

Introduction

The purpose of this plan is to provide guidelines to be followed in the event that there is an emergency/disaster/crisis within the school system. The intent of developing the crisis management plan is to ensure that appropriate actions are taken to protect the safety of the employees and students of the school system. Although the plan provides guidelines, in no way should it take precedent over the good judgment of the key officials and/or the Principal/designee who are responding to the emergency/disaster/crisis.

Definition of Crisis Management

Crisis Management is that part of a school division's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront, and resolve the crisis; restore equilibrium; and support appropriate adaptive responses.

Administration Responsibilities

Administration/designee at each county school will be responsible for the accurate recording keeping during crisis management incidents. These records may include phone logs; detailed descriptions of crisis events and actions taken; records of injuries and follow-up actions; accounting for administrators, staff, and students; notification of parents; and parental pick up documentation.

Crisis Telephone Numbers

FIRE DEPARTMENTS

Union City.....911 (non-emergency 885-3456)
(Lake Road and Ridgemont Schools)
Troy.....911 (non-emergency 536-4543)
(Hillcrest and Obion County Central High School)
Hornbeak.....911 (non-emergency 885-3316)
(Black Oak)
South Fulton.....911 (non-emergency 479-1311)
(South Fulton Elementary and South Fulton High School)

POLICE DEPARTMENTS

Union City.....911 (non-emergency 885-1515)
(Lake Road and Ridgemont Schools)
Troy.....911 (non-emergency 536-4342)
(Hillcrest and Obion County Central High School)
Hornbeak.....911 (non-emergency 538-9626)
(Black Oak)
South Fulton.....911 (non-emergency 479-1311)
(South Fulton Elementary and South Fulton High School)

HOSPITALS

Baptist Memorial Hospital..... 885-2410
Parkway Regional Hospital..... 270-472-2522

AMBULANCE

Baptist Memorial Hospital.....911 (non-emergency 884-8206)

LOCAL UTILITY COMPANIES

Gibson Electric Membership Corporation.....800-977-4076
(All schools for electrical crisis)
Lake County Gas..... 253-6203
(Black Oak natural gas crisis)
Town of Troy 536-4745
(Hillcrest and OCCHS gas crisis)
Atmos Energy888-824-3434
(Ridgemont, CTC, & Board Office gas crisis)
City of South Fulton..... 479-9459
(South Fulton Elementary and South Fulton High School gas crisis)

ADDITIONAL CONTACTS

Board of Education 885-9743

Principals

Black Oak—Sheila Stone 538-2271
Career Technology Center—Russ Davis 885-7171
Hillcrest—Melinda McCullough 536-4222
Lake Road—Dennis Buckelew 885-5304
Obion County Central High—Linda Short 536-4688
Ridgemont—Randy Pitts 536-5171
South Fulton Elementary—Elise Braswell 479-2304
South Fulton Middle/High—Adam Stephens 479-1441

Obion County Sheriff Department.....911 (non-emergency 885-5832)

Poison Control 800-222-1222

Department of Human Services

Contact: Jill King or Debbie Tarkington 884-2603

Department of Children’s Services

Contact: Jack Horton or Melanie French 884-1465

Youth Villages (Child Crisis Services)..... 866-791-9227
731-660-6738

Pathways 885-9333

Contact: Stephanie Gallimore

Baptist Behavioral Health Care Services 884-8400

Obion County Juvenile Court 885-4550

Crisis Line..... 800-587-3854

Carey Counseling..... 885-8810 (Crisis: 800-372-0693)

Contact: Carey Jones

Committee Members

David W. Huss—Director of Schools

James Faulkner—Assistant Director of Schools

Dale Hollowell—Supervisor of Attendance

Phil Graham—Director of Maintenance

Larry Parks—Director of Transportation

Nancy Hamilton—Director of Public Relations

Judy Denmon—Supervisor of Child Nutrition

Heath Cunningham—Crisis Management Chairman

Donnie Walton—Crisis Management Co-Chairman

Jerry Vasbinder—Obion County Sheriff

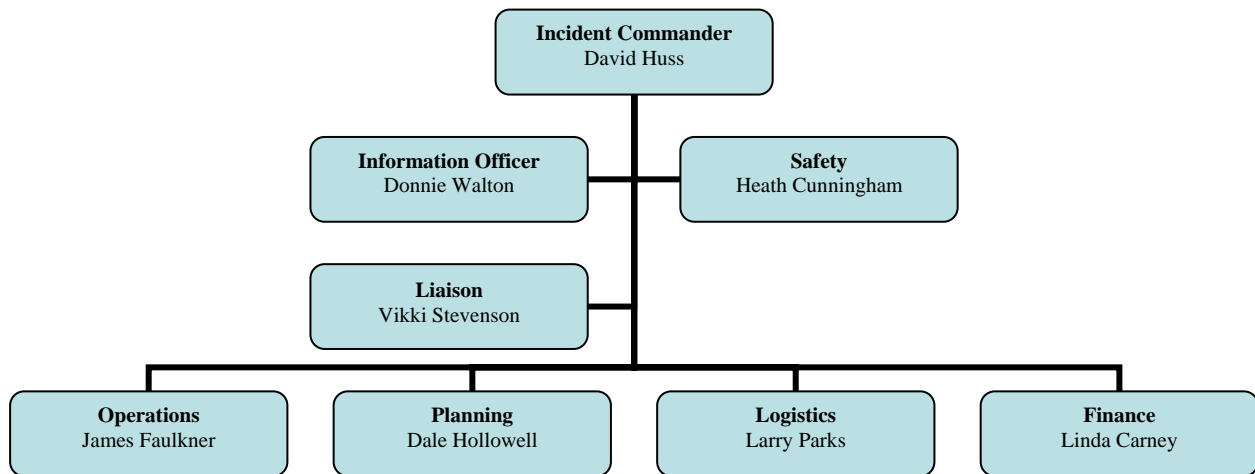
Heather Kendall—Director of Coordinated School Health

Teddy Willcutt—Rescue Squad Chief

Dr. Bruce Brown—Obion County Medical Director

Rhonda Hawks—Manager of Emergency Services

Incident Command System (Chain of Command)



Incident Commander (IC): David Huss

The Incident Commander (IC) is responsible for all aspects of the response, including developing incident objectives and managing all incident operations.

Information Officer: Donnie Walton

The Information Officer's role is to develop and release information about the incident to the news media, to incident personnel, and to other appropriate agencies and organizations.

Liaison Officer: Vikki Stevenson

The Liaison Officer's role is to serve as the point of contact for assisting and coordinating activities between the IC and various agencies and groups. This may include local government officials and criminal investigating organizations and investigators arriving on the scene.

Safety Officer: Heath Cunningham

The Safety Officer's role is to develop and recommend measures to the IC for assuring personnel health and safety and to assess and/or anticipate hazardous and unsafe situations.

Operations: James Faulkner

The Operations Staff is responsible for all operations directly applicable to the primary mission of the response.

Planning: Dale Hollowell

The Planning Staff is responsible for collecting, evaluating, and disseminating the tactical information related to the incident, and for preparing and documenting Incident Action Plans (IAPs).

Logistics: Larry Parks

The Logistics Staff is responsible for providing facilities, services, and materials for the incident response.

Finance: Linda Carney

The Finance Staff is responsible for all financial, administrative, and cost analysis aspects of the incident.

Communication

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. The media must be informed and kept updated. Additionally, groups which are a part of the school community (PTA, advisory councils, etc.) and can assist with getting accurate information into the community are important.

Parents

In the event of an emergency, parents have very specific information needs. First, parents want to know their child is safe; then, parents want to know the details of the emergency situation, to know how it was handled, and to know that the children will be safe in the future. The first reactions are likely to involve fear. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. In the event of a crisis or disaster:

1. Tell parents exactly what is known to have happened. Do not embellish or speculate.
2. Implement the plan to manage phone calls and parents who arrive at school.
3. Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting is an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school. In the event of an incident which involved damage or destruction, an open house for parents and other members of the community to see the school restored to its “normal” state helps everyone get beyond the crisis.

Media

In any crisis situation, the media will likely contact the school first rather than the School Board Office. In this situation, direct all media inquires to the Director of Schools/designee.

Emergency Procedures

Evacuation

In case of an emergency and, if necessary to protect employees and students, the building may have to be evacuated. This is a decision that will be made by the building Principal, utilizing all available information. However, there may be instances when local fire, disaster, or police personnel may order evacuations, and it is imperative that communications to the Director of Schools/designee be accurate and timely.

Evacuations should be orderly and practiced throughout the year.

Teachers shall take grade/roll book and shall call roll after evacuation and report missing students and/or staff to the Principal/designee.

Office staff shall take enrollment cards and sign out sheets for off-site student release if required. (This information should be kept in an index file or single drawer that can easily be taken in emergency). Responsibility for this task should be assigned and an alternate assigned prior to any drill or emergency.

The designated utility company (or designee) shall be responsible for shut-off valves for gas, water, and electricity and shall ensure that no hazard results from broken or downed power lines.

An outdoor assembly should be designated for evacuations. In the event of an actual disaster, all students and employees shall go to the designated assembly area. This assembly area should be free of overhead obstruction (e.g., power lines, transformers, large trees, etc.) and away from power sources. The classes should be placed in an assembly area in such a way that dismissal of students and staff will be orderly and efficient. (Attach map of site plan with class locations designated).

Within close proximity of the assembly area, a student release station, first-aid station, and command communications station should be set up (show location on site plan). All staff shall be aware of the assembly area and all stations locations.

No student shall be dismissed until appropriate procedures are implemented.

Transportation

Transportation will be provided to another location and/or home as required by the specific incident. The assembly area is to be considered a waiting area until proper departments and/or agencies can respond. **No student shall be moved from the waiting area until the order is received from the Director of Schools/designee.**

Alternative Building Location

Plans should be made to evacuate to an adjacent or alternate building, where practical, that could temporarily house students and staff until transportation is provided in lieu of assembly area in case of inclement weather, etc.

Lockdown

In cases of an emergency requiring lockdown, the following procedure will be followed by staff and students:

1. Principal/designee will announce over the intercom that a lockdown is in effect.
2. One of the secretaries will be directed to call 911 and notify the police of our emergency and the need for immediate police assistance.
3. The following announcement will be made:

Class in Session (no lunch in progress)

“Students and Staff—It is necessary at this time to begin a school wide lockdown. All students are to remain in class. Students in the hall report immediately back to your room. Teachers lock your classroom door. No one is to leave the classroom until an “All Clear” announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.”

Class Change in Progress

“Students and Staff—It is necessary at this time to begin a school wide lockdown. All students and teachers report immediately to your next class. Teachers, be at your classroom door and lock as soon as the students have arrived. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.”

During Lunch/Lunch Bells

“Students and Staff—It is necessary at this time to begin a school wide lockdown. Students in the cafeteria are to report immediately to your next period class. Teachers lock your classroom doors. Students outside of their classroom at this time are to report back to your class immediately. No one is to leave the classroom or designated area until an “All Clear” announcement is made by an administrator. Ignore a fire alarm. If we need to evacuate the building, an announcement will be made.”

4. Teachers are to do the following:
 - a. Lock your door.
 - b. Tell the students that we have an emergency and you don't know what it is.
 - c. Get the students to go to an area of the room that is away from the door and away from the windows.
 - d. Have students stay there until an announcement is made. Members of the crisis team

will come to your room and update you.

- Communications among administrators will be by walkie-talkie or cellular phones to assess the situation and plan next course of action.
- The school nurse and attendance clerk will report immediately to the main office during lockdown announcement.

Responsibilities of Personnel during/after Emergency

Principal

The Principal shall become responsible for the overall direction of disaster procedures at the school site.

1. Direct evacuation of building in accordance with procedures.
2. Arrange for transfer of students, staff, and other individuals when their safety is threatened by a disaster.
3. Take any other steps deemed necessary to ensure the safety of students, staff, and other individuals.
4. Assist as directed by the Director of Schools.

Teachers

Teachers shall be responsible for the supervision of students and will remain with students until directed other wise.

1. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warnings, written notifications, or intercom orders and procedures as described in the established procedures.
2. Render first aid if necessary. School staff should be trained and certified in first aid and CPR (cardiopulmonary resuscitation).
3. Take grade book and call roll after evacuation.
4. Report missing students and staff to the Principal.
5. Assist as directed by the Principal.

School Nurse

The school nurse shall be responsible for student inhalers, epipens, diabetic kits, and student medication.

Custodians

Custodians shall be responsible for the use of emergency equipment, for the handling of your school's supplies, and for the safe use of available utilities.

1. Survey and report damage to Principal.
2. Assist rescue operations as directed.
3. Assist fire-fighting efforts until regular fire-fighting personnel take over.
4. Control main shut-off valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
5. Assist in the disbursement of supplies and equipment.
6. Conserve usable water and other supplies.
7. Assist as directed by the Principal.

Secretarial Staff

1. Be responsible for reporting a fire or other disaster.
2. Take enrollment cards and sign-out sheets for off-site student release if required.
3. Utilize telephones and monitor emergency radio broadcasts.
4. Assist as directed by the Principal.
5. Perform the duty of messenger-courier as directed.

Food Services/Cafeteria Workers

1. Use, prepare, and serve, on a rationed basis, cafeteria stock and water supply whenever providing food for students and staff becomes necessary during a disaster.
2. Assist as directed by the Principal.

Bus Drivers

1. Supervise the care of students if disaster occurs while students are on bus.
2. Transfer students to new location when directed.
3. Utilize bus radios as an emergency communication system.

Board Office Staff

The Board Office staff will assist in all emergencies. A command post will be set up at the Board Office, telephone 885-9743.

Postvention Team

Heather Kendall will be in charge of the Postvention team and has a list in place for Postvention team responsibilities and duties.

These responsibilities shall be modified to meet the needs of your specific facility.

Emergency Student-Dismissal Procedures

Once the dismissal order is received from the Director of Schools/designee, the Principal will do the following:

1. Relay dismissal instructions to every classroom by the most rapid and efficient means.
2. Inform parents that they need to make special arrangements for child care in the event school is dismissed and parents are not at home.
3. Review the dismissal procedure already provided to parents to ensure that it will be followed. The procedure should provide guidance regarding parents who have made special arrangements for child care in the event parents are not at home.
4. Ensure that designated school personnel will inspect the entire structure once dismissal is completed to ensure that the building is empty and that any precautions dictated by the Fire Plan or other specific disaster plans are taken.
5. May request assistance from administration and/or law enforcement agencies to ensure that students disperse from the school building to minimize hazards and congestion.
6. Ensure that all dealings with the news media and the public are handled by the Incident Command System Information Officer (Donnie Walton 446-5115) or the Director of Public Relations (Nancy Hamilton 885-9743).

Emergency Response Supplies Checklist

This checklist is a list of items that schools may need to respond to an emergency. Your school will not need all of these response supplies for every emergency but should plan on stocking (or being able to obtain) these supplies in the case of a catastrophic disaster. Your emergency planning team should select the required equipment based on your hazard analysis and tailor this list to meet the needs of your school. Use the checklist as a guide to developing and maintaining your supply inventory. **Note:** Your school may not need all items on this checklist—or it may need other items that are not shown here. Review the list carefully to determine the supplies that your school needs.

Classroom “Go Kit”

1. Bright-colored bucket with lid. The bucket should be stenciled with the classroom number for visual identification.
2. First aid kit
3. A hat, vest, or other unique identifier for the teacher (and aide)
4. A whistle
5. Student accounting paperwork for student accountability (student disaster cards, buddy class list, etc.)
6. Tarp or ground cover
7. Age-appropriate time passers (cards, crayons, etc.)

Storage Container

1. Medical equipment
2. Food and water (Remember dietary needs for special populations.)
3. Sanitary supplies
 - a. Toilet paper
 - b. Plastic sheeting for privacy
 - c. Disinfectant spray
4. Spare batteries
5. Blankets
6. Search and rescue backpacks with medical supplies
7. Search and rescue bucket that contains
 - a. Flashlights
 - b. Crowbar
 - c. Masking tape
 - d. Large chalk

- e. A door restraint
 - f. A lanyard with snap hook
 - g. Whistle
 - h. Batteries
 - i. Gloves
 - j. Keys
 - k. Portable radio
 - l. Pen and clipboard (for logging of victim locations and status)
 - m. Site map
8. A lockbox with master key sets (enough to guarantee access) on lanyard
 9. A bullhorn
 10. Rescue tools
 - a. Shovels
 - b. Pry bars
 - c. Sledgehammers
 - d. Pick axes
 - e. Backboards
 11. Water Dispensing System
 - a. 5-gallon barrel(s) with spigot in lid
 - b. Disposable paper cups
 12. Signs to notify parents
 13. Pencils and pens
 14. File box containing each student's emergency card
 15. Staplers
 16. 2-way radios
 17. Vests for staff and student runners
 18. Fire Extinguishers (A, B, C, D)

Aircraft Crash

An *Aircraft Crash* occurs when an aircraft falls near a school or on a portion of the school building. If an aircraft crashes near the school or endangers the school population, the following will be accomplished:

1. The Principal/designee will determine what action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of the students without awaiting directions from the Principal/designee.
2. All students and staff will keep at a safe distance, allowing for possible explosions.
3. If possible, the Principal/designee will determine if the aircraft is military, commercial, or private plane.
4. The Principal/designee will notify fire department, police/sheriff department, and the Director of Schools.
5. The Principal/designee will direct further action as required.

Allergic Reaction

When allergic reactions occur, possible symptoms may include general feeling of impending doom or fright, weakness, sweating, sneezing, shortness of breath, nasal itching, hives, vomiting, cough, restlessness, shock, hoarseness, swollen tongue, and/or severe localized swelling.

First Actions

1. Assess situation, remain calm, make student/employee comfortable.
2. Only move for safety reasons.
3. Send for immediate help and medication kit (in cases of known allergies).
4. Follow medical protocol for student, if on file.
5. Observe for respiratory difficulty and, if needed, call 911.
6. Notify parent or guardian.
7. Administer medication, by order of a doctor or school nurse, if appropriate. Apply ice pack, keep warm.
8. Record on an attached label the time and site of incident causing the reaction (if known) and the name of medicine, dosage, and time (if appropriate).

Preventative/Supportive Actions:

1. Encourage parents and guardians to list health situations on emergency card for their child.
2. Encourage employees who have health situations which affect them to inform a school administrator or school nurse of any difficulties and possible remedial actions.

Bomb Threat

Most bomb-threat calls are very brief: The message is stated in a few words and then the caller hangs up. Every effort should be made to obtain detailed information from the caller by asking the following questions:

1. When is the bomb going to explode?
2. What kind of bomb is it?
3. What does the bomb look like?
4. Where did you place it?

First Actions

1. Call 911.
2. Notify the Director of Schools.
3. Conduct a fire drill.
4. Have students and teachers exit the building through the designated doors. If the primary evacuation route is blocked or if it is known that the bomb is in that particular area, alternate routes are to be taken.
5. Have all non-emergency traffic directed away from the building by designated staff members.
6. Assist law enforcement personnel if a search is conducted.

In the Event a Bomb Threat Is Received

1. Hand-held radios should be turned off.
2. Lights should not be turned on or off.

Bus Accidents

Bus Accident (Regular Route)

When the report of a bus accident comes in, the Principal/designee will

1. Notify the Director of Schools and the Director of Transportation.
2. Print a list of students who normally ride the involved bus. That information will come from computer records. The list should include any special medical considerations and signed medical releases provided by the parents at the beginning of the school year.
3. Provide, if needed, a meeting location in the school for parents/guardians and school and district personnel.

Bus Accident (Field Trip)

1. Before a bus or buses leave with students going on a field trip, a list of riders for each bus will be left at the school. Riders are expected to return on the same bus. A copy of the list is to be taken by one of the chaperones. A map of the routes to and from the field trip destination will be left at the school and will be clearly marked to show the routes.
2. When the report of a bus accident comes in, the Principal/designee will notify the Director of Schools.
3. The Principal/designee will use the rider list to notify parents/guardians. If the location or condition of the students is known, that information will be conveyed to parents.
4. The Principal/designee will remain at the school while the district and school personnel go directly to the site of the accident and to hospital locations. Those who go to remote sites will carry a copy of the rider lists with them. These are to be picked up at the school or faxed to the School Board office.
5. The Principal/designee will assign school staff to man the telephones. A script with factual information will be provided for those answering the phones.
6. The attendance clerk will operate the computer and will print the information from the records of students involved in the accident. Included will be medical information that can be relayed to hospitals serving the students and staff involved in the accident.
7. An area for the media may need to be established at the school. An official spokesperson should be designated.
8. Faculty, staff, family members, and close friends of those involved in the accident should be identified and closely monitored if the accident occurs while school is in session.

Chemical Spill

Inside the Building

1. Evacuate the area immediately.
2. Check the Material Safety Data Sheet (MSDS*) to determine the urgency of the situation.
3. Notify the Principal/designee and the Director of Schools as soon as possible.
4. The Principal/designee will call the fire department, if deemed necessary, for consultation.
5. Notify personnel in charge of the area of the chemical spill to gather more information regarding the chemical type and properties.

* A **Material Safety Data Sheet (MSDS)** is designed to provide both workers and emergency personnel with the proper procedures for handling or working with a particular substance. MSDS's include information such as physical data (melting point, boiling point, flash point, etc.), toxicity, health effects, first aid, reactivity, storage, disposal, protective equipment, and spill/leak procedures. These are of particular use if a spill or other accident occurs. MSDS's should be kept in the main office of each school.

Outside the Building

1. Ensure that all students are in the building and that they remain there.
2. Shut off all outside air ventilators.
3. Keep telephone lines clear for emergency calls only.
4. Release students to parents or designee only.
5. Principal/designee will continue to monitor the situation and provide periodic updates to the Director of Schools.

Child Abuse and Neglect

The following procedures **MUST** be followed if you suspect physical or sexual abuse.

When the alleged offender is **NOT associated with the school AND the abuse/attack did not occur at school or at a school-sponsored activity, school officials should do the following:**

1. Contact immediately, by phone or otherwise, the Obion County Sheriff's Office or the Department of Children's Services.
2. School employees should not conduct a formal interview. Do **NOT** investigate beyond who, what, when, and where. Any information volunteered by the student should be carefully noted.
3. Do **NOT** contact the parent/guardian.
4. Do **NOT** contact the alleged offender.
5. All information pertaining to such cases **MUST** be kept strictly confidential in the best interest of the student.

When the alleged offender is **a student, a school employee, or a school volunteer,**

1. Immediately contact the judge having juvenile jurisdiction, the Department of Human Services, or the Obion County Sheriff's Department.
2. Do **NOT** investigate beyond who, what, when, and where.
3. Do **NOT** bring witnesses together.
4. Do **NOT** ask witnesses to write down their stories.
5. Do **NOT** contact the alleged offender.
6. Do **NOT** bring the victim and the alleged offender in together.
7. Do **NOT** contact the parent/guardian.

Death

Death of a Student or Staff Member

1. Notify the Director of Schools.
2. Prepare a fact sheet giving accurate, up-to-date information.
3. Hold a faculty meeting as soon as possible. Review the procedures for the day, availability of support services, and referral process for at-risk students.
4. Contact the family of the deceased. Preferably an administrator should visit the family at their home and offer assistance.
5. Hold a faculty meeting at the end of the day to review the day's events.
6. Notify all bus drivers by written memo to be alert for students who show signs of emotional distress, along with a telephone number for drivers to use to reach a guidance counselor.
7. Personal contact should be made with the driver of the bus which goes into the neighborhood of the student who has died. Supply a school staff member to ride the bus if that seems necessary.

Special Note: Regarding Death Due to Suicide

If the death of a student or employee is the result of suicide, follow these guidelines:

1. **DO NOT** allow peer counseling.
2. **DO NOT** have mass meetings or assemblies of students after the suicide.
3. **DO NOT** have a memorial service or do anything that might glamorize or romanticize suicide.
4. **DO NOT** make announcements of the suicide over the intercom. Teachers should tell the students of the suicide in their classrooms. A script can be prepared for teachers to use.

Disturbances

Pupil Disturbances

1. Make every attempt to isolate the group involved in the disturbance. Identify leaders and observe actions.
2. Discontinue class movement until the situation is under control.
3. If the situation is beyond control, call 911. The law enforcement officer on scene assumes full tactical authority until the disorder is controlled and the school resumes normal activities.
4. Notify the Director of Schools.
5. If the situation halts the resumption of classes, the Principal/designee should confer with the Director of Schools regarding closing school.
6. Drivers and car riders should be released in groups rather than a mass dismissal. School staff members should closely supervise all dismissals.

Adult Disturbances

1. Demonstrators should remain off school property.
2. Demonstrators may not block driveways or walkways.
3. If violations of items #1 and/or #2 occur, call for law enforcement personnel.
4. Observe actions and attempt to identify leaders in the event of arrests and prosecution.
5. Notify the Director of Schools.

Earthquake

Indoors

1. Unless advised differently by the Principal/designee, stay in your classroom. Immediately take roll of students.
2. Take protective action if the building is threatened.
 - a. Keep all students away from windows and outside walls.
 - b. Shut off any electrical or gas operated appliances.
 - c. Take shelter under desks, tables, and heavy furniture.
 - d. Be alert to any developing threats such as broken water pipes or electrical wires.
 - e. Communicate roll count of students and situation to the office right away.
 - f. Be prepared to evacuate, if advised to do so.
 - g. If advised to evacuate, follow fire drill plan.
 - h. Leave doors to room open to prevent jamming.
3. The custodian and/or maintenance personnel shall assist with the shutdown of the facility's mechanical, water, and gas systems. The electrical system is to be shut off as necessary.

After the Shaking Stops

1. Evacuate and move to open area away from buildings.
2. Avoid power lines, trees, and other objects that might fall on students.
3. Do not enter buildings until authorities have checked them for damage, leaking gas lines, and other utility disruptions.
4. Take roll, account for all students, and report to the Principal/designee.

Outdoors

1. Move away from building to open space.
2. Avoid overhead wires and utility poles.
3. Lie flat, face down and wait for earth to stop moving.
4. Keep students assembled and take roll count of students.
5. Do not touch any fallen wires.
6. Do not enter any building until authorized to do so.

Fighting

Goals

1. Safety
2. Effective Communication
3. Mobilization
4. Containment
5. Assessment and Follow-up

Prevention

Have a clear plan in place and ensure all personnel are familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with information provided regarding managing a potentially dangerous person.

Intervention

Intervening and managing physical altercations and/or fights require making a judgment call. There may be several goals at one time, and individual circumstances will determine the priorities of your interventions.

Interventions may include the following:

1. Disperse the crowd and ensure the safety of the students.
2. Call for help and assistance in managing the incident.
3. Focus on diffusing the fight.
4. Attend to medical needs.
5. Be knowledgeable about intervening with individuals who are dangerous.

Fire

In the event a fire is detected within a school building, proceed according to the following plan:

1. Sound the **Fire Alarm** by pulling the alarm system located in the halls or in specific rooms.
2. Close all doors and windows, including any doors separating sections of the building and at stairwells to confine the fire.
3. Evacuate the building immediately to at least 300 feet from the structure and out of the fire department's operational area.
4. Make special provisions for handicapped students.
 - Specific persons, plus alternates, should be assigned to assist specific handicapped individuals.
 - Evacuation plans for the handicapped should be reviewed and practiced and periodically updated.
5. Initiate roll. Each teacher should leave the room with the roll book to check student names. In order to avoid confusion, all student absences should be recorded.
6. Render first aid if necessary.
7. Notify utility companies of a break or suspected break in lines which might present an additional hazard.
8. Keep access roads open for emergency vehicles.
9. Have fire department officials declare the area safe before allowing students/staff to return to school.
10. If the school needs to be closed and students transported to another location or home, contact the Director of Transportation.

NOTE: The custodial staff, administrators, and other appropriate personnel should be trained to use fire extinguishers to fight small fires. However, they should not endanger their lives in doing so.

Create a Fire Plan

1. The fire alarm company must be called in advance of any Fire Drill and informed of the location and time of the drill. If the fire department is not notified of the drill, the Fire Department will be sent to the facility needlessly.

2. If it is a false alarm and the cause of the alarm is known, the local fire department should be notified, and the facility personnel should correct the cause of the alarm. Evacuation of the building is not necessary in this situation.
3. Under no circumstances should the Fire Alarm System be shut off or taken out of service. If construction or renovation affects the Fire-Alarm System, requiring the system to be shut, an approved fire watch must be implemented as well as the local fire department notified.
4. State law requires all actual fires to be reported to the Fire Department **immediately**. Any fire at a school facility must be reported to the Fire Department, even if is a very small fire or the fire has already been extinguished.

Gangs/Civil Disturbance

A civil disturbance is a riot or out-of-control demonstration that could threaten the welfare and safety of staff and students. This can include, but is not be limited to, organized gang activity and can occur either inside or outside of the building.

1. **Call 911.** Make sure the 911 operator understands that there is a civil disturbance. Give the location of the disturbance and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify all teachers that you have an emergency situation. Keep all students inside their classrooms until further notice. All classroom doors should be locked. Teachers and students should move away from the doors and windows. They should remain quiet and seated.
3. Notify the Director of Schools.
4. Notify all students outside their classrooms (including those outside the school building) to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. All doors should remain locked; students and staff should remain seated and quiet until the All-Clear is given or other instructions are forthcoming.
6. Assist police as directed by them.

Intruder in the Building/Hostage Situation

Definition

An **intruder** is an individual in the building who has not followed established visitor procedures and who appears suspicious.

Any school personnel who observe an individual in the building who appears suspicious should notify the office. The Principal will determine if the situation is serious.

A **hostage-taking** is a violent criminal offense involving the holding of individual(s) hostage, or exercising or attempting to exercise control over the individual(s) by the use of force or threat of force, or by other violent behavioral/verbal actions, which if carried out, would result in a departure from the organization's normal course of action by using the threat of violence to secure the fulfillment of certain demands.

These situations are probably the least predictable and the most dangerous of the emergency situations that may confront the school Principal.

The Principal will determine if the situation is an emergency.

1. Notify all teachers that you have an emergency situation. All students should remain inside their classrooms until further notice. All classroom doors should be locked. Teachers and students should move away from the door and remain quiet and seated.
2. Call 911. Make sure the 911 operator understands that there is an intruder inside the school and whether or not the person is armed. Give his/her last known location, a description, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
3. Notify the Director of Schools.
4. Notify all students outside their classrooms (including those outside the school building) to report to the nearest safe classroom or area. All staff should make certain that any stray student is brought into a locked area.
5. All doors should remain locked; students and staff should remain seated and quiet until the All-Clear is given or other instructions are forthcoming.
6. Assist police as directed by them.

Kidnapping/Custody

Kidnapping

Upon suspecting that a kidnapping has occurred, the Principal/designee will proceed as follows:

1. Call 911.
2. Notify the Director of Schools.
3. Notify the parent/guardian.
4. Do **NOT** release any information to the media unless instructed otherwise by the Director of Schools or his/her designee.

Custody

In order to comply with the difficulties in this sensitive and volatile issue, the Principal/ designee should consider the following precautions:

1. Insist on accuracy of the student record card information pertaining to custody, court orders, and releases.
2. Comply with the information provided on the student record card.
3. Maintain a current file of legal documents pertaining to appropriate students.
4. A list of students who are not to be released to anyone except a particular parent/guardian should be easily accessible for use by office personnel who are involved in the releasing of students from school.
5. When a parent/guardian telephones a request that a child be released from school, direct that the identity of the caller be confirmed (by a separate call to the parent/guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file.
6. Notify the Director of Schools if applicable.

Medical Emergency

A medical emergency exists anytime a school incident exceeds the need for basic first aid.

In case of an emergency, check the scene for safety. Remove self and others out of harm's way.

1. Activate emergency medical services by calling 911. Be prepared to state the nature of the emergency and location (address, building entrance). Provide the EMS personnel with any known information about the health concerns of the individual, medications, allergies, health care provider, etc.
2. Provide CPR/first aid as necessary until back-up medical services arrive at the scene. First aid is the immediate and temporary care given to a victim of an accident or sudden illness until the services of a physician can be obtained.
3. Do not give medication by mouth unless specifically ordered to do so by the physician and appropriately signed authorizations from the parent and physician are on file. The person must be conscious in order to administer medication by mouth!
4. Notify the parent as soon as possible. Inform parents of any first aid or illness that occurs while the child is at school. **Stay with the student** until dismissed to the parent or until returned to the classroom. In the event of ambulance transport to a health-care facility, the Principal shall designate a school staff person to stay with the child until the parent is present. No seriously ill or injured student should be allowed to go home without being accompanied by a responsible adult. Likewise, a student should not be left at home unattended unless there is a responsible person present to take care of him/her.

Natural Gas

The possibility of a gas leak and possible concentration of gas or buildup within a building should by no means be taken lightly. There have been many explosions causing deaths and injuries to school personnel and students. It is always best to be “safe rather than sorry.” Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside the building. Natural gas is mixed with Mercaptan to give it odor. The gas goes up and the odor goes down.

If a leak is in or near the building,

Evacuate the building immediately, following your local building evacuation plan. Get students a safe distance from the building.

1. Turn off the main gas valve.
2. Telephone the local fire department.
3. Keep the students at a safe distance until the problem has been corrected.
4. Notify the Director of Schools, who will notify the School Maintenance Department. The Director of Schools will contact the Assistant Director of Schools and the Supervisor of Transportation in the event the school must be closed and students dismissed.

When formulating a Natural Gas Emergency Plan, include the following:

1. The appointment of a Safety Committee (names, titles, responsibilities, etc.)
2. Explanation of Evacuation Plan
3. Map of outside assembly area, teachers’ stations, and hazards located
4. Map of primary and secondary evacuation routes and hazards along these routes

Pandemic Flu

What is influenza (flu)?

Influenza, commonly called "the flu," is caused by the influenza virus, which infects the respiratory tract (nose, throat, lungs). It can cause mild to severe illness and at times can lead to death.

How does the flu spread?

The main way that influenza viruses are spread is from person to person in respiratory droplets of coughs and sneezes. (This is called "droplet spread.") This can happen when droplets from a cough or sneeze of an infected person are propelled (generally up to 3 feet) through the air and deposited on the mouth or nose of people nearby. Though much less frequent, the viruses also can be spread when a person touches respiratory droplets on another person or an object and then touches his own mouth or nose (or someone else's mouth or nose) before washing his hands.

What are the symptoms of the flu?

Influenza is a respiratory illness. Symptoms of flu include fever, headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. Children can have additional gastrointestinal symptoms, such as nausea, vomiting, and diarrhea, but these symptoms are uncommon in adults. Although the term "stomach flu" is sometimes used to describe vomiting, nausea, or diarrhea, these illnesses are caused by certain other viruses, bacteria, or possibly parasites and are rarely related to influenza.

How long is a person with flu virus contagious?

The period when an infected person is contagious depends on the age and health of the person. Studies show that most healthy adults may be able to infect others from 2 days prior to becoming sick and for 5 days after they first develop symptoms. Some young children and people with weakened immune systems may be contagious for longer than a week.

What is the difference between a cold and the flu?

The flu and the common cold are both respiratory illnesses, but they are caused by different viruses. Because these two types of illnesses have similar flu-like symptoms, it can be difficult to tell the difference between them based on symptoms alone. In general, the flu is worse than the common cold, and symptoms such as fever, body aches, extreme tiredness, and dry cough are more common and intense. Colds are usually milder than the flu. People with colds are more likely to have a runny or stuffy nose. Colds generally do not result in serious health problems, such as pneumonia, bacterial infections, or hospitalizations.

How can you tell the difference between a cold and the flu?

Because colds and flu share many symptoms, it can be difficult (or even impossible) to tell the difference between them based on symptoms alone. Special tests that usually must be done within the first few days of illness can be carried out, when needed to tell if a person has the flu.

What can I do to protect myself against the flu?

By far, the single best way to prevent the flu is for individuals, especially people at high risk for serious complications from the flu, to get a vaccination each fall. However, there are other good health habits that can help prevent the flu. These are

- Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too.
- If possible, stay home from work, school, and errands when you are sick. You will help prevent others from catching your illness.
- Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick.
- Wash your hands often to help protect you from germs.
- Avoid touching your eyes, nose or mouth. Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.

Response Plan for Regular Flu

The school nurse will

1. Provide education about symptoms, mode of transmission, and prevention to parents, students, and staff.
2. Display reminder posters in the school to promote hand washing.
3. Promote flu shots for all adults and children, especially those at high risk for complications.
4. Organize and conduct a staff flu shot clinic in every school.
5. Publicize public clinics.
6. Monitor known cases of flu in the state and in the school, collaborating with public health officials when appropriate.
7. Wear a mask when assessing ill students to protect self from exposure.

8. Encourage staff or students with fevers greater than 100.4 and a cough to stay home from school.
9. Consult with local and state public health officials in order to advise the Director of Schools regarding possible need to cancel school events such as sporting events.
10. Consult with local and state public health officials in order to advise the Director of Schools regarding possible need to close school in the event of clusters of cases.

Classroom teachers will

1. Encourage hand washing, use of tissues to cover sneezes, and the use of hand sanitizer rubs in the classroom.
2. Reinforce and remind children not to touch eyes, nose or mouth without first washing their hands.
3. Take steps to clean and disinfect surfaces in the classroom: doorknobs, desks, keyboards, etc.

Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee, school personnel should follow these procedures:

Immediate Actions

1. Call 911.
2. Call the Poison Control Center (800-222-1222).
3. Administer first aid suggested by poison information center.

Preventative Measures

1. Post information from Poison Control Center regarding emergency numbers.
2. List the names of building personnel who have special first aid training or other special life-saving or life sustaining training.
3. Provide staff information on possible poisonous materials in the building.

Power Failure

A power failure occurs when normal activities are disturbed due to loss of electrical power.

Should a **power failure** occur, do the following:

1. Make sure students and staff are safe.
2. Keep staff informed.
3. Notify the Central Office **immediately**; they will notify the proper power departments.
4. Evacuate the building when advised by the Principal/designee.
5. Proceed to the alternate site for your school, if necessary/available.
6. Render first aid, if necessary.
7. The Principal will direct further action as required.
8. If required, students will be sent home by bus, or parents may pick them up at the alternate location. Information on student pickup will be supplied by the school administration and will be relayed to the radio and television stations. **No student shall be released until the order to let school out is received from the Director of Schools/designee.**

Suicide

Suicide is reference to a student and/or staff member who admits to being suicidal while on the school campus.

Once the individual has indicated he/she is suicidal, follow these procedures:

Student

1. Maintain the student in the company of a school staff member until the parent/guardian arrives at the school to accept custody. **At no time should this child be allowed out of the staff member's sight.**
2. Contact the parent/guardian to come to the school immediately to take custody.
3. Once the parent/guardian arrives at the school, impress upon him/her the need to seek medical/mental health assistance immediately to stabilize the situation. (You may want to assist the family in accessing services with acute psychiatric or other emergency services.)
4. Document steps taken and to whom the student is released.
5. Call **911** and gather all significant documentation, descriptions, and actions and submit to the police upon their arrival.

Staff

In the event a staff member is suicidal, assist the individual to obtain services to stabilize the situation. It would be prudent to have the suicidal staff member accompanied by another staff member or family member to any related appointments.

Response to a Suicide Attempt not Occurring at School

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. If a parent or other family member notifies the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on suppressing the spread of rumors and minimizing the fears of fellow students and staff. As opposed to convening a Crisis Response Meeting and alerting the student body, any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

Threat

A threat is an expression of intent to harm someone. Threats may be spoken, written, or expressed in some other way, such as through gestures. Illegal possession of a weapon should be presumed to constitute a threat unless a careful investigation reveals otherwise.

School administrators, guidance counselors, SRO's, and central office staff will be trained in threat assessment. Each school will have threat assessment team.

1. Report all threats to the principal.
2. The principal will evaluate the threat. If the threat is school-wide in scope, the central office will be notified immediately.
3. The principal will evaluate the threat by interviewing the student who made the threat (if known) and any witnesses to the threat.
4. The principal will determine if the threat is clearly transient (not a serious threat and can be easily resolved) or substantive (potential harm to someone).
5. The principal will respond to a transient threat and determine the appropriate course of action.
6. The principal will determine if a substantive threat is considered serious or very serious.
7. The principal will respond to a serious substantive threat.
 - Take action to protect the intended victim, including contacting the intended victim and parents.
 - Notify the student's parents.
 - Determine if law enforcement should be called.
 - Refer the student to counseling or other appropriate intervention.
 - Discipline the student according to the severity and other circumstances of the situation.

8. The principal will respond to a very serious substantive threat.
 - Take action to protect potential victims, including contacting the victim and parents.
 - Suspend the student until a comprehensive safety evaluation is completed.
 - Contact the central office and law enforcement.
 - Discipline the student as appropriate (SDHA meeting)
 - Implement a safety plan.

Tornado

Tornado Watch: Conditions are favorable for tornado or severe weather. Staff is made aware of the situation, but no action is taken at this time.

Tornado Warning: A tornado has been sighted—take shelter immediately.

1. Upon hearing the tornado drill or severe weather alert signal, students will leave the classroom and be seated on the floor in the hall nearest their classroom.
2. All personnel should stay away from windows, gyms, and any room with a wide, free span roof.
3. Students should evacuate into hallways. Students will face the walls, crouching low and covering the back of their heads with their hands.
4. As a last resort, students should get beneath heavy furniture or, otherwise, lie face down, head covered, along the wall of an interior hallway on the lowest floor available.
5. Classrooms without windows may be utilized during drills and actual incidents. In this situation, students will maintain their position on the interior wall of the classroom, not along any exterior wall.

Points to remember

1. Teachers should collect attendance books.
2. Teachers should check that all students are present and report any missing students to administration.
3. All students and teachers are to remain in hall until notified by administration.

Vandalism

1. Report all acts of vandalism to police.
2. Photograph any willful and malicious destruction of school property (e.g., graffiti, broken windows, etc.).
3. For minor damage, simply note the time, date, and type of damage for your records.
4. Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
5. Aggressively prosecute all vandals to convey that you will not tolerate this type of offense.
6. Collect restitution by having the offender pay money or provide labor to clean and/or repair the damage he or she has caused.
7. Serious acts of vandalism may be hate crimes or gang-related.

Weapons

According to Tennessee law, it is an offense for any person to possess or carry, whether openly or concealed, *with the intent to go armed*, any firearm, explosive, explosive weapon, bowie knife, hawk bill knife, ice pick, dagger, slingshot, leaded cane, switchblade knife, blackjack, knuckles or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any public or private school building or bus, on any public or private school campus, grounds, recreation area, athletic field or any other property owned, used or operated by any board of education, school, college or university board of trustees, regents or directors for the administration of any public or private educational institution. Tenn. Code Ann. § 39-17-1309 (b)(1) (2008). State law prescribes a maximum penalty of six years imprisonment and a fine not to exceed \$3000.00 for carrying weapons on school property.

Specifics

1. Assess the situation.
2. Notify SRO or police. Provide as much information as possible. Be prepared to act as a resource and liaison between school and police. If necessary, have a map of the school available for police.
3. Gather as much detailed information as possible. Try to determine the following:
 - a. Location, identity, and detailed description of individual
 - b. Location and description of weapon
 - c. Any pertinent background information on individual, including possible reason for carrying a weapon.
4. Isolate individual or suspect. (If weapon is in a locker or elsewhere, prevent access to it.)
5. Confer with SRO or police when they arrive. They will advise you how they intend to proceed.
6. If interaction with the individual is imminent, do not use force or touch the person or weapon. Avoid sudden moves or gestures.
7. Remain calm. Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
8. Be certain that at least one other administrator/designee is aware of the situation, but limit information to staff and students on a need to know basis.
9. Notify Director of Schools.

10. Notify teachers of the situation by using the Lockdown procedure. This will allow teachers to keep students in the classroom until all is clear.
11. Refer media questions to the Director of Schools/designee.
12. Call emergency staff meeting. It is important that staff members leave with accurate information about the incident and subsequent actions to be taken.

Staff Skills Inventory (for Crisis Management Planning)

Staff: As part of the development of our Crisis Management Plan and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Crisis Management Plan in order to be fully prepared for an emergency situation should one arise.

NAME: _____ ROOM _____

1. Emergency response

Please check any of the following areas in which you have training or expertise:

- | | | |
|--|--|---|
| <input type="checkbox"/> First aid | <input type="checkbox"/> Search & rescue | <input type="checkbox"/> Counseling/mental health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Media relations | <input type="checkbox"/> Incident debriefing |

Explain or clarify items checked, if needed _____

2. Special Considerations

Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- Multilingual, list language(s) _____
- Experience with disabilities _____
- Ham radio or CB radio experience _____
- Knowledge of community resources _____
- Other knowledge or skills _____
- Other knowledge or skills _____
- Check if you have a cell phone that could be used in an emergency
- Check if you have a 2-way radio that could be used in an emergency

3. Crisis Management Team

Each school is to form a **Crisis Management Team** to provide leadership and direction in response and recovery activities related to emergency management.

Universal School Procedures

<p>A. <u>Evacuation</u> (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded,</p> <ol style="list-style-type: none"> 1. Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous). 2. Take roll book for student accounting. 3. Assist those needing special assistance. 4. Do not stop for student/staff belongings. 5. Go to designated Assembly Area. 6. Check for injuries. 7. Take attendance; report according to Student Accounting and Release procedures. 8. Wait for further instructions. 	<p>B. <u>Reverse Evacuation</u> (For use when conditions inside are safer than outside)</p> <p>When the announcement is made,</p> <ol style="list-style-type: none"> 9. Move students and staff inside as quickly as possible. 10. Assist those needing special assistance. 11. Report to classroom. 12. Check for injuries. 13. Take attendance; report according to Student Accounting and Release procedures. 14. Wait for further instructions.
<p>C. <u>Severe Weather Safe Area</u> (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded,</p> <ol style="list-style-type: none"> 15. Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous). 16. Occupants of portable classrooms shall move to the main building to designated safe areas. 17. Take roll book for student accounting. 18. Take attendance; report according to Student Accounting and Release procedures. 19. Assist those needing special assistance. 20. Do not stop for student/staff belongings. 21. Close all doors. 22. Remain in safe area until the “all clear” is given. 23. Wait for further instructions. 	<p>D. <u>Shelter in Place</u> (For use in external gas or chemical release)</p> <p>When the announcement is made,</p> <ol style="list-style-type: none"> 24. Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location. 25. Assist those needing special assistance. 26. Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release). 27. Take attendance; report according to Student Accounting and Release procedures. 28. Do not allow anyone to leave the classroom. 29. Stay away from all doors and windows. 30. Wait for further instructions.
<p>E. <u>Lockdown</u> (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made,</p> <ol style="list-style-type: none"> 31. Students are to be cleared from the halls immediately and to report to nearest available classroom. 32. Assist those needing special assistance. 33. Close and lock all windows and doors and do not leave for any reason. 34. Cover all room and door windows. 35. Stay away from all doors and windows and move students to interior walls and drop. 36. Shut off lights. 37. BE QUIET! 38. Wait for further instructions. 	<p>F. <u>Drop, Cover and Hold</u> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command “Drop” is made,</p> <ol style="list-style-type: none"> 39. DROP to the floor, take cover under a nearby desk or table and face away from the windows. 40. COVER your eyes by leaning your face against your arms. 41. HOLD on to the table or desk legs, and maintain present location/position. 42. Assist those needing special assistance. 43. Wait for further instructions.

General Emergency Intervention Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- Activate school's Crisis Management Team, Incident Command System (ICS); activate and assign duties as needed:
 - Safety Official (overall safety conditions of campus)
 - Public Information Official (media relations, contact)
 - Liaison Official (coordinate with outside agencies)
 - Planning/Intelligence (incident time log, evaluate information)
 - Operations (student accounting and release, facilities, medical, crisis intervention & response, food and water)
 - Logistics (communications and supplies)
 - Administration/Finance (documentation, record keeping)
- Determine whether to call 911, whether to implement Crisis Management Protocols
- Notify and request assistance from the Crisis Management Committee members to
 - Assist with planning for a response and implementing protocols
 - Provide recovery support to students
- Set up a Command Post for communication and emergency management
- Bring "emergency toolbox" to Command Post (inside or outside)
- Hold emergency all-staff meeting (before and/or after school day) to
 - Advise staff of the known facts and provide written statement
 - Support their concerns and emotions
 - Provide classroom assistance if needed
 - Outline schedule for the day; modify day's schedule if needed
 - Identify resources available to teachers and students
- Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- Inform closest friends of the affected student and provide support
- Prepare formal statement or announcement to students, parents and media; provide statement to secretaries, staff, etc.
- Notify board of education members as appropriate
- Expand span of Incident Command System as needed, deactivate ICS when activities are completed
- Review and implement "Recovery" activities
- Document actions taken, secure records as legal documents

Teacher Survey: Students in Need of Special Assistance

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

STUDENT NAME	ASSISTANCE NEEDED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SIGNATURE: _____ ROOM _____

Bomb Threat Checklist

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

Exact wording of bomb threat:

Sex of caller _____ Race _____ Age _____ Length of call _____

Telephone number at which call is received: _____

Time call received _____ Date call was received ____/____/____

Caller's voice was:	calm _____	nasal _____	soft _____
	angry _____	stutter _____	load _____
	excited _____	lisp _____	laughter _____
	slow _____	rasp _____	crying _____
	rapid _____	deep _____	normal _____

Assembly Area (Outdoors, for Standard Evacuation)

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly area should minimize exposure of students to dangers or hazards around the school.

Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.

1. Designate each of the following in the Assembly area:

Command Post _____

Access for emergency vehicles _____

Student assembly areas (by grade level or team, etc.) _____

First aid area _____

Heliport landing area for air medical (if traffic gridlock prevents vehicular access) _____

Psychological first aid area _____

Student release _____

Media area _____

Potential morgue _____

2. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide and post throughout the building.
3. Communicate Student Accounting and Release procedures to parents.

Alternate Building Location: Walking Distance

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within *walking distance* from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc., to establish relationships for Alternate Building Location.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
(Address)	

Secondary Location	Lead Contact / Phone
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Alternate Building Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location *requiring transport* from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact the Director of Transportation to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
2. Consider factors such as roadways (for potential traffic “gridlock”), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc., to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other).
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
(Address)	

Secondary Location	Lead Contact / Phone
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school’s plan with other schools or buildings on the same campus.

Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

1. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to “Student Accounting and Release” member of the school’s Emergency Management Team, who reports to Principal):

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency?

Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school and one per month each following month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1 st :					
1 st :					
2 nd :					
3 rd :					
4 th :					
5 th :					
6 th :					
7 th :					
8 th :					
9 th :					
10 th :					
11 th :					
12 th :					

Earthquake Drills: Two each year.

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1 st :				
2 nd :				

Severe Weather Safe Area: Twice each year, including one in March

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1 st :				
March:				

Other Drills or Practice: Such as Lockdown, Shelter in Place, Intruder, Bomb Threat, etc.

Date Scheduled	Date Conducted	Event Scheduled	Comments, Notes

Emergency Response Teams

Emergency Response Team	Leader's Name	Work Phone	Home Phone
First Aid			
Search/Rescue			
Safety and Security			
Facilities Assessment			

Individual School Response Team Membership Lists

First Aid	Search/Rescue
Safety and Security	Facilities Assessment

Recovery

General Strategies For Follow-Up To Emergencies / Critical Incidents

The following information may be useful in the days and weeks following an emergency. Longer-term follow-up procedures are also listed.

The Day After

1. Convene Crisis Management Team and faculty/staff members to update them on any additional information/procedures.
2. In case of death, provide funeral/visitation information.
3. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students.
4. Coordinate counseling opportunities for students.
5. Announce ongoing support for students with place, time, and staff facilitator.
6. Provide parents with a list of community resources available to students and their families.
7. Convene Crisis Management Committee members to assist with debriefing.
8. Assess system-wide support needs and develop planned intervention strategies.
9. Discuss successes and problems.
10. Discuss things to do differently next time.
11. Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

Long-Term Follow-up and Evaluation

1. Amend Crisis Management Protocols if needed.
2. Write thank-you notes to people who provided support during the emergency.
3. Be alert to anniversaries and holidays. Often students and staff will experience an “anniversary” trigger reaction the following month(s) or year(s) on the date of the emergency or when similar crises occur.

Critical Incident Stress Management (CISM)

Critical Incident Stress Management (CISM) is a comprehensive, integrated, multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services enhance and compliment the delivery of traditional mental health services and include the following:

Pre-crisis Preparation: Working with schools to help set expectations for what to do when a critical incident occurs.

Individual Consultation: A structured one-to-one technique used by a trained peer counselor or professional after a critical incident.

Briefing: A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans.

Defusing: A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12-24 hours after a critical incident.

Debriefing (a.k.a., Critical Incident Stress Debriefing or CISD): A structured small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event.

Parent/Family/Organization Consultation: A group process conducted to provide ongoing educational and support to families, parent groups, or organizations following a critical incident.

Referral/Follow-up: A process to assure that individuals who experience intense symptoms and who need ongoing support will be referred for appropriate mental health services.

One common way to organize the above interventions is to set up a “Drop in Room.” A Drop in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.

Teachers Helping Children after a Critical Incident

This resource is designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

Emergencies hit children hard. It's difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, we adults can't "fix" a disaster, can't solve it, and can't keep it from happening again.

Ways Teachers Can Assist Students

1. Cope with your own natural feelings of helplessness, fear, anger; until you do this, you won't be able to effectively help the children.
2. Learn to recognize the signs and symptoms of distress and post traumatic stress reactions.
3. Put the emergency or critical incident in context; provide a perspective.
4. Communicate a positive "I'm not helpless" attitude.
5. Start the healing process; help children to feel relieved and soothed.
6. Identify children who may need crisis intervention and referral to mental health professionals or other helpers.

Information Sheet to Share with Parents

Helping Your Child after a Disaster:

Children may be especially upset and express feelings about the disaster. These reactions are normal and usually will not last long. Listed below are some problems you may see in your child:

1. Excessive fear of darkness, separation, or being alone
2. Clinging to parents, fear of strangers
3. Worry
4. Increase in immature behaviors
5. Not wanting to go to school
6. Changes in eating/sleeping behaviors
7. Increase in either aggressive behavior or shyness
8. Bedwetting or thumb sucking
9. Persistent nightmares
10. Headaches or other physical complaints

The following will help your child:

1. Talk with your child about his/her feelings about the disaster; share your feelings too.
2. Talk about what happened; give your child information he/she can understand.
3. Reassure your child that you are safe and together; you may need to repeat this reassurance often.
4. Hold and comfort your child often.
5. Spend extra time with your child at bedtime.
6. Allow your child to mourn or grieve over lost belongings (a toy, a lost blanket).
7. If you feel your child is having problems at school, talk to his/her teacher or counselor so you can work together to help him/her.

Ongoing Recovery:

Please reread this sheet from time to time in the coming months. Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward. Professionals skilled in talking with people experiencing disaster-related problems staff your community mental health center.

Disasters and Their Effects

What is a disaster?

A disaster is a devastating, catastrophic event that can be life threatening and/or injury producing, which may create the following distressful experiences.

Potential Experiences or Feelings

1. Sense of fear, worry
2. Disruption of home, routine, etc.
3. Feeling that one's life was threatened
4. Witnessing injuries, death, pain
5. Feeling trapped and isolated
6. Being out of control of something threatening to life's basics: food, shelter, clothing, people, comfort...even life itself
7. Having flashbacks to other catastrophes
8. Feeling cut-off from services
9. Being separated from loved ones
10. Having a sense of mortality
11. Feeling "survivor guilt"
12. Children who are forced to become "parents" to adults who are scared or worried

Symptoms of Distress in Children

As a result of traumatic experiences, some children will show a variety of symptoms of distress. The teacher must first know a child's baseline (usual) behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

1. Any unusual complaints of illness
2. Keeping isolated from the rest of the group
3. Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
4. Changed behavior/appearance
5. Resistant to opening up (however, child might just be shy, may have language or cultural barrier)
6. No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
7. Difficulty concentrating, can't focus
8. "Feisty" or hyperactive/silly, giddy
9. Any emotional display; crying, "regressed" behavior (less than age-appropriate)
10. Lack of emotional expression
11. Poor performance
12. Can't tolerate change; can't move to next task
13. Lethargic, apathetic
14. Easily startled, jumpy

Assisting Children When Someone at School Dies

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following outline describes Critical Incident Stress Debriefing (CISD), an interactive process to facilitate student's expression of these feelings. The school's Crisis Management Team can assist students individually and in groups to process their feelings and reactions following a death that affects the school community. This process is most effective when you focus on the events in this sequence:

Introductory Phase

Fact Phase

Feeling Phase

Reaction/Teaching

Closure Phase

1. Introductory Phase

Introduce team members or helpers to discuss why we are here and what we hope to accomplish. Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. Fact Phase

- Give all known relevant facts about the death/incident.
- Is this your understanding of what happened?
- Does anyone have any other information?
- Is there any other information you want to have about his/her death?
- How did you find out?
- Where were you when you first heard?
- What were your first thoughts?
- Is there anyone not here that perhaps needs to be? Who are you worried/concerned about?

3. Feeling Phase (make an effort to include everyone in the discussion)

- How did you feel when you first heard? Explore feelings (shock, denial, anger, fear, etc.).
- How are you feeling now? (All feelings are okay.)

- We did not know _____(name); could anyone tell us about him/her? What was he/she like?
- When do you think it will hit you that he/she is really gone or when do you think you'll miss him/her?
- Does anyone have a photo of him/her? (pass around)
- What are some of your memories of _____?
- How do you think he/she would like to be remembered?

4. Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members.
- What are some things you usually do when you are really upset or down?
- Has anyone lost anyone close recently? What were some of your reactions to his/her death?
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if students have someone they can talk to.

5. Closure Phase

- Give information about wake/funeral if available.
- Students will often make comments about wanting to take a collection, plant a tree, dedicate a page in the year book. Let them talk; then refer them to school staff without either encouraging or discouraging them.
- Encourage students to support one another.
- Remind them that it may take a long time before they will feel settled and that's normal.
- Encourage them to talk with someone in their family about their sadness.

NOTE: This process needs to conclude with quiet, reflective time.

Classmate Tragedy

The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to his return to the class.

Death of a Friend or Family Member

1. Explain what is known of the loss.
2. Ask if other students have experienced the death of a friend or family member.
3. Are there things people said or did that made you feel better?
4. How do you think our classmate might be feeling?
5. What could you say that might help him/her know you care? This is your chance to guide students' responses to helpful comments as you guide them away from less helpful comments.
6. What would you want someone to say to you if you experienced the death of someone close?
7. Are there things you could do that may help them feel better?
8. We can take our cues from the person that will guide our actions. What might some of those cues be?

When a Grieving Classmate Returns:

First Words

1. The classmate probably feels like he/she is from a different planet when returning to school.
2. At least say, "hello," "welcome back," "I'm glad to see you," or something similar.
3. The brave might even say, "I missed you" or "I'm so sorry to hear about your _____'s death."
4. Even braver friends might make statements like "It must be incredibly tough to have your _____ die."
5. Other options include writing a brief note or card, calling etc.
6. If your classmate cries, that is okay. You did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class

1. Offer to provide past notes from missed classes.
2. Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
3. Give the classmate your phone number to call if having problems with homework.
4. Ask your classmate if you can call to check on how homework is going.
5. Offer to study together in person or over the phone; this might help with both motivation and with concentration. Grieving students frequently do not feel like doing school work.

Some Don'ts

1. Don't shun the student; speak to him.
2. Don't use cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased).
3. Don't expect the person to snap back into the "old self."
4. Don't be surprised if classmate seems unaffected by the loss; everybody has his/her own way of grieving.
5. Don't be afraid to ask appropriate questions about the deceased, like "what did you and your _____ enjoy together?" (People often like to talk about the people they grieve.)
6. Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped. He may still have the need for comfort and friendship.

Suggestions for Students Attending a Visitation or a Funeral

Keep in mind the following:

1. Expect to feel nervous when going to a funeral home or a funeral.
2. Go with a friend or ask a parent to accompany you.
3. If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about _____'s death." (This may open a conversation.)
4. Point out something special to you about the deceased.
5. If the visitation or funeral is open casket, view the body if you want; you do not have to.

Later Involvement

1. After the funeral you may chose to continue to visit the parents; they may continue to want to see the friends of their deceased child.
2. Continue to talk about their deceased child from time to time.

Suggestions for Students When Visiting Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents' needs and requests, as well as the student's own comfort level.

First Steps

1. In the vast majority of cases, the parents find it comforting to see friends of their deceased child.
2. If you were a close friend of the deceased and you know the parents, go visit them at their home.
3. If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
4. Other friends might wait until the visitation or funeral.
5. Send the parents a note or card.

Communication

1. When you visit, do not worry about what to say; your presence is all that is needed. If you wish to take a flower or anything meaningful, that's all right too.
2. Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.
3. Just sitting with the parents will most likely fill the silence.
4. Listen, no matter what the topic.
5. If you were a really close friend, the parents might be pleased for you to visit the deceased friend's room (if you are comfortable doing so).
6. You might ask what you can do for them; ask other relatives what you might do to help.
7. Do not try to take away the grieving parent's pain.
8. Talk about the deceased person. (Grieving people often like telling stories about the deceased. You might begin by saying, "Do you remember the time. . . .")
9. Offer suggestions only when advice is asked.
10. Do not tell the parents to feel better since there are other children and loved ones still alive.

Memorials

When a member of the school dies, often people will want to find ways to memorialize the student or staff member. A word of caution, carefully think through the type of tribute you pay to a person who has died.

Consider these points and examples:

1. In general, memorials should focus on the life lived, rather than on the method of death.
2. Yearbook memorials should be a regular sized picture with a simple statement such as “We’ll miss you.”
3. If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person. For example, school officials planted a tree for a student who died, then for a second death, and then a third. The resulting group of trees came to be referred to as “the graveyard” by students. Another school had a “memorial tree” die during one dry summer and had to address the hard feelings of the family who thought the tree had not been properly cared for.
4. There are many wonderful ways to support a student’s and a loved one’s need to remember. Examples include cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.
5. Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.
6. Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide.

Suicide

A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.

The following “DO’s” and “DON’Ts will help school staff limit glamorization of suicide:

1. Do acknowledge the suicide as a tragic loss of life.
2. Do allow students to attend funeral services.
3. Do provide support for students profoundly affected by the death.
4. Don't organize school assemblies to honor the deceased student.
5. Don't dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
6. Don't pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school-wide, response.