fire emergency evacuation as appropriate.
2. If you have a safe means to do so, notify the lead administrator and/or call 911.
3. Provide as much information as possible.
4. Try to keep students calm and quiet.
5. Follow directions given by the lead administrator or designee and responding public safety officials.
6. If you are instructed to follow lockdown procedures, be prepared to evacuate when instructed to do so by public safety officials. Public safety officials will most likely enter your room/office area with a master key.
If you are among those taken hostage:
1. Do not attempt to negotiate with a hostage-taker.
2. Do not make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. Do not point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.
HOSTAGE SITUATION/GUNMAN IN BUILDING

A. On security touch panels the Panic Alarm is activated by pressing the star and pound signs simultaneously. This informs the security company to dispatch the authorities without sirens. Most schools have “panic buttons” at either the secretary’s or principal’s desk.

A. Notification of staff to remain in their classrooms via PA system: LOCKDOWN – Stay.

B. The school administrator is to contact 911. The responding police officer will determine what additional resources will be required. Have map of building available for responding police officer. Determine best entrance to building (away from gunman’s position). Include best entrance and name of member meeting them.

C. The administration should isolate the individual with the weapon by:
   a. Reducing the number of students and staff at risk.
   b. Notify classrooms by word of mouth.
   c. Evacuating as many students and staff as possible to safety.

D. The administration should establish the following procedures:
   a. Discontinue the ringing of bells.
   b. Eliminate student and staff movement in the perimeter area.
   c. Keep the incident localized by allowing few outside calls.
   d. Explain to teachers their role in working with students during crisis.
   e. Keep students and staff in classrooms, away from windows, and with doors locked. (We will announce that teachers should not honor passes and that they should refer to page __ of their handbooks).
   f. Meet with crisis response team.
   g. Determine the need of crisis support team.

E. The actual negotiating is to be handled only by the police. Administrators can assist by having the following people isolated and prepared to talk to the police intelligence officer (NOTE: Rarely will the team use these people to speak directly to the student.)
   a. Student’s parents
   b. The appropriate counselor
   c. An administrator with access to student records
   d. A teachers of the student
   e. Friends of the student (notification of parents would be recommended)
   f. Siblings (in the school)

F. The extent of involvement by the police may vary at times when there is a lethal weapon in the school. The need is determined by the responding police officers. This team’s skills and equipment may be needed to
   a. Evacuate the school
   b. Listen in on what is being said in the isolated area
   c. Contain the situation

G. If a passerby observes a hostage situation in the office he/she shall immediately go to a phone outside the office area and call 911. He/she shall then go room to room to inform the teachers to keep students in the room on the floor with the door closed.

RESPONSIBILITIES WHEN A GUNMAN IS IN THE BUILDING

Secretary 1: Announce LOCKDOWN. Head to the practical arts locker bay and bring any students into counselors’ area closing all outside doors as you enter. If the gunman is heading to the office, proceed to the nearest classroom.

Secretary 2: Head to the science locker bay and bring any students into counselors’ area closing all outside doors as you enter. If the gunman is headed to the office, proceed to the nearest classroom.

Secretary 3: Head to counselors’ area.

Administrator on Duty: Go to ____________ office, close door and proceed to use private line.

Counselor/administrator: Make sure all outside doors to the office are closed and locked.
4.7. INTRUDER/SUSPICIOUS PERSON

Visitors and guests are welcome in all MCCSC buildings. However, to safeguard students and staff reasonable precautions should be taken.

A. Visitors Should:
   1. Always report and sign in at the office.
   2. Be provided with a visitor’s badge.
   3. Be prepared to provide identification to school personnel.
   4. Respect school rules.

B. Building Administrators Should:
   1. Insure all exterior doors are marked with a notice to visitors to first report to the office.
   2. Exterior doors locked except doors near the office area.
   3. Provide training to all staff members on how to greet visitors. The first question is “May I help you?”
   4. Every visitor should be greeted by someone.
   5. Any intruder found roaming the building should be escorted to the office. Someone can then provide any additional information or directions. (NOTE: An intruder is anyone without a visitor’s badge or lacking visible identification stating who they are, i.e., school employee.)

C. Visitors Who Fail to Comply with School Procedures
   1. Should verbally be informed they are in violation of school policy. (Example: “Sir, you must report to the office immediately. If you fail to do so you will be considered a trespasser, and school security will be called.)
   2. If this fails:
      a. Send someone to or notify the office of the situation.
      b. Follow the person, if possible, and continue to give notice of the violation of school rules.
   3. School security/police should be notified.
   4. Office should activate building-wide notification plan concerning intruder.
      (Continued on next page.)
INTRUDER/SUSPICIOUS PERSON

Definition
An intruder or suspicious person or person(s) are those who enters the grounds or building and do not appear to have a legitimate purpose for being present.

Alert Signal
“All staff – CAUTION SITUATION/Preventive lockdown in effect at this time.” (if a lockdown is deemed to be appropriate)

Lead Administrator Response
1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a lockdown is appropriate. Announce a code yellow lockdown if a lockdown is desired.
3. Calls 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff on the outcome of the situation as soon as it is resolved.

Staff Response
1. Direct students into areas that can be secured.
2. Secure doors and exterior windows (if a lockdown is announced).
3. Do not allow students under your supervision to leave a secure area without approval from the lead administrator.
4. Communicate with the lead administrator or office staff if you have pertinent information (use the intercom, e-mail, radio or telephone as available).
5. Attempt to calm students under your care.
6. Do not attempt to approach suspicious persons.
4.8. KIDNAPPING/MISSING CHILD

Definition
A kidnapping or missing child situation is one in which indications are such that a student who should be at the facility has run away from home, is lost or has been abducted.

Alert Signal
None, unless a precautionary lockdown is deemed to be appropriate by the Lead administrator. In the event a lockdown is deemed to be appropriate, code yellow shall be announced over the intercom system. If there is any indication that an abduction may be about to occur, a code red lockdown should be implemented. Staff should be notified by runners and requested to search their area(s) of responsibility.

Lead Administrator Response
1. Obtain as much information regarding the student’s description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a code yellow or code red lockdown as appropriate to the situation.
4. Coordinate with law enforcement officials regarding parental/guardian notification.
5. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live. Missing children have frequently been found hiding in closets, attics and in other areas at home.
6. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to carefully monitor them.
7. Provide information for staff as appropriate.
8. Assist law enforcement officers with the investigation.

Staff Response
1. If a code yellow is announced, follow lockdown procedures.
2. Each staff member should carefully search his or her area of responsibility for the missing child(ren). Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets and storage containers. Missing children have frequently been found hiding in these types of areas.
3. Staff members should advise the lead administrator of the results of the search as soon as the search is completed.
4.9. SEXUAL ASSAULT

Lead Administrator Response
1. Call 911 or emergency services.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim’s name on walkie-talkies and not to release the victim’s identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Keep reported victim(s), suspect(s) and witnesses separated.
8. Assist public safety officials as requested.
9. Implement media protocol, if needed.
10. Close facility, if needed.

Staff Response
1. Notify lead administrator.
2. Attempt to dissuade the victim from washing, cleaning up or use of the rest room, if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Do not use the victim’s name on walkie-talkies or release the victim’s identity to anyone other than the lead administrator or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
4.10. WEAPONS

4.10.1. REPORT OF WEAPON ON PROPERTY

Definition
A weapons report protocol is based on any information or report that any person(s) on the property is in possession of a firearm, knife or other weapon. This protocol is for use in situations where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.

Alert Signal
Announce a code CAUTION if the lead administrator deems it appropriate to contain students in secure areas (if, for example, a report is received that a person has a firearm outside of the building).

Lead Administrator Response
1. Obtain information about the situation.
2. Determine if a code CAUTION or LOCKDOWN should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance.
   An exception to this might be appropriate when a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator or his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine). Also consider the possibility that the weapon may have been passed to another individual.
5. Brief staff on the situation.
6. When a firearm is recovered from a student, discuss the option of a police search of the student’s bedroom at home for additional firearms.
7. When a firearm is recovered, consider the need for a multidisciplinary threat assessment utilizing law enforcement and mental health professionals.
8. When a firearm is recovered, consider the benefits of parental notification via a letter from the lead administrator to be sent home with students, preferably on the day of the incident.

Staff Response
1. Staff should immediately report to the lead administrator any situation in which a person is believed to be in possession of a weapon on school property. Notification should be made in a discreet manner if possible.
2. Staff members should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
3. If a weapon is inadvertently located on the premises, staff members should move all students away from the weapon and should not attempt to pick up or handle the weapon.
4. Staff should remember that when an individual has one weapon, he or she may have additional weapons. In addition, persons associated with the weapons violator may also be armed.

4.10. WEAPONS
4.10.2 WEAPONS USE

Definition
Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property.

Alert Signal
Code LOCKDOWN or emergency non-fire EVACUATION as deemed appropriate.

Lead Administrator Response
1. Make a rapid assessment of the situation and determine whether a LOCKDOWN or an emergency EVACUATION is the safest probable course of action. Notify staff of the lockdown or evacuation. Do not attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Call 911 or emergency services, and request law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
3. As safely as possible, see that staff carry out steps listed in the “Staff response” section.
4. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, implement the family reunification protocol.
5. Request that responding law enforcement officers establish perimeters around the school.
6. Implement the media protocol.

Staff Response
1. Follow LOCKDOWN or emergency EVACUATION protocol as directed. If you witness a weapons use incident, follow the most suitable procedure (lockdown or evacuation from the area) and notify the lead administrator as rapidly as is safely possible.
2. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the lead administrator or responding public safety officials.
3. If possible, secure any victims to protect them from further harm.
4. It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger.
5. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify the lead administrator or responding public safety personnel.
6. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
7. Remember that there may be hazards from blood or other bodily fluids at the scene.
4.10.3 Suspicious Packages/Bomb Threats

Definition:
Suspicious Packages or Bomb Threats are situations that involve a threat that an explosive device has been placed in, around or near a facility or the detection of a suspicious package that could contain an explosive device.

Alert Signal
Announcement over the public address system “All staff initiate an emergency EVACUATION at this time, evacuate to site __________________ located at __________________. Please sweep all routes and the site.”

Or;

“All staff initiates a sweep in place, please report your status upon completion of the sweep”

Custodial Response

Note: in some instances, custodial staff may be asked to assist in sweeping the facility to ensure that everyone has evacuated properly and/or to help look for suspicious packages. Staff members who are familiar with a facility are often far more likely to spot a device than emergency responders who are not familiar with the facility. If you assist in a sweep of the facility, do not touch or disturb any suspicious item.

Sweep and evacuate procedures:
1. If the sweep and evacuate option is announced, quickly scan your area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.
3. If any suspicious items are noted, they should not be disturbed and you should notify the lead administrator or designee upon evacuation from the area. If possible, leave a note describing the suspicious item on the door to the area.
4. The staff member should then follow the Non-Fire evacuation protocol.
5. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some instances, radio frequency energy can trigger an explosive device to detonate. Explain to visitors in your area that the use of such devices can pose a safety hazard.

Sweep and remain in place procedures:
1. Scan your area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, make a slash across the entrance door to the area with masking or duct tape (/) to indicate to public safety officials that you have swept the area and no suspicious items were noted.
3. If any suspicious items are noted, they should not be disturbed. Direct all people in the area to follow you to the lead administrator’s office. Once the lead administrator/staff member has been notified, proceed with evacuees to the appropriate evacuation area.
SECTION 5. INCIDENT SPECIFIC PROTOCOLS: MEDICAL/HAZARDOUS MATERIALS/PUBLICK HEALTH EMERGENCIES

Emergencies

5.1. ANTHRAX THREAT/SUSPICIOUS PACKAGE/SUBSTANCE EXPOSURE

Definition
Anthrax (Bacillus anthracis) is a zoonotic disease of herbivores. On rare occasions, humans can contract the disease. In recent years, actual incidents of anthrax spores being mailed to target people and organizations have occurred along with numerous incidents of anthrax threats involving mailed envelopes and packages containing harmless powder.

Lead Administrator Response
1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. Move all people away from the area of exposure.
3. Implement the code yellow lockdown protocol.
4. Shut down centralized heating/air systems even if the threat is not directed toward these systems.
5. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
6. If public safety initiates evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at a designated area away from the school.
7. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

Staff Response
If you have been exposed to the suspected substance:
1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room of exposure. Notify the lead administrator or another staff member, or call 911 and request assistance.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.
6. Public health should make each student and parent aware of the symptoms of anthrax exposure. It is imperative that they be instructed to contact a medical doctor or public health official if symptoms are noticed within seven days of the incident.

If you have not been exposed to the suspected substance:
1. Implement the code yellow lockdown protocol.
2. Await instructions from the lead administrator or responding public safety officials.

5.1. ANTHRAX THREAT/SUSPICIOUS PACKAGE/SUBSTANCE EXPOSURE
5.2. SUSPECTED BIOLOGICAL EMERGENCY

Note: Ensure that collaboration is engaged with local public health officials regarding modifying this protocol. Also contact school board attorney regarding HIPPA requirements when developing this protocol.

Definition
A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials.

Alert Signal
A staff briefing and personal notification by CRT Staff members.

Staff Response
1. Follow instructions of public health officials and lead administrator.
2. Decontaminate as appropriate (specific procedures provided by public health).
3. Assist in hospital transportation procedures, if necessary.
4. Assist in epidemiological investigation, as necessary.
5. Assist medical officials in treating staff and students as required.

Lead Administrator Response
1. Contact local public health officials and obtain instructions and decontamination information.
2. If appropriate, notify central office and public safety officials of the situation.
3. Contact local hospitals to report situation, if appropriate.
4. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail.
5. Contact parents and notify them of the situation, as appropriate and in accordance with HIPPA legislation.
HOW TO HANDLE ANTHRAX AND OTHER BIOLOGICAL AGENT THREATS

Many facilities in communities around the country have received anthrax threat letters. Most were empty envelopes; some have contained powdery substances. The purpose of these guidelines is to recommend procedures for handling such incidents.

DO NOT PANIC

1. Anthrax organisms can cause infection n the skin, gastrointestinal system, or the lungs. To do so the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.
2. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

SUSPICIOUS UNOPENED LETTER OR PACKAGE MARKED WITH THREATENING MESSAGE SUCH AS “ANTHRAX”

1. Do not shake or empty the contents of any suspicious envelope or package.
2. PLACE the envelope or package in a plastic bag or some other type of container to prevent leakage of contents. If you do not have any container, then COVER the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove the cover.
3. Then LEAVE the room and CLOSE the door, or section off the area to prevent others from entering it (i.e. keep others away).
4. WASH your hands with soap and water to prevent spreading any powder to your face.
5. What to do next…
   • If you are at HOME, then report the incident to the local police.
   • If you are at WORK, then report the incident to the local police, and notify your building security official or an available supervisor.

6. LIST all people who were in the room or area when this suspicious letter or package was recognized. Give this list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

ENVELOPE WITH POWDER AND POWDER SPILLS OUT ONTO SURFACE

1. DO NOT try to CLEAN UP the powder. COVER the spilled contents immediately with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
2. Then LEAVE the room and CLOSE the door, or section off the area to prevent others from entering (i.e., keep others away).
3. WASH your hands with soap and water to prevent spreading any powder to your face.
4. What to do next…
   • If you are at HOME, then report the incident to the local police.
   • If you are at WORK, then report the incident to the local police, and notify your building security official or an available supervisor.
5. Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. This clothing bag should be given to the emergency responders for proper handling.
6. SHOWER with soap and water as soon as possible. Do not Use Bleach or Other disinfectant On Your Skin.
7. If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give this list to the local public health authorities so that proper instructions can be given for medical follow-up, and to law enforcement officials for further investigation.

QUESTION OF ROOM CONTAMINATION BY AEROSOLIZATION:

For example: small device triggered, warning that air handling system is contaminated, or warning that a biological agent in a public space.

1. Turn off local fans or ventilation units in the area.
2. LEAVE area immediately.
3. CLOSE the door, or section off the area to prevent others from entering (i.e., keep others away).
4. What to do next…
   • If you are HOME, then dial “911” to report the incident to local police and the local FBI field office.
   • If you are at WORK, then dial “911” to report the incident to local police, and the local FBI field office, and notify your building security official or an available supervisor.
5. SHUT down air handling system in the building, if possible.
6. If possible, list all the people who were in the room or area. Give this list to both the local public health authorities so that proper instructions can be given for medical follow-up, and to law enforcement officials for further investigation.

HOW TO IDENTIFY SUSPICIOUS PACKAGES AND LETTERS

Some characteristics of suspicious packages and letters include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Misspellings of common words
- Oily stains, discolorations or odor
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential”

Per the CDC October 12, 2001

Suggested Emergency Guidelines for Anthrax Threats
(Model used by MSD Lawrence Township Schools)

Implement the following procedures should any of your schools receive any kind of bio-hazard threat (including Anthrax and chemical agents) or should you have a bio-hazard emergency.

1. Should you receive such a threat or have an actual bio-hazard emergency, immediately call “911” to report the threat; call the appropriate contact person in your school district.
2. The persons immediately exposed to the potential agent MUST remain where they are. They should try to avoid inhaling or touching the substance.
3. Try to contain the substance in the package in which it came. Don’t attempt to clean any spilled contents. Cover the spilled contents (package or letter) with anything handy – trash can, cardboard box, paper, etc.).
4. Proceed with lockdown procedures. Use a code and explain that information will be forthcoming. Try to dispel alarm and panic by keeping information basic.
5. All staff and students should remain in their respective areas until notified otherwise.
6. Do not evacuate students outside or send them home until the (emergency responder) had done their investigation.
7. If it is necessary to move or evacuate students and staff to a different location, the HASMAT Team or (emergency responder) will provide information to administrators as to how it will be done.
8. If the students are moved/evacuated, remind staff to take their grade books, purses and seating charts.
9. Administration needs to inform the custodial/maintenance staff to shut down the heating and air handling units in the affected area.
10. Keep the faculty, staff and students informed as necessary. Work with emergency personnel who will provide the necessary and accurate information.
11. Do the necessary de-briefing with students and staff, after the incident.
12. Be prepared to call the school district Crisis Response Team, if necessary.
GUIDELINES FOR CHEMICAL SPILLS, GAS LEAKS AND OTHER HAZARDOUS MATERIALS

Should a chemical spill, gas leak high voltage wires or other hazardous material situation be discovered in a school, and present a danger to students and staff, the following guidelines should be followed:

1. Evacuate the building using normal evacuation procedures (fire drill) unless the hazardous situation restricts evacuation in specific areas. If this is the case, use alternative evacuation routes. (Important: Move the students as far away from the building as possible).

2. Call the appropriate fire/law enforcement agencies and inform them of the ‘basics’ of the emergency.

3. Call the Superintendent’s office and make them aware of the situation.

4. The building principal and the Director of Planning will report to and work with the fire, police and all other emergency personnel as necessary.

5. Teachers and all other staff available are to provide appropriate student supervision.

6. If a decision is made to remove students and staff from the site, the “Evacuation of Site Procedures” will be implemented.

7. Teachers and administrators will stay with students at all times, unless administratively moved to provide another service. If this occurs, another individual will assume responsibility for student supervision.

8. Once the local fire department and/or emergency personnel arrive on the scene, their directions are to be followed to the fullest extent.

Chemical/Hazardous Materials Release Incidents

Definition
During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In this situation, the chances of injury and death are decreased when people know what to do and how to protect themselves. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

Alert Signal
Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on facility property, and personnel at the facility must spot the indicators of an incident and relay the warning to appropriate agencies.

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas/ Outdoor Warning: Same as above.

Custodial Response
1. Listen to emergency alert broadcasts on all available media, and follow their instructions.
2. If they instruct you to evacuate, or depending upon the situation, evacuate to a safe location at right angles to and upwind of the agent.
3. In the event that it is dangerous to evacuate the facility:
   a. Follow shelter-in-place protocol.
   b. Assist as needed in shutting off all heating, cooling, and/or kitchen ventilation systems.
   c. Cut “OFF” all motors, fans, and appliances.
   d. Place wet towels in door cracks or tape around the doors and windows to block air from the outside.
   e. Please refer to the “Shelter-In-Place Protocol” for further information.
4. Be prepared to render first aid, if necessary.
5.3. DEATH PROTOCOL

Death refers to the loss of life of one or more human beings due to an accident, natural disaster, natural causes, suicide, or homicide. The cause of death should not be assumed and must be determined through investigation by appropriate officials. This section addresses death that actually occurs at school, as well as dealing with the emotional aftermath of death (whether the death occurred at school or the death was outside of school but emotionally impacting of faculty, staff, or students at school.)

Death at School:

Lead Administrator Response
1. Determine if a lockdown or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to lockdown or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury protocols if others are injured or ill.
4. Determine who else needs to be notified. (Parents, spouse, other siblings.) This may require clearance from law enforcement.
5. Determine who will notify family (school personnel, police, and physician?) and make such notifications. (See Death Notification Protocol.)
6. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides, or apparent homicides.
7. Take precautions against any contact with bodily fluids.
8. Initiate Family Reunification protocol if needed.
9. Initiate media protocol if needed.
10. After being cleared by law enforcement, healths, and/or mental health professionals, remove personal items of the deceased from desks, lockers, etc.
11. Stop any automatic mailings from being inadvertently sent to the family.
12. Initiate Death Response protocol.

Teacher/Staff Response
1. Notify the Lead Administrator
2. Call 911 or emergency services, if necessary.
3. Follow Illness or Injury protocols if others are injured or ill.
4. Follow the Lead Administrator’s instructions for lockdown or evacuation.
5. Help keep the incident scene secure. Do not disturb or allow others to disturb possible evidence. Identify witnesses, keep them separated, and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides, and apparent homicides. (Law enforcement officers will generally treat all deaths as homicide until the investigation is completed.)
6. Take precautions against any contact with bodily fluids.

Death on a School Bus:

Driver Response
1. Park the bus in a safe location. Notify dispatch and your supervisor. Provide your exact location twice.
2. Initiate Illness or Injury protocol if others are injured or ill.
3. Evacuate the bus and take roll.
4. Keep the incident scene secure. Do not disturb or allow others to disturb possible evidence. Identify witnesses, keep them separated, and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides, or apparent homicides.
5. Take precautions against any contact with bodily fluids.

5.3.DEATH
Death Response Protocol:

Lead Administrator Response (Checklist)

1. Verify the facts with a reliable authority.
2. Notify teaching staff, social service/support staff (Death Response Team Leader), and the superintendent of the death. This may involve a pre-school meeting, a telephone tree, etc.
3. Contact family about their wishes regarding
   a. announcements,
   b. funeral services (who should or should not attend),
   c. the contents of the student’s school locker or desk,
   d. delivering memorial notes, cards, etc.
4. Prepare an official, written announcement. This should preferably be read to students in individual classes rather than over the intercom. The announcement should include:
   a. The facts of the incident (as you know them and as you can share),
   b. Personal statement about the student,
   c. Acknowledgement of the loss,
   d. Moment of silence, (This may or may not be appropriate depending on the circumstances, or it may be appropriate at a later time.)
   e. Acknowledgement that different students will be affected differently, and
   f. Explanation of procedures for students who need additional assistance.
5. Arrange for a “Safe Room” where students can go if they need to talk, grieve, be apart for a time. An ideal “Safe Room” involves the following:
   a. A room large enough for students to congregate but where they can separate into smaller groups.
   b. A room that has limited access so that any students must come through a specific door to sign in and out.
   c. A means for students to be released from classes to the safe room, i.e. passes, lists, etc. Also, a means for students to be sent back to classes.
   d. A staff member (preferably an assistant principal) to administer the “Safe Room”. It is important that someone from the school who knows the students is available to do this. This involves signing students in and out, managing any discipline that might arise, and informing support staff of any specific information they might need regarding students who come to the safe room. Students will follow the rules and generally behave more appropriately if someone they know from the school is there as an authority figure. Otherwise, some will try to get away with things.
   e. Make sure the support staff has drinking water, tissues, paper, markers or crayons available.
6. Provide for an appropriate place for other students to honor, remember, leave notes, memorialize, the deceased. Make sure this area is checked regularly so that inappropriate or “vulgar” messages are not left up. Additionally, this area should be made available for any student death…even if it is a student who is not popular or not well known. This sends a significant message.
7. Contact the media with a statement and be prepared to coordinate all media visits to protect privacy of students and staff. (They will be contacting you anyway.)
8. Arrange for necessary substitutes.
9. Arrange for means and system of releasing students to go home with parents if necessary. If a student is in severe enough crisis to be released to a parent, however, they should not be returning to school that day. (In the event this is not a death but rather a near death situation, students who leave to visit at the hospital and then return can have a significant and disruptive impact on the rest of the student population.)
10. Determine method of communicating necessary information with other parents. They need to know if their children will be coming home distressed and what to do about it.
11. Make sure other affected schools (schools with siblings, relatives) know of the event.
12. Determine which other students might be most affected (friends, locker mates, siblings, students in same classes, etc.) so that these students and their possible needs are not overlooked.
13. Identify staff that need help and make appropriate referral.
14. Let the family know that the school will be cleaning out the student’s locker (or desk) so that other students who might know the locker combination don’t take things as souvenirs. Give the family the option of coming in at a convenient time for them to sort through the student’s belongings.
15. Schedule an after school/debriefing meeting for staff.
16. Keep in mind that cell phones can become a problem in these events. Please make every attempt to abide by the rules you have set up for student cell phone use and announce and enforce the idea that if a student needs to make a call home they need to go to a specific location (e.g. the office) to do so even if it is on their own cell phone.
17. Keep in mind that access to computers could become problematic in that students may not only send messages to others but want to make multiple copies of “memorial” poems, pictures, etc.
18. Make sure the safe room staff, through the team leader (the Director of Social Services or a designated social worker) is updated on new or changing information.
19. Meet with the Director of Social Services (or the designated team leader) for a debriefing.

Team Leader Response (Checklist)

1. Make sure the crisis team (school social workers and other community services if necessary) is informed of the crisis and called to the school.
2. Make sure you know whatever facts of the event are available, and what the official statement is for students.
3. Check with principal to go over principal’s checklist...are these things being done?
4. Make sure you check with the principal periodically for updated information.
5. Inform crisis team of the facts they can and should give to students. (The family may not wish certain information given out, e.g. a suicide, and therefore we can only state something like “the family does not want the circumstances of the death published”. Do not lie, but be careful what you state in such events.)
6. Make sure there is a procedure for signing in and out for students who come to the “Safe Room”. No one should be left to run wild.
7. Make sure to pick up the “Crisis Bag” from administration. The “Crisis Bag” should contain:
   a. Kleenex,
   b. Markers and paper,
   c. Name tags identifying Crisis Counselors,
   d. Copy of School Rules for Dummies (which has checklists)
8. Make sure the food and water are available for the crisis team. Contact the social service secretary for support.
9. Remind crisis team that in talking with students strategies to remember are:
   a. Give them the facts as we know them.
   b. Ask the students to tell you the story of how they knew the deceased, or tell the story of something they did with the deceased. (Telling a story is an easier way to get them to talk, and it moves them out of emotional mode to a degree.)
   c. Give them permission to grieve.
   d. Explain that a loss such as this will bring back other losses...this is natural and normal.
   e. Briefly explain stages of grief so they know what is normal, what to expect of themselves and of others. Stages include denial/shock, anger/guilt/despair, search for answers/meaning/why? resolution and acceptance that life goes on.
   f. Offer markers and paper if they want to write a poem, a note to parents, a memorial message of some kind, etc.
10. Debrief with crisis team!!!
Special Considerations for Incidents of Suicide

1. Anticipate that the emotional response will be greater and more crisis team members may be needed.
2. Keep in mind legal issues, i.e., does the family want the fact that it was a suicide known. We do not lie, but sometimes must be guarded in what we state.
3. Be sensitive and remind crisis team members that other students as well as staff may have experienced a suicide and this may bring up their issues.
4. Remind crisis team that a sensitive balance must be struck between meeting the needs of students who need to grieve and not glorifying the manner of death. We do not want copycat behavior, but keep in mind that talking about suicide won’t make a student suddenly suicidal. If they start talking about it they were having such thoughts already. Get them help!

Team Member Response (Checklist)

11. Make sure you know whatever facts of the event are available, and what the official statement is for students.
12. In talking with students give students the facts we can give. (The family may not wish certain information given out, e.g. a suicide, and therefore we can only state something like “the family does not want the circumstances of the death published”. Do not lie, but be careful what you state in such events.
13. Be prepared to go to the “Safe Room” or to classes if necessary.
14. Make sure students who come to “Safe Room” sign in and out. No one should be left to run wild.
15. The “Crisis Bag” should be there for your use. The “Crisis Bag” should contain:
   e. Kleenex,
   f. Markers and paper,
   g. Name tags identifying Crisis Counselors,
   h. Copy of School Rules for Dummies (which has checklists).
16. In talking with students the following strategies should be kept in mind:
   g. Give them the facts as we know them.
   h. Ask the students to tell you the story of how they knew the deceased, or tell the story of something they did with the deceased. (Telling a story is an easier way to get them to talk, and it moves them out of emotional mode to a degree.)
   i. Give them permission to grieve.
   j. Explain that a loss such as this will bring back other losses…this is natural and normal.
   k. Briefly explain stages of grief so they know what is normal, what to expect of themselves and of others. Stages include denial/shock, anger/guilt/despair, search for answers/meaning/why, resolution and acceptance that life goes on.
   l. Offer markers and paper if they want to write a poem, a note to parents, a memorial message of some kind, etc.
17. Debrief!!!

Incidents of Suicide

1. Anticipate that the emotional response will be greater.
2. Keep in mind legal issues, i.e., does the family want the fact that it was a suicide known. We do not lie, but sometimes must be guarded in what we state.
3. Be sensitive that other students as well as staff may have experienced a suicide and this may bring up their issues.
4. A sensitive balance must be struck between meeting the needs of students who need to grieve and not glorifying the manner of death. We do not want copycat behavior, but keep in mind that talking about suicide won’t make a student suddenly suicidal. If they start talking about it they were having such thoughts already. Get them help!

5.3. DEATH
Death Notification Protocol

1. Verify the name. (Do not make a mistake here.)
2. Delete the name from every mailing list so the family does not receive inadvertent correspondence.
3. Make sure two people are present on the notification team when you notify family of a death. (Do this in person. Do not make a phone call.)
4. Have grief resources available. (Fact sheets, brochures, phone numbers, etc.)
5. Talk about who will do the talking and what to expect with the other team member before you speak with the family.
6. Introduce yourselves and show identification. One person should do the talking. (It is hard for someone hearing this sort of information to focus on two people.)
7. Ask to sit down and ask the family member to sit down. (Some people will faint at the news and you don’t want them hitting the floor.)
8. Make sure you are talking to the closest relative, e.g. a parent, not an aunt or a sibling. Also, do not use a child as a translator if translation is necessary.
9. Look the family member in the eye. Tell them clearly and directly that the individual has died. Do not use euphemisms like “passed away” or “we lost ___”. Remember to add your condolences (we’re so sorry for your loss). This gives them permission to grieve.
10. Use the person’s name throughout. (E.g., “The ambulance took John to the hospital,” not “the ambulance took the body to the hospital.”)

Additional tips:
11. Do not use clichés.
12. When only one parent is home in a two parent family, offer to take that parent to notify the other parent.
13. Never speak to the media without the parent’s consent.
14. Do not leave survivors alone.
15. Call and follow up the next day.
16. Ask the family how and when they would like personal possessions delivered. Inventory these items and put them in a box, not a plastic bag or trash bag.
17. Do not discount feelings, theirs or yours. Intense reactions are normal. You might see the fight, flight, or freeze response, or other forms of regression. If someone goes into shock have them lie down, elevate their feet, keep them warm, monitor their breathing, and call for medical assistance.
18. Make sure you have access and phone numbers for immediate medical and mental health care should that be necessary.
19. Do not blame the victim for what happened, even if it looks like it is their fault even partially.
20. Don’t be afraid to join in the grief.
21. Answer all questions honestly to the best of your ability. This requires knowing all the facts that are available before you go. Do not give more details than asked for, don’t overwhelm them.
22. Offer to make phone calls for them, clergy, other relatives, child care, etc. Write down the calls you made for them as they may have difficulty remembering what is being said.
23. Debrief your own reactions with your own qualified support team.

5.3. DEATH
5.4. FOOD CONTAMINATION INCIDENT

Definition
A food contamination incident is a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals or radiological contaminants.

Signal
Verbal notification of staff.

Lead Administrator Response
1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. If qualified staff is available, direct them to begin first aid as appropriate to their level of training.
3. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
4. Begin assessing the available information to try to determine the cause of the contamination.
5. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.
6. Work with responding public safety officials to determine how the contamination occurred.

Staff Response
1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the lead administrator or designee immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the lead administrator or designee.
5.5. INJURY OR ILLNESS

Alert Signal
None

Lead Administrator Response
1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility’s address:

2. Assign a staff member to meet first responders as they arrive.
3. Implement Lockdown Protocol, if needed.
4. Implement Evacuation Protocol, if needed.
5. If lockdown or evacuation is not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.
6. Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.
7. Notify family members of the injured or ill.
8. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
9. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
10. Notify other staff members as needed.
11. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
12. Develop and maintain written documentation of the incident.

Staff Response
1. Notify main office of injury or illness and the exact location of the injured or ill individual(s) or persons affected. Do not use names of injured or ill individuals over walkie-talkies.
2. Call 911 or emergency services if needed.
3. Do not move injured or ill unless the scene is unsafe.
4. Take precautions against contact with bodily fluids.
5. Provide first aid, if needed and only according to your level of training.
6. Comfort and reassure injured or ill person.
7. Secure the scene if a crime may have been committed. Do not disturb any evidence.

Death
Definition:
Loss of life of one or more human beings due to an accident, natural disaster, natural causes, suicide or homicide. Cause of death should not be assumed and must be determined through investigation by appropriate officials.

Alert Signal:
Lockdown or evacuation announcement as appropriate.

Lead Administrator Response
1. Determine if a lockdown or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to lockdown or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids.
6. Initiate Family Reunification Protocol, if needed.
7. Initiate media protocol, if needed.

5.5. INJURY OR ILLNESS
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
9. Stop any automatic mailings from being inadvertently mailed to the family.

**Staff Response**

1. Notify the Lead administrator.
2. Call 911 or emergency services.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Follow lead administrator’s instructions for lockdown or evacuation.
5. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides. All deaths will be treated by law enforcement as a homicide until a formal investigation is completed.
6. Take precautions against any contact with bodily fluids.
5.6. RADIOLOGICAL RELEASE INCIDENTS

Definition
During use, processing or transporting of radioactive materials, accidents may occur that will expose the facility to the dangers of contaminants. In this situation, the chances of illness are decreased when people know what to do and how to protect themselves. In addition, individuals or groups could cause the release of radioactive materials through a variety of means including an explosive device designed to scatter radioactive materials (commonly referred to as a “dirty bomb”), the scattering or distribution of radiological materials without the use of explosives or the use of a nuclear device. Of these scenarios, the use of a “dirty bomb” or scattering or distribution of radiological materials is more likely scenarios. Keep in mind that radiological materials could be disseminated via food or water supply.

Alert Signal
Warning of the release of radiological materials is usually received from response agencies. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In the event of a nuclear device being employed rather than a dirty bomb, the electromagnetic pulse created by the device may render electronic communications devices, computer based equipment and modern vehicle ignition switches in the region inoperable. This could necessitate that all communications at the building level be handled by runners and other means not reliant upon technology affected by the blast.

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas / Outdoor Warning: Same as above.

Observations of staff:
Possible indications of a radiological attack include:
- Unusual numbers of sick or dying people or animals.
- Radiation exposure symptoms include reddened skin and in severe cases, vomiting.
- Casualties may happen hours, days or weeks after an incident.
- Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- Unusual metal debris which could indicate devices or munitions-like material.
- Radiation symbols on containers.
- Heat-emitting materials without any visible energy source.
- Glowing material or particles including Radioluminescence and/or colored residue at the scene.
(Source: Jane’s Unconventional Weapons Response Handbook)

Lead Administrator Response:
1. Emergency response personnel will normally instruct the lead administrator or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which emergency response personnel have not yet arrived, the lead administrator or his/her designee must decide the most appropriate action.
   a. Evacuate to a remote location outside the affected area. Or:
   b. Assemble all personnel indoors and implement the shelter-in-place activities.
   c. If the shelter in place protocol is determined to be the best course of action, be prepared to shift to evacuation and family reunification if instructed to do so by public safety officials.
3. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
   a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
   b. Decontamination of students and staff by public safety personnel.
   c. Determining the relocation site.
   d. Dispatching buses or other vehicles to move members and staff to the relocation site.
   e. Releasing information to parents/public.
4. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
5. Initiate early/late opening and/or closing of the facility, as necessary.

5.6. RADIOLOGICAL RELEASE INCIDENTS
**Staff Response**

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow their instructions.
2. If instructed to evacuate, or depending upon the situation, evacuate to a safe location at right angles to and upwind of the apparent contaminated area.
3. In the event that it is dangerous to evacuate the facility and the property, to include athletic areas outside, conduct shelter-in-place protocol.
4. Be prepared to render first aid, if necessary.

**NUCLEAR DISASTER PROCEDURES**

1. At the first notification of an upcoming nuclear attack, all shades will immediately be drawn. If no detonation has taken place, tape and other materials will be used to prevent any light from entering the building.
2. Children will remain in the classroom stationed under desks.
3. All utilities will be shut off at the furthest point of the school.
4. For burns (radiation) apply a lotion of baking soda and water.
5. Handicapped occupants will be moved to a safe area under a desk or table by designated assistants. They will receive a book to cover their heads.

**IF AN EXPLOSION DOES OCCUR:**

1. Immediately turn away from the bright light that will occur.
2. Strong winds, extremely bright light and general flying debris will possibly enter your classroom.
3. If time allows, have everyone go to the floor and go underneath desks.
SECTION 6. INCIDENT SPECIFIC PROTOCOLS; SEVERE WEATHER/NATURAL DISASTERS

6.1. EARTHQUAKE DRILLS
Because earthquakes strike without warning, life-protecting actions must be taken immediately at the first indication of ground shaking. All earthquake preparedness measures, earthquake drills are very important. Their purposes to help students (and staff) learn how to REACT immediately and appropriately.

The essential components of earthquake drills are classroom discussions, demonstrations, and exercises designed to help students learn and practice WHERE to seek shelter and HOW to protect their heads and bodies from falling objects (e.g., debris from ceilings, light fixtures, and shattered glass).

Effective earthquake drills simulate (1) actions to be taken during an actual earthquake and (2) actions to be taken after the ground shaking stops. Building evacuation following an earthquake is imperative due to the potential danger for fires or explosions.

WHAT TO EXPECT DURING AN EARTHQUAKE
The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects wobble on shelves. Or, you may be jarred by a violent jolt (similar to a sonic boom). Or you may hear a low (and perhaps very loud) rumbling noise. A second or two later, you’ll really feel the shaking; and by this time, you’ll find it very difficult to move from one place to another.

“It’s important to take “quake-safe” action at the first indication of ground shaking. Don’t wait until you are certain an earthquake is occurring. As the ground shaking grows stronger, danger increases. For example: Free-standing cabinets and bookshelves are likely to topple. Wall-mounted objects (such as clocks and artwork) may shake loose and fly across the room.

Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them.

Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and send dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress—especially if you’re not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but less so if it is anticipated.

EARTHQUAKE RESPONSE GUIDELINES
During a major or moderate earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects. During the ground shaking, the school population is safest finding immediate shelter under desks, tables, or counters.

IF INDOORS:
Stay inside, move away from windows, shelves, and heavy objects and furniture that may fall. Take cover under a table, desk, or in a strong doorway.

Although doorways have traditionally been regarded as safe locations, it’s important to anticipate that doors may slam shut during an earthquake. In halls, stairways, or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck.
In library, immediately move away from windows and bookshelves, and take appropriate cover. In laboratories and kitchens, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

IF OUTDOORS:
Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement. On the school bus, stop the bus away from power lines, bridges, overpasses, and buildings. Students should remain in their seats and hold on.

INDOORS OR OUTDOORS, WHEN AN EARTHQUAKE OCCURS:

TAKE ACTION AT THE FIRST INDICATION OF GROUND SHAKING.

An earthquake may not occur, however, the earthquake safety lessons they learned at school will stay with them for a lifetime.

If other priorities limit the scope of earthquake safety programs and the most teachers can do is conduct earthquake drills, a difference will be made.

Alert Signal
Tremors or a low rumbling sound. Announce instructions via intercom, classroom telephone or personal notification.

Lead Administrator Response
1. If indoors, seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
2. If outdoors, move away from buildings, gas and electrical lines.
3. Call 911 or emergency services, if needed.
4. After tremors have stopped, evacuate all buildings. Take Emergency Evacuation Kit.
5. If it appears safe to do so, assign a staff member to shut off all gas valves.
6. Implement Injury or Illness Protocol, if needed.
7. Determine if everyone is accounted for, request public safety assistance in locating missing individuals.
8. Monitor your local broadcast station.
9. Consider early closure of the facility.
10. Consult with emergency management and public safety officials regarding the structural integrity of the facility prior to reentering it.
11. Implement the Family Reunification Protocol, if needed.
12. Request that the appropriate district officials notify the insurance carrier and properly document damage using photographs.

Staff Response
1. If indoors, advise all people to seek cover under sturdy furniture or against a wall near the center of the building and away from glass.
2. If outdoors, advise all people to move away from buildings, gas, electrical lines or anything that might fall.
3. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
4. After tremors have stopped, evacuate all buildings. Do not reenter.
5. Take roll. Report any missing people in your group to the lead administrator.
6. Prepare for aftershocks.

6.1. EARTHQUAKE DRILLS
6.2. FIRE

Alert Signal
Fire alarm or announcement over the public address system (PA).

Lead Administrator Response
12. Make sure that the alarm has been activated as soon as notification is received. Do not wait to verify that a fire is actually occurring before activating alarm.
13. Call 911 or emergency services. Report a fire and give the facility’s address as:

14. To the extent that it is safe for you to do so, ensure that all classrooms, rest rooms, cafeteria and other rooms have been evacuated.
15. Take the emergency evacuation kit and evacuate to designated assembly area at least 300 feet from the facility.
16. If it is safe to do so, assign someone to shut off power and gas to the building. If in doubt as to the safety of staff, wait for the arrival of fire personnel.
17. Determine if everyone is accounted for.
18. Provide fire service personnel with master keys, floor plans and emergency photograph tour of the facility.
19. Implement Injury or Illness Protocol, if needed.
20. Implement Family Reunification Protocol, if needed.
22. Contact insurance carrier.

Document all property damage and property losses. Use properly documented photographs.

Staff Response
12. Activate fire alarm.
13. If a fire is detected, report the exact location of the fire to the main office.
14. Evacuate to designated area at least 300 feet from the building, and take rosters and emergency evacuation kits with you.
15. Close room doors, but do not lock them.
16. Assist any individuals with special needs in your area in evacuating.
17. Take roll once at the evacuation site.
18. Report any missing persons from your group to the lead administrator at the evacuation site.
6.3. FLOODING (POTENTIAL)

Alert Signal

Announce the situation over the public address system (PA).

Lead Administrator Response

1. Consult with public safety officials to determine best course of action. If evacuation to a remote family reunification site is determined to be the best course of action, implement family reunification protocol.
2. Discuss the safety of transportation routes if evacuation is deemed appropriate.
3. Give alert signal over the PA.
4. Assign a staff member to shut off utilities at main switches if it appears safe to do so.
5. Monitor weather radios or your local broadcast station.
6. Keep everyone indoors, and do not allow them to leave when flash flood warnings have been issued.

Staff Response

1. Unplug all appliances. Do not touch electrical equipment.
2. Avoid downed electrical lines.
3. If there has been flooding in the community, do not drink tap water due to possible contamination.
4. Do not stack sandbags against the facility as this may lead to structural damage.
5. Keep everyone indoors.
6.4. TORNADO

Definition

*Tornado Watch:* Weather conditions are favorable for the development of a tornado.

*Tornado Warning:* A tornado has been sighted or detected on radar. Take shelter now.

Alert Signal

Announcement over the public address (PA) of a “Tornado Watch” - be prepared to take shelter if a tornado is reported or “Tornado Warning” - take shelter immediately.

Lead Administrator Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.
5. When a “Tornado Warning” is received:
   - Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.
   - Make sure that all personnel remain in the duck and cover position until danger passes. (The child should be sitting/kneeling FACING the wall, with his/her hands over the back of his/her head and neck, tucked into a ball.)
   - Implement the Injury or Illness Protocol, if needed.
   - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
   - Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
   - Implement the Media Protocol, if needed.
   - If damage to the property occurs, request that the appropriate district officials notify insurance carrier and document damage with properly documented photographs.

Staff Response

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed. Close windows and doors. Move all people and activities indoors.
2. If a tornado warning is announced:
   - Move into tornado safe areas.
   - Assist any individuals with special needs.
   - Take roll to determine if anyone is missing.
   - Instruct all students to remain in the duck and cover position until danger passes.
6.4. TORNADO/STORM WARNING PROCEDURES
The National Weather Service issues severe weather statements using the following terms:

- Severe Thunderstorm Watch – indicates the possibility of frequent lightning and/or damaging winds greater than 50 mph, hail and heavy rain.

- Severe Thunderstorm Warning – indicates the possibility of tornadoes, thunderstorms, frequent lightning, hail, and winds greater than 75 mph.

- Tornado Watch – indicates the possibility of tornadoes developing, which includes strong winds, heavy rain, etc.

**Tornado Warning** – A tornado has been sighted or indicated on radar.

- Go at once to your safe areas.
- Monitor the progress of the storm.
- Be prepared to have students and staff assume the Tornado Safety Position. (The child should be sitting/kneeling facing the wall, with his/her hands over the back of his/her head and neck, tucked into a ball.)
- Be sure the weather alert radio works. If it does not, buy another one.
- Keep your pager with you. Custodial/maintenance pagers will also receive the warning page.
- Pay attention to weather forecasts. Find out if there is a teacher/classroom that would be responsible for this all year. They can monitor the weather for thunderstorms, tornadoes, snowstorms and wind chill.
- Designate someone to be a look out to monitor outside conditions and the weather station on TV.
- It is difficult to issue an “all clear.” If you monitor the TV stations, you will know when the danger has passed. In Monroe County, the southern section may still have problems while the northern part is safe. The Service Building receives no special warnings or all clears. In most cases, you can make the determination yourself.

### Storm Drill Procedure (sample)

<table>
<thead>
<tr>
<th>CLASSROOMS</th>
<th>GO TO AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>420-426</td>
<td>Interior Hallway between 420’s pod and Media Center</td>
</tr>
<tr>
<td>430-436</td>
<td>Interior hallways between 430’s pod and Media Center/restrooms</td>
</tr>
<tr>
<td>440-446</td>
<td>Interior hallways between 440’s pod and Media Center</td>
</tr>
<tr>
<td>410, 411, 412</td>
<td>Interior hallway and restroom</td>
</tr>
<tr>
<td>Media Center</td>
<td>Media Center – center area</td>
</tr>
<tr>
<td>Allied Arts</td>
<td>North locker bay</td>
</tr>
<tr>
<td>Music Department</td>
<td>Interior hallway and restroom</td>
</tr>
<tr>
<td>Office and Bookstore</td>
<td>Bookstore</td>
</tr>
<tr>
<td>Science Department</td>
<td>South locker bay</td>
</tr>
<tr>
<td>220,221</td>
<td>Room 221</td>
</tr>
<tr>
<td>232, 236</td>
<td>restrooms</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Kitchen restroom area</td>
</tr>
<tr>
<td>Level 1</td>
<td>Locker rooms, gymnastic room and interior hallway (not along pool)</td>
</tr>
<tr>
<td>Pool</td>
<td>Hallway near elevator</td>
</tr>
</tbody>
</table>

**STUDENTS WILL REMAIN QUIET WHILE IN DISASTER SAFE AREA.**

At the time of a disaster, students will get on their knees and put their head between their knees, covering the back of their head with their hands. All clear will be announced over the sound system. Telephone use is prohibited.
TORNADO SAFETY RULES

Several times in recent years, schools have been hit by tornadoes. In most instances, fortunately classes were not in session. In some other instances, where students were present, school officials familiar with twisters safeguarded the children by taking prompt action just before the tornadoes hit.

NOAA’s National Weather Service urges that all schools develop plans and conduct drills to cope with tornadoes—particularly in the South and central states, where the threat is greatest. Tornado drills require different actions than fire drills.

Among details to consider:

• Remember that the National Weather Service issues a tornado Watch when the possibility of tornadoes exists, and a tornado Warning when a tornado has been spotted or indicated on radar. Remember also there may not be time for a tornado Warning before a twister strikes. Tornadoes form suddenly. Teachers and students should know the difference between a Watch and a Warning.

• School officials at the State and county level should have a plan for rapid dissemination of tornado Watches and Warnings to every school in the system—either by radio or telephone.

• Each school should be inspected and tornado shelter areas designated. Schools with basements should use these as shelters. Schools without basements should use interior hallways on the ground floor that are not parallel to the tornado’s path, which is usually from the southwest. Never use gymnasiums, auditoriums, or other rooms with wide free-span roofs. Teachers and students should know their designated shelter areas.

• School Administrators should establish procedures governing use or non-use of school buses during tornado Watches and Warnings. Generally speaking, school buses should continue to operate during tornado Watches, but not during tornado Warnings. School buses are easily rolled by tornado winds.

• During a tornado Watch, specific teachers or other school staff members should be designated to monitor commercial radio or TV for tornado Warnings, even if the school has a NOAA Weather Radio tone-alert system. Weather spotters also should keep an eye on the sky for dark, rolling clouds, hail, driving rain, or a sudden increase in wind, in addition to the telltale funnel. Tornadoes are often obscured by precipitation or darkness. Other public agencies, too, report tornado sightings.

• A special alarm system should be designated to indicate a tornado has been sighted and is approaching. A backup alarm should be planned for use if electrical power fails—perhaps a battery—operated bullhorn, an inexpensive hand-cranked siren, or even an old-fashioned hand-swung bell.

• Specific teachers should be assigned to round up children on playgrounds or other outdoor areas during a tornado warning. Otherwise, they might be overlooked.

• Children in schoolrooms of weak construction—such as portable or temporary classrooms—should be escorted to sturdier buildings or to predetermined ditches, culverts, or ravines, and instructed to lie face down, hands over head.

• Most tornado deaths are caused by head injuries.

• When children are assembled in school basements or interior hallways during a tornado drill or Warning, they should be instructed to respond to a specific command to assume protective postures, facing interior walls, when the danger is imminent. Such a command might be: “everybody down!” It is essential that this command be instantly understood and obeyed. Illustrations showing the protective position should be posted on bulletin boards.

• If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands over head. They should be far enough away so the bus cannot topple on them.

• School-bus drivers should be regularly drilled in Tornado procedures.

• School district officials planning new buildings or additions should keep tornadoes in mind when setting construction standards.
6.5 UTILITY FAILURE  
POWER OUTAGE PROCEDURES

Definition  
A utility failure is the interruption in the supply of electricity, telephone service, natural gas, and sewage or water services to the facility.

Alert Signal  
Plain language announcements over the public address system (PA) or personal notification as appropriate.

Lead Administrator Response  
1. Schools will notify the Service Building (330-7720) when an outage occurs. Inform the Service Building of the phone number to contact at the building (i.e. power station or cell phone.)
2. The Service Building will notify the superintendent of Schools and the Director of Food Services and the Director of Information Services. The Service Building will also contact the power/utility company. Typically, the power/utility companies do not know the cause of the outage, nor do they know how long the outage will last.
3. Schools will initiate procedures to insure the safety of the students and staff (i.e., move classes out of rooms without windows, alternative plans for lunch, phones that still work cell phone availability, flashlights, etc.)
4. Schools should contact the Service Building once the outage has ended. Each school should make a list of the devices that need to be checked after an outage, i.e., HVAC equipment, refrigeration devices, computer equipment, etc.
5. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.

Staff Response  
1. Notify the Lead Administrator/staff member/crisis response team member of the utility failure.
2. Assist the lead administrator/staff member/crisis team member as needed. In the event of a gas leak or failure, do not allow the use of open flames such as matches or candles.
6.6. WILDFIRES

Definition
Wildfires are uncontrolled fires which threaten homes, businesses or forests. Wildfire risks increase in wooded areas or locations brush or other natural combustible material. Wildfires can begin under many circumstances, including lightning strikes, arson and carelessness. Windy and dry conditions increase the threat for wild fires.

Alert Signal
Audible fire alarm

Lead Administrator Response
1. Develop a wildfire evacuation plan.
2. Determine a location several miles away from your facility, normally upwind from the fires, where reunification efforts can be made with family members. Coordinate the selection of this site with emergency management and public safety officials if possible.
3. Coordinate evacuation routes, response actions and precautionary measures with your local fire department.
4. Implement the family reunification protocol.

Staff Response
1. Call 911 immediately upon determining a fire in your area.
2. If a wildfire is in your area, prepare for the evacuation of all personnel from your facility.
3. Contact public safety officials or 911 for advice on where and how to evacuate.
4. Take a roster of all staff and personnel with you.
5. Familiarize yourself with multiple evacuation routes in case one becomes blocked by fire.
6. Follow the family reunification protocol.
SECTION 7. MEDIA PROTOCOL

Definition
Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school; interference with emergency response and increased civil liability.

Lead Administrator Response – Director of School and Community Services is MCCSC spokesperson/Oct 2011.
1. Brief your staff before you release information to the media. Activate appropriate crisis teams if necessary.
2. In the event of an emergency that draws significant media attention, notify the central office that you need the district media protocol enacted.
3. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
4. Conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. This tends to reduce attempts by media personnel to resort to unethical tactics to gain information.
5. Do not provide any information “off the record”
6. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
7. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.
8. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
9. Do not authorize interviews with juveniles without specific parental permission.
10. Maintain records of all interviews.
11. Background information sheets should be made available for the media. These sheets should contain information on the school and incident and can reduce the number and duration of interviews.

Staff Response
1. Do not make any statements to media personnel during or after a critical event without the expressed permission of the lead administrator.
2. Refer all media inquiries to the lead administrator.
3. Notify the lead administrator whenever a media representative contacts you.
8.1. APPENDIX A: BOMB THREAT

BOMB THREAT CHECKLIST

A. Telephone Threat

1. Receiver of call should obtain as much information as possible.
   a. Where is the bomb located?
   b. When will it explode?
   c. What kind of bomb is it?
   d. What does it look like?

2. Receiver should note the following about the caller:
   a. male or female
   b. young or old
   c. background noise
   d. was caller calm or hysterical
   e. did caller have an accent
   f. note the exact phone line the call came in on.

3. Notify the principal/alert someone else in the office. Detail the profile of the caller. i.e., 30ish, male, knowledge of explosives, etc.
8.2. APPENDIX B: BOMB CHECK SHEET FOR AREAS

For Crisis Team Members

☐ BLOWER ROOM
☐ BOILER ROOM
☐ PERIMETER
☐ ELEVATOR
☐ BOYS RESTROOMS
☐ GIRLS RESTROOMS
☐ TRASH CANS
☐ AUDITORIUM
8.3. APPENDIX C: MAPS – SITE AND BUILDING
8.4. APPENDIX D: CAUTION, LOCK DOWN AND EVACUATE PROCEDURES

Caution Procedures

Teachers are responsible for going over the procedures of CODE Caution, Lockdown and Evacuate at the beginning of the year and periodically throughout the year with their students.

General Information
- CAUTION procedures will be initiated in the event there would be a threat of violence in the school.
- The principal of their designee will make an announcement over the intercom system that there is a CAUTION CONDITION.
- Everyone in the building must participate.
Students will be kept indoors unless otherwise specified upon hearing a LOCK DOWN SITUATION.

Teachers
- Keep classroom doors locked
- Students should be monitored at all times and should not be outside the classroom without an adult.
- Check halls and restrooms. Allow students to enter rooms.
- STAY ALERT AT ALL TIMES.

Lock Down Procedures

General Information
- LOCK DOWN procedures will be initiated in the event there would be a hostage situation, a gunman or other potentially violent activity in the building. There may be other crisis situations that would require the school to go into a LOCKDOWN. Every situation will be evaluated by the principal and acted upon immediately.
- The principal or their designee will make an announcement over the intercom system that there is a LOCKDOWN CONDITION. If it is not possible to make the announcement over the intercom, teachers will be notified by word of mouth.
- Everyone in the building must participate.
- An office staff member will activate the silent alarm (if there is one). This will inform the monitoring company to dispatch the authorities without sirens.
- If someone passes by and observes a hostage situation in the office, they should go immediately to a phone outside the office area and call 911. They should then notify the principal or their designee if he/she has a class in the building. The principal will initiate the LOCK DOWN.
- See page #37.

Teachers
- Upon hearing the LOCK DOWN announcement, teachers should close and lock the classroom door. Lights should be turned off.
- With grade book, student emergency phone numbers and keys, the teacher should instruct the students to go to an area beside the door, furthermost from view.
- Check email if possible.
- Do not make statements to the media.

Students
- Upon hearing a LOCK DOWN announcement, students should go directly to their assigned area and wait silently until the all-clear announcement is made.
- If a student is not with his/her own class, he/she should go to the nearest classroom or adult and remain with them until the adult can notify and/or move the student to his/her classroom teacher.
Evacuate Procedures

General Information
- EVACUATE procedures will be initiated in the event there would be a bomb threat or other crisis situation requiring evacuation to a safe place. Every situation will be evaluated by the principal and acted upon immediately.
- The principal or their designee will make an announcement over the intercom system that there is an EVACUATION SITUATION.
- After the announcement, each person must follow fire drill procedures to evacuate the building.

Teacher/Adult Personnel
- Teachers must have keys, class roster/grade book and student emergency phone numbers with them at all times.
- Upon hearing EVACUATE announcement, fire drill procedures should be followed.
- Teachers must account for all students ones students arrive at designated area.

Students
- Students will proceed out of the building silently and in line, leaving all belongings behind.
- Once outside, students will walk quietly and stay in line with their class.
- While waiting students will remain quiet, keep their attention on adult personnel and listen for emergency announcements.
- Students who are absent from their regular rooms must not attempt to return to their classroom, but will go with the adult in the room which they happen to be at the time. If a student is not with an adult, he/she should go to the nearest teacher or class group. That teacher will direct the child safely to his/her classroom group.

8.4. APPENDIX D: CAUTION, LOCK DOWN AND EVACUATE PROCEDURES
SCHOOL
SCHOOL SAFETY PROCEDURES

LOCK DOWN
STAY

- Stay secure in room
- Keep roster & keys
- Lock door
- Turn off lights
- Go to area side of door furthestmost from view

CAUTION
BE VIGILANT

- Inside recess
- Keep door in lock position
- Monitor halls
- Stay alert at all times

EVACUATE
VACATE BUILDING

- Follow building evacuation procedures
- Take roster & keys