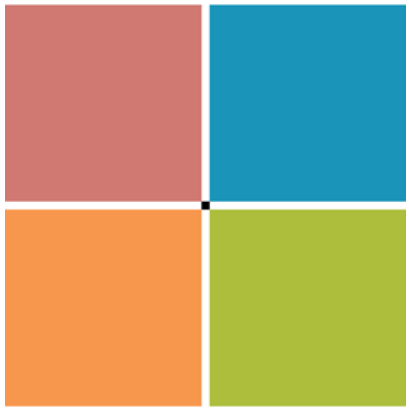

School Crisis, Emergency Management and Medical Emergency Response Plan

[School Division]
Or
[School]

[Date]

Confidentiality – The [school division/school] School Crisis, Emergency Management and Medical Emergency Response Plan is intended for official use only by [school/school division] faculty & staff, county and state public safety and public health officials. Use of this plan for any purpose beyond its intended use is not authorized and could compromise the health and welfare of students, faculty and staff. Please report inappropriate use of this plan or any of its components as soon as possible to the school principal or the school division Emergency Manager.

Thank you for placing the safety of the [school/school division] community first.

Crisis Management Team Signature Page

This plan was developed through a collaborative process involving the following members of the [school division/school] crisis management team:

Name Title, Organization	Name Title, Organization
Name Title, Organization	Name Title, Organization
Name Title, Organization	Name Title, Organization
Name Title, Organization	Name Title, Organization
Name Title, Organization	Name Title, Organization
Name Title, Organization	Name Title, Organization
Name Title, Organization	Name Title, Organization

Record of Plan Approval

1. References:
   § 22.1-279.8., *Code of Virginia*
   [School division] policy/regulation _____
   [School division] School Crisis, Emergency Management and Medical Emergency Response Plan.

2. The [school division/school] School Crisis, Emergency Management and Medical Emergency Response Plan is consistent with applicable Virginia laws and regulations.

3. The [school division/school] School Crisis, Emergency Management and Medical Emergency Response was reviewed and approved by the School Board on [date].

4. The [superintendent/principal] is authorized to approve minor changes to this plan without School Board approval. Such changes may include those that improve plan readability, those that correct information errors or changes in personnel or their contact information, etc. Changes will be documented in the Record of Changes sheet. Changes will be distributed, as needed, by the principal as an update to the current plan (Update #1, Update #2, etc.) to all parties on the controlled distribution list. Plan holders are to be instructed to destroy outdated portions of the plan.

5. Any significant content changes are to be made as part of the annual plan review and updating. Significant changes are defined as those that require coordination with external resources such as the local fire or police department, require notification of parents/guardians, or that impact plan standard operating procedures, or impact established school division policy. Schools are to complete updates and proposed revisions and submit to the school division Emergency Manager by June 30th for School Board review and approval prior to the beginning of the school year.

6. Once approved by the School Board, revised plans will be distributed (Revision #1, #2, etc.) to all parties on the controlled distribution list and make any required notifications to parents/guardians.

For School Division Plan

Signed: _____

Date

[Name]

Superintendent

For School Plan

Signed: _____

Date

[Name]

Principal

Signed: _____

Date

[Name]

[School division] Emergency Manager

Record of Updates* to Plan

Date	Page(s)	Updates to Plan	Reason for Update

*Minor updates made by Emergency Manager/Principal will be incorporated, as necessary, into annual revision.

Record of Revisions* to Plan

Page(s)	Revisions to Plan	Reason for Revision	Effective Date

*Revisions are reviewed and approved by School Board annually.

Necessary updates and revisions to this plan will be made whenever:

- Experience with crises or from exercises or drills reveal deficiencies or shortfalls.
- Community conditions impact school change.
- Applicable legal and/or regulatory requirements related to crisis management change.

Record of Distribution

Three versions of the [school] School Crisis, Emergency Management and Medical Emergency Response Plan are distributed.

> **Version Orange** of the plan is intended for key leadership and those directly involved in the planning and implementation of this plan.
>
> **Version Gold** is intended for [school] faculty and staff, or those that provide important supportive roles in the implementation of the plan.
>
> **Version Green** is intended to inform parents and guardians of [school] students and selected other appropriate recipients.

Versions Orange and Gold contain information considered sensitive and requiring safeguarding including names and contact information of persons listed in this plan, key locations of people, assembly points, equipment, supplies, and facility operating devices. Persons holding copies of Versions Orange and Gold are expected to safeguard their copies of the plan and destroy obsolete plans.

Recipient Name, Title, Organization	**Method of Distribution (*print, electronic, both*)**	**# Copies**	**Distributed by *(Name)***	**Date**
ORANGE VERSION (Comprehensive Plan – Controlled Version)				
Superintendent's Office				
Division Office, Emergency Manager				
Principal				
Division/School CMT members				
Local Fire Department/EMS				
Local Police Department/Sheriff's Office				
Local Emergency Manager				
Local Public Health Director/Coordinator				
Mental Health Director/Emergency MH Services Coordinator				
GOLD VERSION – Abbreviated Plan				
School Faculty/Staff				
Principal, Relocation School				
GREEN VERSION – Plan Overview for Public Access				
Parents/Guardians of students				
President, Council of PTAs				

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This document includes references and summaries of the *Code of Virginia* and the Virginia Administrative Code related to school safety. The information provided is not offered, nor should it be construed as legal advice or a legal interpretation of statutes and regulations. Local school districts are encouraged to consult with legal counsel for legal advice.

I. INTRODUCTION

A. Purpose and Goal

The purpose of the [school division/school] School Crisis, Emergency Management, and Medical Emergency Response Plan is to establish a framework for emergency preparedness and response by specifying actions to be taken:

- Before an emergency to prevent, protect from, and mitigate the impact on life or property;
- During an emergency to respond to the emergency and minimize its impact on life or property; and
- After an emergency to recover from its impact on life or property.

The goal of the Plan is to ensure the safety of all members of the [school division/school] community through a rapid, coordinated, and effective response to and recovery from emergencies and disasters.

B. Authority for Plan

Virginia law requires that every school develop a written "school crisis, emergency management, and medical emergency response plan." Specifically, § 22.1-279.8., *Code of Virginia*, sets forth the following:

> ***Definition of Plan***
> "School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life-threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. (§ 22.1-279.8.A, *Code of Virginia*)

School Board Responsibilities

"Each school board shall ensure that every school that it supervises shall develop a written school crisis, emergency management, and medical emergency response plan, consistent with the definition provided in this section, and shall provide copies of such plans to the chief law-enforcement officer, the fire chief, the chief emergency medical services official, and the emergency management official of the locality. Each school division shall designate an emergency manager." (§ 22.1-279.8.D, *Code of Virginia*)

"The local school board shall annually review the written school crisis, emergency management, and medical emergency response plans. The local school board shall have the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as provided in subdivision 7 of § 2.2-3705.2." (§ 22.1-279.8.D, *Code of Virginia*)

School Superintendent Responsibilities

"The local school division superintendent shall certify this review in writing to the Virginia Center on School Safety no later than August 31 of each year." (§ 22.1-279.8.D, *Code of Virginia*)

Other Related Laws and Regulations

Virginia laws require schools to conduct fire drills, tornado drills, and lock-down drills (§ 22.1-137, § 22.1-137.1., § 22.1-137.2.) and to report certain violations of law and of student codes of conduct. (§ 22.1-279.3:1.).

Virginia Board of Education Regulations address the safety of school facilities, specifying multiple health and safety practices (8VAC20-131-260.).

The [school division/school] School Crisis, Emergency Management, and Medical Emergency Plan was developed in accordance with *Code of Virginia* § 22.1-279.8. The Plan also conforms with requirements for fire drills, tornado drills, and lock-down drills and proper reporting of violations of law and the student code of conduct.

C. Scope

This Plan focuses narrowly on specifying actions in preparing for, responding to, and recovering from school crises and emergencies. The Plan complements and is best understood in conjunction with other school division plans and procedures related to school safety, school security, threat assessment, suicide prevention/intervention, bus safety, and general procedures for medical treatment of students. The Plan does not duplicate information contained within the other plans and procedures, but cross-references them.

Numerous prevention and mitigation measures being implemented by the school division/school are set forth in the following related Plans and Procedures (these plans may or may not exist in each school division/school – the DCJS Virginia Center for School and Campus Safety can assist in developing these plans for educational jurisdictions).

[School division/school] Safety Plan – contains information on safe practices on and off school property; transportation/bus safety; required safety training for students and staff. It was developed in

collaboration with public safety and public health officials and risk management consultants. The Plan is available upon request from the Superintendent's Office.

[School division/school] Security Plan – contains information on building access, visitor control, and ID badges. It was developed in collaboration with public safety officials and risk management consultants and is available upon request from the Superintendent's Office.

[School division] Violence Prevention Program – contains information on violence education, prevention activities, and intervention services provided by the school division or community-based resources. Programs are provided in collaboration with community mental health organizations and additional information is available from the [school division] Office of Student Services.

[School division] Suicide Prevention/Intervention Guidelines

[School division] Threat Assessment Procedures

This Plan is organized around the four phases of emergency management: 1) Prevention/Mitigation; 2) Preparedness; 3) Response; and 4) Recovery. For purposes of this Plan, school crises are organized into two categories:

1. "Critical incidents" are events that require an immediate response by public safety agencies and are managed by school administrators only until public safety officials arrive. They typically involve activation of a school Crisis Management Team. Critical incidents include, but are not limited to, natural and technological disasters and security emergencies that adversely affect the normal operation of the school. Examples include tornadoes, severe thunderstorms/weather incidents, terrorist attacks, fire, hazardous material spills, school shootings, situations involving hostage and/or kidnapping, threats involving weapons, explosions, criminal activity or the threat of criminal activity, and fugitives/suspects being pursued near a school by law enforcement. A critical incident could also include injury or death of a student, teacher, or school personnel, whether on or off campus.

2. "Medical emergencies" are those possibly life-threatening situations arising from health conditions as well as unintentional and intentional injuries. Examples include cardiac arrest, serious illness or condition, drug overdoses, seizures, playground accidents and serious athletic injuries, and acts of violence (assaults) that require emergency medical treatment. School administrators, school nurses, and local emergency medical personnel typically have primary responsibilities in responding to medical emergencies. Drug overdoses and acts of violence will also require law enforcement involvement.

Framework for School Crisis Management			
Type of Crisis	***Description***	***Examples***	***Who Typically Manages***
Critical incidents	Events that require an immediate response.	Threats involving weapons, fire, natural disasters, student or staff death, accident.	Public safety agencies or school administrators.
Medical emergencies	Situations arising from health conditions as well as unintentional and intentional injuries.	Serious illness or medical conditions; drug overdoses; serious injuries.	School nurse and local EMT.

It is recognized that a critical incident or medical emergency can vary in scope and intensity. Situations can range from a non-emergency school crisis involving a single student to a life threatening situation affecting the entire school division. Incidents and emergencies can occur before, during or after school hours; on or off school property.

D. Concept of Operations

The [school division/school] Plan has been developed in collaboration with and is coordinated with all appropriate public health and safety agencies within [jurisdiction] and with state and federal emergency operations plans. The planning process has been informed by appropriate hazard analyses and risk assessments and addresses actions taken before an emergency to prevent, protect from, and mitigate the impact on life or property, actions to be taken during an emergency to respond to the emergency and minimize its impact on life or property, and actions taken after an emergency to recover from its impact on life or property.

Collaboration with public health and safety agencies continues for the purpose of further developing and implementing strategies to mitigate, prevent, prepare for, and in the event of an incident, respond to, and effectively recover and restore the safety and security to the school community. [School division/school] maintains agreements with the following agencies to assist in planning, training, emergency response and recovery:

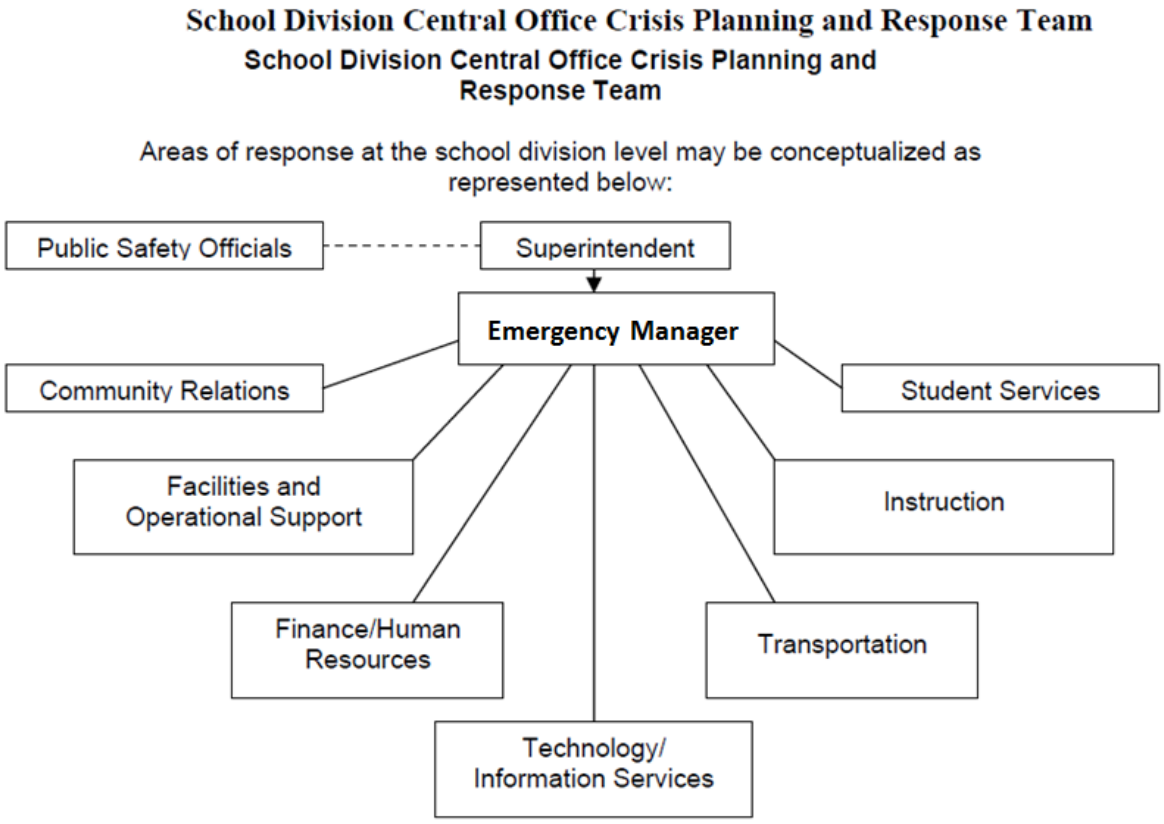
[Jurisdiction] Fire and Rescue Department
[Jurisdiction] Sheriff's Office/Police Department
[Jurisdiction] Health Department
[Jurisdiction] Community Services Board
[List additional agencies]

E. Crisis Management Team (CMT)

For School Division Plan

A primary mission of the school division Leadership Crisis Management Team (LCMT) is to support the school-level CMT/ICS in effectively responding to crises. At the school division level, when there is a communitywide, multi-school disaster or crisis event, the school division LCMT will work in tandem with public safety and public health officials to ensure a coordinated and effective response.

Areas of responsibility for the [school division] leadership crisis management team (LCMT) are shown below:



The designated Emergency Manager, in collaboration with the Superintendent and other senior administrators, shall have responsibility to:

- Direct all operations of the school division in the management of the emergency, except where others have authority that supersedes the designated emergency manager (i.e. a public safety official acting in an official capacity).
- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the immediate situation and assign tasks based on the overall needs for managing the emergency.
- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working the emergency.

- Authorize the release of information to the public.
- Keep the School Board and other local officials informed of the status of the emergency.
- Receive state and local officials who come to help or gather information.
- Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate the communication among those hospitals and the school division. Assign and direct other division staff to assist at those hospitals.
- Coordinate communication between the hospital and the division office.
- Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- Establish and maintain lines of communication between the division and the emergency site; for off-campus emergency, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers.
- Communicate with other schools in the division during the emergency period.
- Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- Authorize immediate purchase of outside services and materials needed for the management of emergency situations.

The Student Services administrator shall:

- Implement plan for crisis; authorize and coordinate back-up student support personnel from other schools to assist, as needed, at crisis site(s).
- Maintain active file of helping agencies within the community including the names of contact person(s).
- Create letters to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care.
- Develop information sheet for parents, teachers, and others; information will include topics such as the impact of crises on students, signs of stress, and guidelines for dealing effectively with crisis-related stress.
- Assist with planning and conducting parent/community meetings for information dissemination and recovery activities.
- Maintain follow-up activities such as referrals for help outside the school services setting.
- Confer with full staff and faculty; assist in coordination of briefings for staff and faculty.
- Make recommendations regarding the restarting of school and schedule of activities for the day after the crisis.

The Director of Community Relations shall:

- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Create and disseminate press releases.
- Respond to rumors through the dissemination of accurate information. Organize a network of key people within the community through which accurate information can be disseminated.
- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.

- Plan and coordinate the use of the division's cable television channel for live and taped presentations. Press conferences can go out live; updates for the public can be taped and aired as needed.
- Coordinate information to be shared with school and division personnel during and after the crisis.
- Act as a liaison between the media and division personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption.
- Arrange interviews for the media with key school and division staff who are involved in the emergency or who act as spokespersons for the division.
- Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

The Director of Facilities shall:

- Coordinate with transportation coordinator as needed.
- Serve as a liaison between the emergency school site and the emergency support teams that may be needed.
- Coordinate and direct communication between the emergency site and county and state agencies.
- Obtain and direct the placement of generators when power must be restored for a temporary period.
- Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- Coordinate and direct contact with emergency medical services, local police and sheriffs' departments, fire departments, and the state police.
- Coordinate and direct search-and-rescue operations when needed.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.
- Plan and initiate arrangements for food for building personnel.

The Director of Transportation shall:

- Establish and maintain school division protocols for transportation-related emergencies.
- Provide division-wide transportation for bus drivers.
- Establish and maintain plans for the emergency transport of students and school plans (a chemical spill for example).
- Coordinate transportation plans with State Police and other law enforcement personnel, as appropriate.

The Coordinator of Technology/Information Services shall:

- Coordinate use of technology.
- Assist in establishment/maintenance of emergency communications network. Assist in obtaining needed student and staff information from the computer files.
- Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- Establish and maintain, as needed, a stand-alone computer with student and staff database for use at the emergency site.

- As needed, report various sites involved in the communication system if there are problems in that system.

The office of Finance and Human Resources and Instruction should:

- Ensure that personnel in schools have adequate materials and resources to address crises.
- Play important roles in after action report production, particularly relative to personnel placement and needs.
- Be available to assist other offices as needed during crisis response.
- Review continuity of salary and benefits when incidents, or the after effects of incidents, may impact payments.

The office of Instruction should:

- Conduct a debrief with teachers and faculty post-crisis to identify deficits and obstacles, then communicate summary information to crisis managers.
- Be available to assist other offices as needed during crisis response.

Articulation of Responsibilities

To prevent role confusion, clearly identify responsibilities, and differentiate task assignment, all expectations and responsibilities should be in writing as part of the emergency operation plan. Each office and designee should have a written copy of their responsibilities.

Schools as Disaster Shelters

During a large-scale disaster, there is some likelihood that schools may be used as community shelters. When such circumstances arise:

- The school principal will coordinate use of the school resources.
- The school nurse will coordinate with outside medical agencies for their provision of medical oversight of shelter clients with chronic conditions.
- The food service coordinator will coordinate with the Shelter Manager for an orientation on food service supplies, equipment, and operations.
- The head custodian will coordinate for use of portions of the school as a pet shelter.
- Other assignments and coordinating instructions are contained in a Memorandum of Understanding with [local Red Cross or Emergency Management].

For School Plan

The [school] crisis management team is led by the principal who shall designate an alternate to act in the principal's absence. Members of the CMT include teachers, guidance counselors, the school nurse, school psychologist and/or school social worker, school secretary, custodian/building engineer, and School Resource Officer.

Responsibilities of the school CMT include:

- Developing site-specific protocols for responding to specific types of crises.
- Assuming assigned responsibilities within a school incident command system.

- Assuming leadership roles in orienting staff to procedures and training to fulfill designated roles, including conducting tabletop simulations and practice drills.
- Providing information to students, staff, and community on crisis management referral procedures.
- Providing assigned leadership roles in recovery activities following a crisis or disaster.
- Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's Crisis Management Plan.
- Conducting periodic reviews and updating of the school Crisis Management Plan and conducting related updated staff training.

A roster of school CMT members with current contact information is maintained on an ongoing basis. The Roster of CMT Members is a part of Appendix A. Contact/Notification Lists.

Additional CMT roles and responsibilities are listed under Incident Command System (ICS). See section III. Preparedness. Each school CMT should periodically coordinate with the school division team (as appropriate).

F. Planning for Children with Special Needs and Disabilities

[School division] is committed to meeting the needs of all students in the event of an emergency, including those with special needs and disabilities. School CMTs take into consideration the needs of these students throughout the four phases of crisis management by consulting with disability specialists to identify students' needs; build on appropriate accommodations, modifications, and services; teach students crisis response strategies; and ensure that adults, including first responders, are trained to follow established protocols. Specific accommodations and services are included in Appendix D. Tools for Response.

G. Plan Maintenance

Development of a crisis management plan is not a one-time task. Changes – in personnel, policies, resources, and conditions – occur and require plans to be updated and refined. All school crisis plans are formally reviewed and updated, as needed, on an annual basis.

II. PREVENTION AND MITIGATION

A. Overview of Prevention and Mitigation

The prevention-mitigation phase is designed to assess and address the safety, security and integrity of school buildings, learning environments and students and staff.

"Prevention" is any step that schools can take to decrease the likelihood that an incident will occur. Examples of prevention activities include:

- Conducting comprehensive, strength-based vulnerability assessments – of school buildings and grounds, school cultures and climates, staff skills, and community resources – to help crisis response teams identify, analyze and profile hazards and develop appropriate policies and procedures;
- Establishing communication procedures for staff, parents, students and the media; and
- Enforcing policies related to food preparation, mail handling, building access and student accountability.

"Mitigation" is any sustained activity that schools take to reduce the loss of life and damage related to events that cannot be prevented. These activities may occur before, during, or after an incident. Examples of mitigation activities include:

- Fencing hazardous areas;
- Anchoring outdoor equipment that could become flying projectiles in high winds; and
- Bolting bookshelves to walls and securing loose wires.

Numerous prevention and mitigation measures being implemented by the school division/school are set forth in other Plans and Procedures related to school safety, school security, threat assessment, suicide prevention/intervention, bus safety, and general procedures for medical treatment of students. The most relevant are listed in section I. C. Scope.

B. Hazard Analysis and Risk Assessment

Hazards are conditions or situations that have the potential for causing harm to people, property, or the environment. The [school division/school] CMT has conducted a hazard vulnerability and risk assessment to determine the strengths and weaknesses of their individual building and grounds; the school's social, emotional, and cultural climate; community and staff resources; and the unique concerns of individuals with disabilities and special needs.

Hazards can be classified into three categories: natural, technological, and school specific-hazards.

Natural Hazards

Data from the [locality/regional] Natural Hazard Mitigation Plan identified the following primary natural hazards as having greatest impact on the school community:

> [Examples are tornadoes, severe thunderstorms, hurricanes, floods. Insert findings from most recent regional/local Natural Hazard Mitigation Plan obtained from the local Emergency Management Services Director. See Plans on Virginia Department of Emergency Management website: www.vaemergency.gov]

Emergency response procedures in the event of these natural hazards are contained in section VI. Incident/Emergency Response.

Technological Hazards

The primary technological hazards that pose the greatest risk for [school division/school] are:

> [Insert primary technological hazards found to pose the greatest risk for school division/school. Examples might include fire/explosion (electrical/natural gas), hazardous materials incidents (gas leaks, chemical spills), and critical infrastructure disruption/failure (electrical outage, water or sewer failure, communications disruption)]

Emergency response procedures for identified technological hazards are contained in section VI. Incident/Emergency Response.

School-Specific Hazards

School-specific hazards have been identified from reviews of school division/school Discipline, Crime, and Violence data, annual safety audits, applicable school climate surveys, and crime incident data for the surrounding community/neighborhoods. Key findings from these reviews include:

Type of Data Reviewed	Summary of Key Findings/Action Planned/Taken
Disciplinary, crime & violence data	[Insert findings]
Building safety/security inspection	
School climate surveys	
Community conditions/ crime data	
Division/school experience with critical incidents	
Effectiveness of safety-related policies and practices	

Through risk analysis the [school division/school] CMT identified the following hazards to be of highest priority:

[List priority hazards and threats]

All hazards and threats are addressed in this Plan and emergency response procedures for all identified school-specific hazards are contained in section VI. Incident/Emergency Response.

C. Planning for Medical Emergencies

A School Medical Emergency Response Plan (MERP) has been developed for each school in [school division]. Plans are tailored to the schools' unique needs and resources and developed as part of the school division's crisis plan. Planning has involved assessing needs, equipping schools, establishing protocols, staff training, and plans for documenting and evaluating response.

Students with Special Needs

Children and adolescents with special health care needs including those with chronic physical, developmental, behavioral, or emotional conditions or at risk for developing those conditions typically require an Individualized Education Program (IEP), an Individual Health Care Plan (IHCP), and/or an Emergency Care Plan (ECP) to meet their health needs. ECPs are prepared for students with health conditions, physical disabilities or communication challenges who have been identified as requiring special assistance during emergencies.

Automatic Electronic Defibrillators

All schools have been equipped with automatic electronic defibrillators (AEDs) and multiple staff in each school trained to respond to a life-threatening emergency, including operation of AEDs.

III. PREPAREDNESS

A. Overview of Preparedness

Preparedness readies the school division/school to respond in a rapid, coordinated and effective manner to an emergency.

Elements of preparation planning addressed here are:

- Establishing the Incident Command System;
- Preparing emergency supplies and equipment;
- Designating off-site evacuation areas and routes;
- Designating and preparing CMT/ICS Command Post;
- Designating and preparing staging areas for transportation, parent reunion/assistance, and media; and
- Implementing functional training exercises and drills for faculty and staff with first responders.

B. Incident Command System

[School division] has adopted the National Incident Management System (NIMS) for planning and responding to emergency situations and uses an Incident Command System (ICS) to address critical incidents and/or crises when multiagency response is required. All schools are required to use NIMS and ICS for incident management.

The organization and responsibilities of the [school division] LCMT are described in section I. E. Crisis Management Team.

Public Safety and Non-school Personnel Roles

Roles and responsibilities of key public safety and non-school personnel within the ICS are:

Law Enforcement Commander – Integrates school and law enforcement training and response plans. Works with the school CMT/ICS to carry out the response and secure the incident scene by keeping parents and community members away from the school. Assumes role of Incident Commander once school is evacuated and it is ascertained that a criminal act has occurred. Ensures clear passage of emergency service vehicles.

Fire Chief – Integrates school fire and hazardous material response plans. Works with the school CMT/ICS in responding to the emergency. Remains on standby at the perimeter of scene unless a fire or hazardous material emergency develops, at which time the Fire Chief or designee becomes the Incident Commander.

Emergency Medical Services Chief – During planning helps to identify school and community members who have CPR and other emergency medical skills. Works with the School Nurse to coordinate the delivery of medical treatment during an emergency.

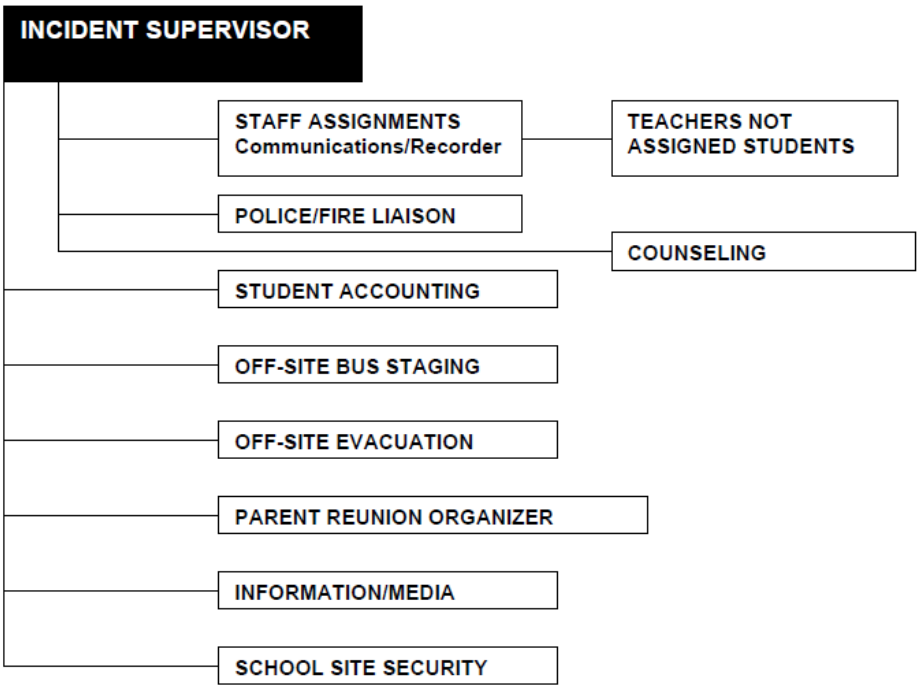
Mental Health Services Coordinator – Works directly with the School Counselor and the principal to coordinate appropriate interventions before a crisis, consultation during a crisis, and recovery efforts after a crisis.

Emergency Management Director – Provides technical advice to the CMT/ICS on planning, training and exercising of an all-hazards emergency management plan. Establishes and operates the town Emergency Operations Center; manages local resources needed in response to a school incident; and is the conduit through which additional resources are requested.

CERT (Community Emergency Response Team) – Coordinates CERT augmentation to the school CMT/ICS and/or public safety committee during school emergencies. Reports to the Staff Assignments Leader when activated.

The ICS is organized as shown below. Each member of the [school] CMT is assigned a role in the ICS. A Roster of ICS Assignments is a part of Appendix A. Contact/Notification Lists.

INCIDENT COMMAND SYSTEM (ICS)



NOTE: The principal or his/her designee is the Incident Commander (IC) for school emergencies until public safety officials assume that role. Incident Commander and Incident Supervisor represent the same position – ICS designations recommend use of Incident Commander.

The IC role officially passes to the fire chief during fire/HAZMAT incidents and to the law enforcement commander following a criminal act, after the principal briefs the public safety official on the situation. To affect a smooth transfer, [school] always involves local first responders in the school's emergency management plan development and training.

Although a public safety official may have assumed the IC role, the principal maintains the leadership role related to the school staff and students and the various functions that they have been assigned.

During emergencies where a single Incident Commander is not appropriate, the principal and public safety officials form what is called a "Unified Command," where the principal and public safety officials share in the decision-making process.

ICS Roles, Duties and Responsibilities

Incident Commander
As the highest level executive in the school, he or she provides leadership for the development and execution of the Crisis Plan. Verifies crisis and initiates activation of the CMT. Establishes a command post. Makes decisions based on information/suggestions by CMT members. Relinquishes overall incident leadership role to fire officials during a fire/hazardous materials incident and/or to the ranking law enforcement officer following a criminal act. May assume leadership role within a "unified command" structure with responding agencies. Provides notifications to applicable Leadership Team member(s) or department(s).

Police/Fire Liaison
Provides information to local law enforcement and fire and rescue department personnel about what has taken place and the plans the school has implemented to ensure the safety of the students. Maintains contact with police/fire operations throughout the incident. During some incidents, the Incident Commander can accomplish this liaison assignment; however, a large incident should have someone whose sole responsibility is to act as a liaison.

Off-Site Evacuation
Organizes use of off-site location to include: selecting evacuation routes, planning the safe movement of students to the location; assisting with student accounting once they are moved; planning for the movement of special needs students and staff. Coordinates with Incident Commander, Transportation, Student Accounting and Parent Reunion Organizer to manage the move and parent reunification process.

Parent Reunion/Information/Assistance Organizer
Organizes, manages and coordinates the safe and orderly release of students to their parents/guardians during a school emergency. Establishes pre-identified location where parents can wait to be reunited with their children; answers procedural questions; calms anxious parents and provides information concerning the emergency. Coordinates with Incident Commander and Information Media representative concerning the notification of parents and release of information to parents. Also coordinates with Police/Fire Liaison and Student Accounting, as necessary.

Counseling
Plans, organizes and provides crisis intervention and prevention counseling. Coordinates post-event counseling program to help students, parents, faculty, and the community to recover from an incident. Coordinates professional community services, when required.

Communications/Recorder
Confirms that 911 has been called. Documents events as they occur, including decisions and actions taken with time annotations. Makes notifications, orders resources and provides informational updates as directed by the Incident Commander. Assists Incident Commander with monitoring communication devices.

Information/Media
Establishes the media staging area. Ensures media doesn't gain access to student or faculty during the incident. Controls rumors by providing school staff with information about the incident. Assists [school division] public information office as directed.

Transportation/Go-Kit Liaison
Transportation/Go-Kit Liaison: Organizes, manages and coordinates off-site evacuation transportation services, as well as early or late releases with the [school division] transportation representative. He or she is responsible for maintaining, updating and removing the Go-Kit from the building and ensures that the medical Go-Kit is removed from the school during an emergency. Coordinates with Off-site Evacuation Organizer and Incident Commander.

Student Accounting
Ensures that all teachers have an accurate accounting of students. Coordinates efforts in accounting for missing and extra students. Coordinates with Incident Commander and Parent Reunion Organizer as necessary.

School Site Security
Assesses crisis and evaluates student and staff safety. Initiates protective security measures to separate students and staff from threat, if necessary. Assists student and staff and maintains safety, order and discipline. Prohibits media representative(s) contact with students. Coordinates with CMT members, as needed.

Teachers and staff not assigned to a class when an emergency occurs
Report to the Staff Assignments Leader if not previously assigned an emergency role. These staff members will prepare backpack letters and/or place or receive large volumes of calls to or from parents, community partners, etc., about an incident. They will also augment the School CMT when communicating messages to faculty, staff and students throughout the school when timeliness is of the essence and electronic means are inoperable.

Teachers with students in class
Provide supervision of students in their care and remain with students during emergencies until directed otherwise. Ensure safety of students; direct students according to response procedures; render first aid when needed; manage student communication via cell phones per school policy; report missing/injured or extra students to the Student Accounting Leader.

C. Emergency supplies and equipment

For School Division Plan

All schools are equipped with emergency supplies and "go-kits." Go-kits include emergency supplies that can be easily accessed and transported in the event of an evacuation or other emergency. The contents of school Classroom Go-Bags, Shelter-in-Place Kits, and all other emergency supplies and equipment are listed in the School Supplies and Equipment List in Appendix C. Tools for Preparation.

The school division equips all buses with an Emergency Kit that includes a first aid kit, a fire extinguisher; body fluid/biohazard containment & clean-up kit; plastic garbage bags (one per rider); cell phone; refuel credit card; break-down kit (road flares, triangles, etc.); and small sledge hammer.

For School Plan

The [school] has prepared and will maintain the emergency supplies and equipment listed below. The specific contents of school Classroom Go-Bags, Shelter-in-Place Kits, and all other emergency supplies and equipment are listed in the School Supplies and Equipment List in Appendix C. Tools for Preparation.

Classrooms – Each classroom is equipped with:

- Teachers Emergency Response Flip Chart which includes evacuation routes, emergency phone numbers, and emergency action steps (see Appendix C. Tools for Preparation);
- Classroom Go-Bag to be taken by the teacher during an evacuation with his/her class;
- Shelter-in-Place Kit; and
- Cleaning supplies in the event of student accidents during lockdown or shelter-in-place operations.

School Office – The school office will be equipped with:

- Administrator's Mobile Tool Box, maintained in a secure area and taken by office administrator during evacuation;
- Communications equipment, maintained in a secure area;
- Lifesaving items, maintained in common areas; and
- Utility Equipment, maintained in a secure area (1 set-school office; 1 set-custodian's office).

School Clinic – The school nurse's office is equipped with:

- Medical Emergency "Go-Kit" for use in school emergencies when buildings are evacuated or the school health office is displaced. The school nurse monitors and resupplies the kit as needed.

Common Areas – Common areas are equipped with first aid kits (maintained by the school nurse) and fire extinguishers (maintained by the chief custodian). Locations of these items are recorded on school map in Appendix G. Logistical Tools.

D. Off-site Evacuation Areas and Routes

The 1st off-site alternate relocation site for [school] is [name and address of site]
The 2nd off-site alternate relocation site for [school] is [name and address of site]
Contact Person: Off-Site Evacuation Coordinator

Special Traffic or Security Concerns for this Area: Relocation sites will be heavily congested with students, staff, and parents for two school bodies. Parent parking must be on the periphery of school grounds or off school grounds completely to avoid overcrowding. Extreme caution must be taken when traveling or walking in or around the relocation site.

E. Staging Areas

Separate staging areas have been established for key response functions including CMT/ICS command post, transportation/bus, family reunion/information/assistance, and media.

1. **CMT/ICS Command Post –** Unless unavailable, the school's main office will serve as CMT/ICS Command Post. An alternate site is also identified in each school.

   Alternate location #1 for [school] is _____

   Alternate location #2 for [school] is _____

2. **Transportation/Bus Staging Area**
   On-site Location(s): Regular bus loading/unloading area
   Alternate On-site Location(s): _____

   Off-site: Emergency Bus Staging Areas at Relocation Sites:
   [1st. relocation site]: [Specific location of bus staging area. Example: East side of gymnasium]
   [2nd relocation site]: [Specific location of bus staging area]
   Contact Person: Emergency Bus Staging Leader

   Special Traffic or Security Concerns for this Area: Extreme caution must be exercised by everyone at or near the emergency bus staging areas particularly because of the unfamiliarity of using these areas.
   - Always walk around buses.
   - Do not pass between two buses that are parked end-to-end.
   - At least one staff member without students will supervise loading and unloading of buses.
   - Students will not load or unload buses unless instructed to do so by a staff member.
   - Students will remain in the groups they are assigned to when loading and unloading.
   - Teachers will maintain control of their assigned students at all times.
   - All staff and students will maintain visual contact with the bus driver when in the bus staging area and during loading and unloading procedures.

3. **Parent Reunification/Information/Family Assistance Center/Area**
   The Parent Reunification and Family Assistance Center will normally be co-located.

   In the event of an evacuation to an off-site location (relocation site), a second information point will be made available to parents who arrive at [school] looking for their children. Parents can access the [school] building at [designate which entrance] for information about where students were evacuated, whom to contact and how. If conditions don't allow for access into or near the building, a staff member will be on the main access road to the school handing out information flyers to parents. Information will also be available on the school's website.

   Onsite: Primary location: [Insert location and which entrance, if helpful]
   Alternate onsite location: [Insert location and direction from which to access, if helpful].

   Off-site:
   [Name of off-site location #1]: [Location of Parent Reunification/Family Information/Assistance Center]
   [Name of off-site location #2]: [Location of Parent Reunification/Family Information/Assistance Center]
   Contact Person: Parent Reunion/Information/Assistance Organizer

   Special Traffic or Security Concerns for this Area: Parents are asked to drive no more than 5 mph in and around the school or one of the alternate off-site locations as traffic will be congested, parking spaces will be limited and pedestrian traffic will be high. Alternate parking near [school] is available on [location].

4. **Media Staging Area**
   The media staging area for [school] will be located [Insert location with any helpful directions for access].
   Contact Person: Information and Media Representative

   Special Traffic or Security Concerns for this Area: The Staff Assignments leader will assign staff to direct media personnel and vehicles to that location until barrier tape is emplaced and local police arrive to secure the area. Staff directing the media will defer all media questions to the School Information/Media Representative who will then greet the media as soon as possible after their arrival to provide an initial summary of events.

F. Training for Preparedness

[School division] recognizes that conducting critical incident drills and emergency exercises involving the CMT, teachers, support staff, including food service, custodial, transportation, health workers and students are essential for the successful implementation of crisis plans. These drills and exercises offer opportunities for everyone to evaluate what works, what needs to be improved, and how well students and staff respond and cooperate during the drills and emergencies. By participating in different types of exercises, schools can identify the appropriate methods for preventing, preparing for, responding to, and recovering from crises.

[School division] conducts and participates in five types of critical incident training and emergency exercises:

1. *Orientations* are to familiarize the CMT and staff with roles, responsibilities, plans, procedures and equipment operation. Orientation sessions are conducted at each school prior to the start of the school year.

2. *Drills* test specific operation or function of crisis and emergency plans. The goal of a drill is to practice aspects of the response plan and prepare CMT, staff and students for more extensive exercises in the future. Schools conduct evacuation, shelter-in-place, lockdown and tornado drills to demonstrate the steps to take in an emergency and to ensure roles and responsibilities are well understood by all involved (i.e., students, teachers, staff and emergency personnel) are addressed. These exercises may include local public safety agencies.

3. *Tabletop exercises* analyze an emergency event in an informal, stress-free environment. They provide participants with an emergency scenario to analyze and increase their awareness of the roles and responsibilities of individuals who need to respond, stabilize, mitigate, resolve and help others recover from emergencies. They are designed to prompt a constructive discussion about existing emergency response plans as participants identify, investigate and resolve issues.

4. *Functional exercises* test one or more functions of a school's emergency response plan during an interactive, time-pressured, simulated event. The exercise is facilitated by controllers and role players, participants respond to simulated emergency events. Evaluators observe exercise play and critique the exercise and the participants' performance. Functional exercises can also be conducted in a Department Operations Center.

5. *Full-scale exercises* evaluate the operational capability of emergency management systems in a highly stressful environment that simulates actual conditions. Full-scale exercises test and evaluate most functions of the emergency response-operational plan, including the mobilization of emergency personnel, equipment and resources.

Members of the [school division/school] CMT are encouraged to participate in additional in-depth and specialized training opportunities designed for their area of responsibility such as the critical incident and emergency management Independent Study Programs online courses offered by FEMA.

All training and drills are conducted in accordance with requirements and best practice recommendations from the *Virginia Educator's Guide for Planning and Conducting School Emergency Drills*, developed by the Virginia Center for School and Campus Safety and the Virginia Department of Education.

In accordance with Virginia law, fire drills are held at least twice during the first 20 school days of each school session and at least two additional fire drills for the remainder of the school session (§ 22.1 - 137). The State Fire Marshall at the Department of Housing and Community Development, however, advises that the Virginia Statewide Fire Prevention Code has a more stringent requirement of an initial fire drill within the first 10 days of the school session and one fire drill per month. A school that holds an initial fire drill within the first 10 days of the school session, another fire drill within the first 20 days

of the school session, and one fire drill per month, will be in compliance with both the *Virginia Code* and the Fire Prevention Code. Additionally, lock-down drills will be held at least twice during the first 20 school days of each school session and at least two additional lock-down drills during the remainder of the school session (§ 22.1-137.2.); and tornado drills are held at least once every school year § 22.1-137.1.).

In accordance with Virginia regulations (8VAC20- 70-110) emergency exit drills are held at least twice a year during the first 30 instructional days of the first semester and again during the first instructional days of the second. This allows schools to comply with Virginia law (§ 22.1-184) requiring schools having public school buses to hold drills in leaving school buses under emergency circumstances at least once during the first 90 calendar days of each school session.

Further, in accordance with best practice recommendations contained in the *Virginia Educator's Guide for Planning and Conducting School Emergency Drills*, schools conduct at least once per school year an earthquake drill, a reverse evacuation, and a shelter-in-place drill.

IV. RESPONSE

A. Overview of Response

When emergencies arise, schools must quickly implement the policies and procedures developed in the prevention-mitigation and preparedness phases to effectively manage the crisis and protect the school community. Throughout the response phase, efforts focus on de-escalating the emergency and taking accelerated steps toward recovery. Examples of response activities include:

- Activating the CMT and establishing an incident command post;
- Deploying resources;
- Activating the communication, accountability, decision making, and primary response procedures;
- Documenting all actions, decisions and events, e.g., what happened, what worked and what did not work; and
- Accounting for all students, staff and resources during and immediately following the emergency.

B. General Response Procedures

During an emergency, there are five general or "universal" responses. Specific procedures are detailed in section VI. Incident/Emergency Response.

Lockdown is used to describe enhanced security measures taken to protect against potentially violent intruders that may be inside the building or on the school site. The response secures students and staff, usually in classrooms, to prevent access or harm to the occupants of the lockdown locations. This may also involve quickly moving students and staff from unsecured locations, i.e., cafeteria or gymnasium, to secure locations. School staff will call 911 and advise public safety workers on scene if lockdown procedures are enacted. A variation on Lockdown is "Secure the Building" in which school officials prevent unauthorized entry if there is a threat in proximity to the school (such as a crime in progress). Outside activities are cancelled; all exterior doors are secured while staff and students are free to move about inside their building.

Shelter-in-place procedures are used to temporarily separate people from a hazardous outdoor atmosphere, such as in a hazmat or WMD incident, i.e., chemical, biological, or radiological agent releases; the building is placed in a secure status and measures are taken to shut down the intake of outside air. No one is allowed to enter the school until public safety officials give the "all clear." School staff will call 911 and advise public safety workers on scene if shelter-in-place procedures are enacted.

Evacuation is used when locations outside of the school building are safer than inside the school. It involves the controlled movement of students from the building to a pre-specified safe location, either to an area on the school grounds or to an off-site location. An off-site evacuation requires authorization from the Division Superintendent or designee to facilitate the coordination and mobilization of resources required for such movement. A reverse evacuation is implemented when students are outside and locations inside the school are deemed safer.

C. Hazard/Incident/Medical Emergency Response

In addition to general or "universal" responses, schools have in place procedures for responding to specific hazards and conditions and medical emergencies. Specific procedures for these are detailed in section VI. Incident/Emergency Response.

D. Communications

The delivery of timely and accurate information before, during and after an incident is a critical component of crisis and emergency management. Ensuring that students, faculty and staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the school CMT and [school division public information officer].

The [school division/school] assessed school crisis communications needs, identified available technology, and matched appropriate high- and low-technology applications as part of its prevention/mitigation phase of crisis management planning. Further, during the preparedness phase of planning basic communication products and templates were developed for use in the event of crises. These are included in Appendix F. Communications Tools.

Modes of Communication Available

Multiple modes of communication are available to the [school division/school]; which modes will be employed will vary in accordance with the circumstances and requirements of the crisis/emergency. The modes of communication available to schools are:

- The *telephone landline system and cellular telephone* are to be used as primary means of communication, unless they are compromised. Emergencies may pose limitations on communication due to power outages, downed phone lines or an overwhelming number of landline and/or cellular calls.
- The CMT and school staff will use *two-way radios* The [school division] has issued radios for tactical communications on-site and with local public safety agencies.
- The [school division] *systemwide e-mails and alert system* can be used to communicate with school-based and school division staff.
- The [school division] will employ its automated *Electronic Notification System* (ENS) to notify parents/guardians when there is an emergency at the school.
- The [school division/school] *Internet Web pages* will be used to disseminate emergency notifications and information.
- The *school public address/intercom/fire alarm and bell systems and bullhorns* are to be used as the primary means of providing immediate notification and warning to students and staff on-site.
- *Signs* can be posted on-site to provide directions and information.
- *Fax machines* can be used to transmit and receive information, as required.
- *Runners*, who are staff or reliable students, can be used to shuttle messages on site.
- *Backpack letters* are carried home by students to provide parents with notice and information.

Internal Communications

The *school public address/intercom/fire alarm and bell systems and bullhorns* are to be used as the primary means of providing immediate notification and warning to students and staff on-site.

When a crisis event occurs outside the school day, a simple *telephone tree* will be used for notifying staff; e-mail may also be used to supplement the call. A very carefully crafted statement, specifying what is and is not yet known, will be drafted before the telephone tree is activated. The crisis response telephone tree will include all staff – including food service staff, bus drivers, custodians, and other support staff.

Faculty meetings before school resumes and after the first day following a crisis event will also be employed at the discretion of the CMT to provide accurate, updated information, to correct any misinformation that may be circulating, and to review applicable procedures and resources.

External Communications

All external communications will be reviewed by the Incident Commander, [school division] public information officer, and superintendent. If the communication contains technical information, relevant public safety or public health officials will be consulted to ensure accuracy and clarity of communications.

First Responders

The primary method of alerting first responders to a critical incident/emergency is calling 9-1-1 via landline or cell phone. Public safety officers (i.e., School Resource Officer) will be alerted via two-way radio.

Parents

Basic information about the [school's] crisis management plan will be provided to all parents via the school handbook at the beginning of the school year and posted on the school website. Parents are provided specific directions for contacting the school, procedures for release of students, and provisions for family reunification/information/support. These communications are included in Appendix F. Communications Tools.

In the event of an incident, communicating effectively with the parents/guardians of students directly involved in or affected by the crisis event is top priority. These parents will be contacted by a member of the CMT as soon as possible. If a large number of parents must be notified, a school "call team" will be assembled from teachers/staff not assigned students. The call team is supervised by the ICS information/media representative. In addition to placing calls to parents, the call team will field the large volume of calls that are expected to come into the school.

The school website and broadcast messages via the parent and community e-mail network(s) will be used to disseminate and update information about the incident and what parents can do to help. Recovery activities such as counseling sessions, memorials, post-event question and answer meetings and post-recovery open houses for parents, etc. may also be posted/communicated via these channels.

Backpack letters may also be used to relay important and helpful information. The decision to send backpack letters will be made on a case-by-case basis by the CMT.

Media

The [school division/school] views the primary goal to be keeping the public informed about the crisis while maintaining the privacy of students and ensuring as little interruption of the educational process as possible.

During an emergency, the public information officer is responsible for providing the public and media with incident-related information which must be approved by the ICS' designated incident commander. The public information officer will also assist division and building administrators in handling interviews with news media and coordinate the flow of information.

A statement giving the basic facts clearly and concisely will be prepared and provided to media as soon as possible.

Media personnel arriving on campus will be directed to the media staging area. They will not be permitted to enter classrooms. Students will be guarded against intrusions.

E. Family Reunification, Information, and Assistance

Note: The [school division, appropriate office/administrator] will immediately contact the Virginia Criminal Injury Compensation Fund at telephone 1-800-552-4007 or e-mail address: cicfmail@vwc.state.va.us and the Virginia Department of Criminal Justice Services at telephone (804) 840-4276 or www.dcjs.virginia.gov/content/report-campus-or-local-emergency pursuant to *Code of Virginia*, §22.1-279.8, in instances when any school's crisis response plan has been implemented and students and staff are victims of crimes as defined by *Code of Virginia* §19.2-11.01.

An area for family reunification, information, and assistance has been designated at each school and each alternate off-site location. These areas are where parents can assemble, be provided with information and reunite with their child.

The Parent Reunification Organizer, associated staff and security/police will be present at the parent reunion area. Information released to parents will be coordinated by the IC Information and Media Representative; a record of students released to parents/authorized others will be coordinated with the Student Accounting Coordinator.

Parent Reunification/Student Release Procedures

To ensure proper student accounting, students should only be released from a parent reunion area rather than from evacuation locations.

- ❑ The Parent Reunion Organizer and assigned staff will staff a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7 tables
  - Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z
  - Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such as manner so that it is visible to adults standing in line

- Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

❑ When an adult makes an in-person request for the release of student(s) at the parent reunion area:
- Obtain the name of student(s)
- Request a picture ID to verify the identity of the adult
- Verify that he or she is authorized to pick-up the student
- Do not release students to people not listed on the student emergency care information form
- Document to whom the student has been released along with date and time and obtain signature from adult

❑ Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area
- Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student
- If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification

❑ Inform parents of the location and availability of crisis counseling/victim assistance services

❑ Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison through the Transportation Route Supervisor

❑ Time permitting, all students will be provided a backpack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunification/Student Release procedures. The backpack letter will be prepared by the Information and Media Representative.

V. RECOVERY

A. Overview of Recovery

The Recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in schools. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, faculty and staff, but a school's physical (buildings and grounds), fiscal (daily business operations) and academic (a return to classroom learning) recuperation. Strong partnerships with public safety and mental health communities are essential for effective recovery efforts. The type and extent of activities will vary in relation to the size and scope of the crisis. There are four components of recovery: 1) physical/structural; 2) business continuity; 3) restoration of academic learning; and 4) psychological/emotional.

B. Physical/Structural Recovery

- Physical/structural recovery begins with the assessment and evaluation of physical and structural damage to buildings and infrastructure, availability of transportation, food services, and assessing the functionality of educational capabilities and office equipment (e.g., computers, lab equipment.)
- Damage assessment teams from the [school division, appropriate department(s)] are responsible for these assessments. Data from the assessment will facilitate decision making about repairs and timelines to resume normal activities.

C. Business Continuity

Business recovery is the restoration of administrative and business functionality and services by activating the continuity of operations plan (COOP). County or city managers, or other local government entity, should have a COOP in place. The [school division] Leadership Team will decide what components of the COOP to implement, whether to cancel or postpone classes or to use alternative locations.

D. Restoration of Academic Learning

Restoring the academic learning environment may involve conducting classes in off-site locations, implementing online learning or other continuity of learning activities as outlined in the [school division] Pandemic Influenza Response Plan. The [school division] and the School Board will confer with the Virginia Department of Education about changes to class schedules, academic calendars and graduation requirements, if needed. The public information office will ensure that the media, faculty, staff, students, and families have accurate and timely information concerning the progress of the restoration and recovery phase.

E. Psychological/Emotional Recovery

Psychological/emotional recovery involves the assessment of the emotional needs of all students, faculty, staff, and their families, and identifies those who need intervention by a school counselor, social worker, school psychologist, or other mental health professional. Additional community mental health resources are available from the local Community Services Board/Behavioral Health Authority, the Virginia Department of Criminal Justice Services, and the Virginia Criminal Injury Compensation Fund. Through this community collaboration, students, faculty, and staff will have the opportunity to receive short- and long-term mental health services, or obtain referrals for long-term counseling. In addition to providing mental health services for students, such services are to be made available to school personnel who were involved in the recovery efforts or who experienced adverse effects from the incident.

VI. INCIDENT/EMERGENCY RESPONSE PROTOCOLS

A. Overview of Responses

This section contains protocols for specific types of crisis/emergency events.

First are general or "universal" responses that are employed in association with multiple types of conditions. These include:

- Evacuation and Off-site Evacuation Procedures
- Lockdown Procedures
- Shelter-in-Place Procedures

Next are response protocols for specific threats and hazards; these are organized by type:

- ***Critical incident**s* are events that require an immediate response by public safety agencies and are managed by school administrators only until public safety officials arrive. These include:
  - *security emergencies* that adversely affect the operation of the school such as threats involving weapons, assault, or shooting;
  - *natural disasters/weather-related emergencies* such as earthquakes, tornadoes and severe weather;
  - *environmental hazards* such as utility failure or hazardous materials spill;
  - *student or staff serious injury or death;*
  - suicide or attempted suicide; and
  - perceived crises such as tensions arising from rumors of potential violence between students.

- ***Medical emergencies*** include possibly life-threatening situations arising from health conditions as well as unintentional and intentional injuries.

B. General Response

Evacuation and Off-site Evacuation Procedures

Schools are to pre-identify three types of evacuation locations:

1. On-site evacuation location within the school (i.e., auditorium, gym, cafeteria, etc.)
2. On-site evacuation location outside of the building (i.e., playground, football stadium)
3. Off-site evacuation location with a partner school or other facility, as well as an alternate location

Schools are to specify evacuation routes according to the type of emergency:

- **Bomb threats**: If assessment of threat justifies evacuation, principal/CMT notifies teachers/staff of evacuation route dictated by known or suspected location of a device.
- **Fire**: Follow primary routes unless blocked by smoke, fire or obstructions. Know the alternate route. Fire evacuation routes are posted in each classroom.
- **Hazardous Materials Spill Inside the Building**: Total avoidance of hazardous materials is necessary as chemical and natural gas vapors can overcome people within a short period of time.

When implementing EVACUATION procedures:

Principal/Crisis Management Team (CMT)

- ❑ Public safety (911) shall be notified immediately when an evacuation of a school occurs
- ❑ Determine evacuation routes based on location of the incident and types of emergency
- ❑ Communicate the need to evacuate the building or a specific area of the building (utilizing on-site evacuation location inside the building) to the building occupants by activating the fire alarm or plain language via public address system or bullhorn
  - Communicate changes in evacuation routes based on location and types of emergency
- ❑ Notify appropriate school division staff that an evacuation of the school has occurred
- ❑ The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag should be moved outside with the evacuees
- ❑ Monitor the situation and provide updates and additional instructions as needed
- ❑ During inclement weather, consider requesting buses for sheltering students
- ❑ Communicate when it is safe to re-enter the building or reoccupy a section of the school that was evacuated i.e., bell system, radio transmission, public address system or bullhorn

Teachers/Staff

- ❑ Exit the building using the designated emergency exit routes or as directed by the principal/CMT. Emergency exit routes are diagramed on the school floor plan drawing posted near the light switch inside each room
  - Use a secondary route if the primary route is blocked or hazardous
- ❑ Exit routes and the location of the on-site inside the building evacuation location will be selected and communicated by the principal/CMT at the time of the emergency and the evacuation
- ❑ Assist those needing special assistance
- ❑ During fire events, assist those needing special assistance to the FESA (Fire Evacuation Staging Area) rooms in multiple story buildings and await the arrival of emergency response personnel, as assigned
- ❑ Classroom teachers should wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers
- ❑ Do not lock classroom doors when leaving
- ❑ Do not stop for student or staff belongings
- ❑ Take class roster with you
- ❑ Go to designated evacuation assembly area (minimum of 50 feet from building required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building or other directed evacuations)
- ❑ When outside the building or on-site inside the building evacuation location:
  - Check for injuries
  - Account for all students

- Immediately report any missing, extra or injured students to the Student Accounting Coordinator
- Continue to maintain control of students
- Wait for additional instructions

When implementing OFF-SITE EVACUATION procedures:

Principal/Crisis Management Team (CMT)

- ❑ Public safety (911) should be notified immediately when an evacuation of a school occurs
- ❑ On-site evacuation procedures should be executed prior to initiating an off-site evacuation
  - Designated staff assigned radios and/or cell phones should wear their lime green vest
  - The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved outside the building with the evacuees
- ❑ Determine if circumstances require students and staff to be evacuated to an off-site location
- ❑ Prior to initiation of an off-site evacuation, the principal, program manager or designee, shall consult with and obtain authorization from the Division Superintendent, the Deputy Superintendent, the Chief Operating Officer, or their designee
- ❑ Notify teachers and staff of the plan to evacuate to an off-site location
- ❑ Notify the receiving site prior to initiation of the off-site movement
- ❑ Notify the Department of Communications and Community Outreach, the Office of Safety and Security, and the Office of Transportation (if buses are required)
- ❑ Announce evacuation
  - Specify any changes in off-site evacuation routes based on location and types of emergency
- ❑ Implement student release procedures at the off-site location, if applicable
  - Document the release of any students to an authorized family member or legal guardian

Teachers/Staff

- ❑ Implement teachers/staff EVACUATION procedures for on-site evacuation location outside of the building (listed above)
- ❑ Follow direction of principal/CMT concerning movement to off-site location
- ❑ Remain with your class while enroute to the off-site location
- ❑ Take attendance upon arriving at the off-site location
  - Check for injuries
  - Immediately report any missing, extra or injured students to Student Accounting Coordinator
  - Continue to maintain control of students
- ❑ Wait for additional instructions

Evacuation locations at [school]:

1. On-site evacuation location within the school: [Specify here]
2. On-site evacuation location outside of the building: [Specify here]
3. Off-site evacuation location with a partner school or other facility, as well as an alternate location: [Specify here] / [Specify alternate here]

Schools are to specify evacuation routes according to the type of emergency:

- ❑ Bomb threats: If assessment of threat justifies evacuation, principal/CMT notifies teachers/staff of evacuation route dictated by known or suspected location of a device
- ❑ Fire: Follow primary routes unless blocked by smoke, fire or obstructions. Know the alternate route. Fire evacuation routes are posted in each classroom.
- ❑ Hazardous Materials Spill Inside the Building: Total avoidance of hazardous materials is necessary as chemical and natural gas vapors can overcome people within a short period of time.

Lockdown Procedures

Lockdown is used when there is an immediate threat of violence in, or immediately around, the school:

- All persons should immediately seek shelter in a secure location in the school.
- Staff and students should be behind closed locked doors and not be visible from windows or doors.
- Follow division predetermined policy about closing blinds and turning off lights.
- Call 911 and remain locked down in place until police arrive and declare the scene all clear.
- Caution is advised in attempting to lock doors because of potential risk to the persons locking doors and the possibility of locking out responding police.

Special lockdown considerations include:

- Class transition times.
- Lunch periods.
- Outdoor activities (physical education classes, etc.).
- Messages to students and staff (plain language vs. codes, use of placards).
- Blinds open/blinds closed, lights on/lights off.
- Messages to parents.

When implementing LOCKDOWN procedures: Principal/Crisis Management Team (CMT)

- ❑ Communicate the need to lockdown the building via the public address system.
  - If you know the whereabouts of the violent intruder, e.g., outside the library or on the second floor, etc., include this information in the lockdown announcement or any subsequent announcements; that way students and staff can gauge whether they have an opportunity to evacuate versus lockdown. If individuals and classes are able to evacuate, they should move to the Student Off-site Evacuation Location, if accessible. If not they should choose a location far enough away to ensure safety.

- If known, relay the type of weapon the intruder is in possession of: firearm, knife, etc.

- ❑ Notify the police (911) of the emergency and the need for immediate assistance.
- ❑ Direct all students and visitors to the nearest classroom or secured space occupied by staff members(s).
- ❑ **DO NOT** attempt to lock exterior hallway doors which are unlocked.
- ❑ No one enters the school, except public safety personnel.
- ❑ Advise students and staff to disregard the fire alarm and bells.

Lockdown Announcement – Class in Session (no lunches in progress)
Attention teachers, this is a lockdown. At this time secure your students in your classrooms and take roll, students report directly to the nearest room with a staff member. Disregard any fire alarms.

Lockdown Announcement – Class Change in Progress
Attention teachers, this is a lockdown. At this time secure students in your classrooms and take roll, students report directly to the nearest room with a staff member. Disregard any fire alarms.

Lockdown Announcement – During Lunch Periods
Attention teachers, this is a lockdown. At this time secure your students in your classrooms and take roll. Students in the cafeteria are to remain in the cafeteria and staff will secure the doors. Students outside of their classroom or the cafeteria report directly to the nearest room with a staff member. Disregard any fire alarms.

- ❑ When the threat has been mitigated, students and teachers/staff will be evacuated by law enforcement personnel.

Teachers/Staff

The following guidelines can be used by teachers and staff to determine if evacuation is a viable option versus lockdown:

- ❑ If you know the whereabouts of the violent intruder and you feel that you and the students in your charge can safely evacuate the building and move to the student off-site evacuation location, if accessible, then do so. If not accessible, choose a location far enough away to ensure safety.
  - Factors to consider in making the decision to evacuate versus lockdown:
  - Mobility-are the students and staff able to move quickly or is their mobility limited due to age and/or special needs issues?
  - Distance and/or concealment-is there sufficient distance between you and the intruder to allow enough time to move your class and reach safety and/or sufficient concealment along your evacuation route to move undetected?
  - Type of weapon the intruder has in his or her possession-knife versus a firearm may affect your decision to lockdown or evacuate.

Implement Lockdown procedures:

- ❑ Clear all students, staff and visitors from hallways into classrooms.
- ❑ Assist those with special needs accommodations.
- ❑ Close and lock all windows and doors; window blinds closed, door windows obscured with paper.
- ❑ Block door with furniture, if appropriate.
- ❑ Turn lights off.
- ❑ Prepare a plan of action if the intruder gains entry, e.g., all out assault on the intruder.
- ❑ **DO NOT OPEN THE DOOR** until evacuated by law enforcement personnel.
- ❑ If a fire alarm has been activated, do not evacuate **UNLESS** fire or smoke is visible.
- ❑ Direct students to an area of the room, unobservable from outside and potential lines of fire.
- ❑ Stay away from all doors and windows.
- ❑ **BE QUIET!** Turn off the ringer on all cell phones.
- ❑ Classes outside the building **SHOULD NOT** enter the building.
- ❑ Move outside classes to primary off-site evacuation location or far enough away to ensure safety.
- ❑ Persons in trailers remain inside locked trailers.
- ❑ Students and staff members will disregard fire alarms and bells.
- ❑ If you have evacuated the building, call 911 to report your location and situation. Also notify the Office of Safety and Security.

Shelter-in-Place Procedures

Shelter-in-place is used when students and staff must remain indoors during a period of time for events such as chemical, biological, and radiological incidents or terrorist attack:

- Close all windows and turn off all heating and air conditioning systems to keep dangerous air out of school.
- Create a schedule for learning, recreational activities, eating, and sleeping.
- Ensure that the necessary supplies are available for students and staff throughout the shelter-in-place period.

When implementing SHELTER-IN-PLACE procedures:

Principal/Crisis Management Team (CMT)

- ❑ Public safety (911) shall be notified immediately when shelter-in-place procedures are implemented at school.
- ❑ “Shelter-In-Place” announcement via public address (PA) system and school portable radio.
- ❑ Advise students and staff to disregard the fire alarms, do not evacuate **UNLESS** fire or smoke is visible or directed to evacuate by the principal/CMT based on guidance from the Fire and Rescue Department.

- ❑ Students and staff members moved into main building from trailers, unless movement is life-threatening due to outside environmental contamination.
- ❑ Staff member shut off main electrical circuit to the building. This will shut down HVAC, exhaust, and roof ventilators.
- ❑ All windows and doors are closed, locked and sealed, with tape, towels, and other materials, if available, that will hinder air flow.
- ❑ Elevators shall not be used (elevator movement may pump outside air into building) and elevators will not operate because the main electrical circuit has been interrupted.
- ❑ Signs placed on the front door making notification of Shelter-in-Place Emergency.
- ❑ Notify appropriate school division staff that shelter-in-place procedures have been implemented at the school.
- ❑ No one will be allowed to enter the building until public safety officials arrive and assess.
- ❑ Exposed or contaminated people will be kept separate from rest of school population and directed to wash with soap and water.
- ❑ If possible, alternative clothing for exposed individuals will be provided and contaminated clothing will be removed and sealed in plastic bags.
- ❑ Principal/CMT will be provided updates and additional instructions from public safety officials.
- ❑ When the threat has been mitigated, make announcement to return to normal operations.

Teachers/Staff

- ❑ Students and staff members moved into main building from trailers, unless movement is life-threatening due to outside environmental contamination.
- ❑ All windows and doors are closed, locked and sealed, with tape, towels, and other materials, if available, that will hinder air flow.
- ❑ Designated staff members shut off main power to the building. This will shut down HVAC, exhaust, and roof ventilators.
- ❑ Elevators not used (elevator movement may pump outside air into building).
- ❑ Clear all students, staff and visitors from hallways into classrooms.
- ❑ Assist those needing special assistance.
- ❑ Take attendance and report any missing or extra students to the Student Accounting Coordinator.
- ❑ Wait for further instruction.

C. Threat- or Hazard-Specific Responses

Bomb Threats

All bomb threats must be taken seriously until they can be assessed. The principal/CMT is primarily responsible for assessing the threat, taking into account all available information. Any decision to

evacuate rests with the principal/CMT; the police will only offer guidance. If a device is located, police or fire personnel will take command of the incident.

WARNING: BECAUSE THERE IS A SLIGHT RISK THAT DETONATING DEVICES MAY BE ACTIVATED BY RADIO WAVES, USE OF TWO-WAY RADIOS AND CELL PHONES SHOULD BE AVOIDED WITHIN 300 FEET OF THE BUILDING OR SUSPECTED LOCATION OF ANY EXPLOSIVE DEVICE, UNLESS ABSOLUTELY NECESSARY TO FACILITATE URGENT COMMUNICATIONS.

Upon receiving a BOMB THREAT:

Telephoned bomb threats

The person receiving the call shall:

- ❑ Direct someone else to also listen to the call, if possible.
- ❑ Take notes for police investigation. Record the caller's exact words.
- ❑ Attempt to determine the caller's gender, age, accent or other distinguishing speech characteristics, and demeanor.
- ❑ Listen for background noises that may help in identifying the location of the caller.
- ❑ Ask the caller the following questions:
  - When is the bomb going to explode?
  - Where is the bomb now?
  - What does the bomb look like?
  - What kind of bomb is it?
  - What will cause the bomb to explode?
  - Did you place the bomb?
  - Why was the bomb placed?
  - What is your address?
  - What is your name?

Electronic (e-mail and Web site received) threats

The person accessing the threat shall:

- ❑ Save the message on the system; DO NOT delete the item.
- ❑ Print copies of the message to turn over to the police and to the [school division information technology coordinator] and others who may require them.
- ❑ Notify the [school division information technology coordinator] for additional guidance in how to deal with the message.

Written threats

The person receiving the written threat shall:

- ❑ Preserve evidence for police.
  - If written threat, place note in paper envelope to preserve fingerprints.
  - If the threat is written on a wall, photograph it.

Principal/Crisis Management Team (CMT)

- ❑ **CALL 911** to notify the police.
- ❑ Assess the threat based on all available information. Recognize that an actual bomb incident with an accompanying threat is an extremely rare event
- ❑ If the threat assessment points to a low probability that the bomb threat is credible, then:
- ❑ Consider a limited response:
  - Keep students in class.
  - If school is equipped, review video surveillance records for suspicious activity.
  - Conduct search of public areas inside the school, school grounds, as well as storage rooms, closets, etc.

If search is fruitless; return to normal operations.

- ❑ If the threat assessment points to a high probability that the bomb threat is credible, then:
  - If the threat included a time for the bomb to detonate and time permits, conduct a search of the evacuation routes and student assembly areas.
- ❑ School personnel should search their work areas for suspicious items and/or items that are out-of-place.
- ❑ A search of public areas inside the school, school grounds, as well as storage rooms, closets, etc. should be conducted.
- ❑ If search reveals no suspicious items but you feel the threat is still credible, then initiate evacuation procedures.
- ❑ If the search uncovers suspicious item(s), alter evacuation routes and clear the building.
  - If time does not permit a thorough search of evacuation routes and assembly areas, perform at a minimum a cursory search of the exit routes and assembly areas, alter exit routes accordingly and initiate evacuation procedures.
  - If school is equipped, review video surveillance records for suspicious activity.
  - Police should supervise the search.

When conducting a search:

- ❑ No two-way radios or cell phones should be used.
- ❑ Searches should be systematic:
  - First, search the floor and area up to waist high;
  - Second, search waist high to chin high; and
  - Third, search chin-high to the ceiling.
  - Suspicious objects should not be disturbed and the police should be notified immediately.
- ❑ Document all actions taken and findings by staff.
- ❑ Notify the [school division security and communications departments].

Teachers/Staff

- ❑ Scan classroom or assigned areas for suspicious items.
- ❑ Do not touch any suspicious devices, packages, etc. If a device(s) is located, it should be pointed out to the police.
- ❑ Notify CMT of findings.

If Evacuation Procedures are initiated:

Principal/Crisis Management Team (CMT)

- ❑ Communicate the need to evacuate the building using plain language over the public address system, bullhorn or by messenger/runners. Limit the use of cell phones, or radios because of risk of activating an explosive device.
- ❑ Ensure evacuation routes and area(s) are clear of suspicious items. Alter evacuation routes as necessary.
- ❑ Weather conditions and special needs issues may necessitate the use of buses as temporary shelters.

Teachers/Staff

- ❑ Implement on-site evacuation procedures and move to assembly areas a minimum of 300 feet from buildings and parked vehicles.

Bomb Threat Report Form

Questions to Ask: Threat Language

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

If voice is familiar, who did it sound like?
____ Well spoken (educated)
____ Foul
____ Irrational
____ Taped
____ Incoherent

Exact wording of threat:

Time:_____ Date:___/___/___
Sex of caller:_____
Culture:_____
Age:_____
Length of call: _____
Number at which call was received:_____
Message read by threat maker:

Remarks:

Background Sounds

□ Street
□ Animal Noises
□ PA System
□ Static
□ Voices
□ Music
□ Motor
□ House Noises
□ Local
□ Office Machinery
□ Booth
□ Other _____

Caller's Voice

□ Calm
□ Angry
□ Slow
□ Rapid
□ Soft
□ Loud
□ Laughter
□ Normal
□ Distinct
□ Slurred
□ Whispered
□ Cracking Voice
□ Nasal
□ Stutter
□ Raspy
□ Deep
□ Ragged
□ Clearing Throat
□ Crying
□ Disguised
□ Accent
□ Familiar
□ Deep Breathing
□ Other _____

Bus/Vehicle Crash

Principal/Crisis Management Team member(s) should respond to the scene of local bus and/or vehicle collisions involving injured students and staff traveling to and from school and during off-site activities such as field trips, sporting events, performing arts events, etc.

When responding to the scene of a local BUS/VEHICLE CRASH: Principal/Crisis Management Team (CMT)

- ❑ Ensure that 911 has been called.
- ❑ If crash involves a school bus, ensure that [school division] Office of Transportation is aware.
- ❑ Report to the accident scene unless it is not safe to do so.
  - Determine if any students or staff have been injured and the extent of injuries.
  - Determine if they will be transported to the hospital, if so, which hospital.
  - Obtain Emergency Care Information forms for transport to the hospital.
  - Notify parents, guardians or emergency contact designee.
  - Accompany injured student(s) or staff member(s) to the hospital.
  - If victims are transported to multiple hospitals request additional CMT members to accompany victims.
- ❑ Provide emotional support for student(s) and/or staff accident victim(s).
- ❑ Brief parents and guardians.
- ❑ Arrange for crisis counseling if necessary.
- ❑ Refer all media inquiries to police media representative or (School/School Division) Department of Communications and Community Outreach.
- ❑ Consult with the Department of Communications and Community Outreach (DCCO) regarding dissemination of information about the accident and condition of victims to the school community.

Demonstration

Student participation in demonstrations on school property could give rise to a violation of school regulation or a violation of the Virginia criminal code (i.e., trespassing).

If a DEMONSTRATION is on school property during school hours:

Principal/Crisis Management Team (CMT)

- ❑ Determine if [school division] students are involved in the demonstration
  - If no [school division] students involved in the demonstration, direct that the demonstrators leave school property.
  - If they refuse, contact the police department for prosecution.
- ❑ If appropriate, institute Lockdown, or Secure the Building, procedures.
- ❑ If safe, meet with the students or demonstrators to determine the purpose of the demonstration.

- ❑ Encourage teachers and staff not to participate in student-led or public demonstrations and to maintain the learning environment.
- ❑ Contain the demonstration to a single area that does not impact vehicular and/or pedestrian traffic flow.
  - Ensure safe entry into and exit from the building.
- ❑ Determine if the demonstration is disruptive to the educational process.
- ❑ Notify appropriate assistant superintendent and offices of communications and security.
- ❑ Notify and consult with police personnel.
  - Develop an action plan.
- ❑ CMT member assigned Information/Media should prepare media staging area.
- ❑ Principal or designee, in the presence of other adults, should instruct the demonstrating students to attend classes or move to designated area, i.e., if demonstration is occurring at lunch time; move to the cafeteria.
  - Inform students that they will be disciplined if they do not comply with request.
- ❑ Notify parent or guardian of involved students.
- ❑ Document all actions taken by staff.
- ❑ Take appropriate disciplinary action.

Intruder/Trespasser

An Intruder is an unauthorized person who enters school property and does not report to the office for a visitor pass.

If the intruder's purpose is not legitimate, ask him/her to leave. Notify the police and the Office of Safety & Security if the intruder refuses to leave.

In the event an unauthorized person (INTRUDER/TRESPASSER) enters school property

Principal/Crisis Management Team (CMT)

- ❑ Respond to call for assistance from staff
  - Advise the intruder that they are trespassing and need to leave the school and if they do not leave the police will be notified.
- ❑ If the subject refuses or his or her purpose is not legitimate:
  - Consider initiating Lockdown procedures.
  - CALL 911 and notify the police.
- ❑ Advise the police if the intruder is still in the building or on the property.
  - Give the police a full description of the intruder(s): subject's name (if known), clothing and other descriptors, note if the subject is carrying a weapon or package.
  - Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape for both you and the intruder.

- To the extent possible, maintain visual contact with the intruder (maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later to locate him/her).

- ❑ Document all actions taken by staff.
- ❑ Notify appropriate assistant superintendent and officers of communications and safety if the police arrest the intruder/trespasser.

Teacher/Staff

- ❑ Politely greet intruder and identify yourself.
  - Consider asking another staff person to accompany you before approaching intruder.
- ❑ Inform subject that all visitors must report to the main office.
  - Ask subject the purpose of his/her visit.
  - If possible, attempt to identify the individual and/or vehicle.
  - Escort the subject to the main office.
- ❑ If the intruder's purpose is not legitimate, ask him/her to leave and accompany them to exit.
- ❑ If intruder refuses to leave:
  - Notify principal, if applicable and the police.
  - Give the police a full description of the intruder(s): subject's name, clothing and other descriptors, note if the subject is carrying a weapon or package.
  - Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape for both you and the intruder.
  - To the extent possible, maintain visual contact with the intruder (maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later to locate him/her).
- ❑ Should the situation escalate quickly, the principal may decide at any time to initiate lockdown procedures.

Missing or Abducted/Kidnapped Student(s)

A student is missing if they are unaccounted for at school, on school property, at a school activity or while traveling to and from school.

Abduction/kidnapping is the unauthorized and unlawful removal of a student from school property, a school activity, i.e., field trip, sporting event, or from a school bus without consent either from school officials and/or parent(s)/guardian(s).

In the event of a MISSING student:

Principal/Crisis Management Team (CMT)

- ❑ Contact parent(s)/guardian(s) to report absence/status.
- ❑ Provide CMT and school personnel with description of missing student.
- ❑ Assign CMT members to organize search.

- ❑ If event is happening during the school day, consider holding the bells until the student is located or the school has been completely searched.
- ❑ Notify [school division offices of safety and communications].
- ❑ Interview friend(s) of missing student and last person to see the student.
- ❑ If incident occurred while student was on the way to or from school, contact bus driver, crossing guard or safety patrol, if applicable. Double check circumstances:
  - Could the child have ridden the wrong bus;
  - walked to or from school instead of taking transportation;
  - received a ride from a friend or neighbor;
  - at another activity or appointment.
- ❑ Call 911, police department, for assistance.
- ❑ Document all actions taken.

Teachers/Staff

- ❑ Verify the child is missing.
- ❑ Notify the principal and the main office.
  - Provide a physical description of the student, if needed
- ❑ Assist with any search of the school building and grounds.
- ❑ If student is located, notify the principal and main office.

In the event of an ABDUCTION/KIDNAPPING of a student

Teachers/Staff/Principal/CMT

- ❑ Verify that a child has been abducted.
- ❑ Ensure the principal, CMT and all school personnel are aware of the abduction.
- ❑ CALL 911, the police department.
- ❑ Contact parent(s) or guardian(s) and report the abduction.
- ❑ Activate the CMT and decide what additional resources and support will be needed.
- ❑ Gather information about the abduction, description of the perpetrator and any vehicle involved.
  - Obtain information on possible witnesses, friends, and last person to see the student
- ❑ If appropriate, institute Lockdown, or Secure the Building, procedures.
- ❑ Notify [school division offices of security and communications].
- ❑ Check abducted student's file for any restraining orders or other background information.
- ❑ Provide police with physical description of the student:
  - Sex, height, weight, skin color, eye color, clothing, backpack, etc., if known
  - Student photograph, if available
  - Victim's home address, phone number, parents' contact information

- ❑ Arrange for crisis counseling if necessary.
- ❑ Refer all media inquiries to police media representative and/or [school division office of communications].
- ❑ Document all actions taken.

Missing Student with Cognitive Disabilities or Autism

Students with cognitive disabilities or autism require pre-incident planning as part of a crisis management strategy. These students generally have no real sense of danger and have a history of unpredictable behaviors that include straying at home and/or school.

- Maintaining updated behavior intervention plans (BIPs) that outline replacement behaviors, reinforcement preferences and reactive measures for each student at risk, along with monitoring and analyzing behavior data to determine potential behavioral triggers, should help prepare staff to facilitate a rapid, coordinated, effective response when a child goes missing.
- Develop a list of possible places the student may be trying to reach, e.g. home, pool, or favorite store.
- Provide information to the police of known potential hiding places and hazardous locations in close proximity to the school, e.g. sheds, parks, lakes, ponds, swimming pools, railroad tracks, etc.
- Having multiple copies of the students' photographs readily available for search teams will prove helpful to staff who are not familiar with the student and first responders assisting in a search.
- Classroom doors can be equipped with an alarm system to notify staff that the door is being opened. The school yard can have additional perimeter fencing installed, if appropriate.

In the event of a MISSING student:

Principal/Crisis Management Team (CMT)

- ❑ **Call 911,** police department, for assistance.
- ❑ Contact parent(s)/guardian(s) to report absence/status.
  - Discuss any antecedent events that might have occurred at home
  - Discuss possible places of interest where the student might go
- ❑ Notify the staff that a student is missing via the school public address system or by portable two-way radio.
- ❑ Provide CMT and school personnel with a physical description and photograph of missing student.
- ❑ Assign CMT and school personnel to search all known "hiding places" within the school and on school grounds.
- ❑ Assign CMT and school personnel to search all known hazardous locations in close proximity to the school.
- ❑ Notify appropriate [school division departments of security and communications].
- ❑ Interview friend(s) of missing student and last person to see the student.

- ❑ If incident occurred while student was on the way to or from school, contact bus driver, crossing guard or safety patrol, if applicable.

Double check circumstances:

- ❑ Could the child have ridden the wrong bus;
- ❑ walked to or from school instead of taking transportation;
- ❑ received a ride from a friend or neighbor;
- ❑ at another activity or appointment.
- ❑ Document all actions taken.

Teachers/Staff

- ❑ Verify the child is missing.
- ❑ Notify the principal and the main office.
- ❑ Provide a physical description of the student, if needed.
- ❑ Arrange to have another teacher cover your class.
- ❑ Assist with any search of the school building and grounds.
- ❑ If student is located, notify the principal and main office.

After the missing student has been located:

- ❑ Contact parent(s)/guardian(s) of student and advise them that their son/daughter has been located.
- ❑ Provide information on the child's well-being.
- ❑ Consider any modifications that may need to be made to the classroom, building or school grounds to ensure that the student will not be able to leave the school grounds again.
- ❑ Consider the need for additional staff members at critical times of the school day.
- ❑ Consider the need to inform other parents of the incident, as well as safety measures that have been put into place following the incident. Coordinate any notifications with DCCO.

Sexual Assault

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, loss of control, humiliation and violence. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek support regarding the assault.

Schools should address sexual assault as a crisis or emergency when:

- A rape or sexual assault occurs on school property
- A member of the victim's family or friend requests intervention
- Rumors and myths of the alleged incident are widespread and damaging

In the event of a SEXUAL ASSAULT or notification of a sexual assault:

Principal/Crisis Management Team (CMT)

- ❑ Call 911 and request that police respond; also, if immediate medical attention is needed request emergency medical personnel.
- ❑ If there is a crime scene related to the assault, isolate the area and assign a staff member to safeguard it.
- ❑ Isolate the victim from the crime scene, suspect(s) and witnesses.
- ❑ Victim should not be questioned beyond obtaining a description of the perpetrator.
- ❑ The victim should not eat or drink, change clothes, or shower, while awaiting police arrival.
- ❑ Notify appropriate assistant superintendent and offices of communications and of safety.
- ❑ If victim is a (School/School Division) student, contact parent or guardian.
- ❑ Confidentiality must be maintained during the investigation.
  - Direct the individual (student or staff) not to repeat any information elsewhere in the school
  - Take action to control rumors
- ❑ Notify Crisis Response Team.
- ❑ Document all actions taken by staff.

Teachers/Staff

- ❑ Notify the principal immediately.
- ❑ DO NOT LEAVE THE VICTIM ALONE.
- ❑ Determine if immediate medical attention is needed, if so summon help.
- ❑ Isolate the victim from the crime scene, suspect(s) and witnesses.
- ❑ Victim should not be questioned beyond obtaining a description of the perpetrator.
- ❑ If appropriate, preserve all physical evidence of the crime.

Shooter

If a person displays a firearm, begins SHOOTING or shots are heard:

Principal/Crisis Management Team (CMT)

- ❑ Assess the situation.
- ❑ Initiate Lockdown procedures.
- ❑ CALL 911 and request police and emergency medical assistance.

Provide the following information, if known:

- ❑ Location of shooter(s) – use exit door numbers as a reference

- ❑ Description, identity and number of shooters
- ❑ Description of weapon(s)
- ❑ Number of shots fired
- ❑ Is shooting continuing?
- ❑ Number of injuries
- ❑ Provide first aid to injured
- ❑ Notify victim(s) parents, legal guardians or emergency contact if an injury has been sustained; including type of injury, medical care being given, and location of child.
- ❑ If child is being transported to a medical facility, request parent, guardian, or emergency contact to meet the child and school staff member at the medical facility.
- ❑ Have Student Emergency Care Information forms and if applicable, the Health Information form, available for emergency medical personnel.
- ❑ Hold the bells if the shooting occurred in a common area where students travel during class change.
- ❑ If needed, assign a staff member to accompany victim(s) to the hospital.
- ❑ Establish command post and assign CMT as needed, including:
  - Incident Commander
  - Communication/Recorder
  - Information/Media Liaison
  - Student Accounting
  - Parent Reunion Organizer
  - Counseling
  - Police and Fire Liaison
  - School site security
- ❑ Notify appropriate assistant superintendent and offices of communications and safety.
- ❑ If the suspect is still inside the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
- ❑ If suspect has exited the building, secure all exterior doors to prevent re-entry.
- ❑ Organize evacuation to an off-site location, if needed.
- ❑ Meet with Police and Fire and brief emergency responders with updated information.
- ❑ Provide liaison for family members of any injured students and/or staff.
- ❑ Activate Recovery procedures as appropriate.
  - Conduct a debriefing
  - Crisis counseling
- ❑ Document all actions taken by staff.

Teachers/Staff

- ❑ Seek immediate shelter if you and students cannot readily and safely escape the area.
- ❑ Initiate Lockdown procedures.
- ❑ Notify principal/CMT and main office.
  - Provide location of the shooting, if known
- ❑ Take attendance and notify the CMT of missing students or staff as soon as the threat is mitigated.

Responses to active shooter or firearm situations are tense and complicated. It is important that administrative actions are in concert with actions taken by teachers and staff. To achieve this end, drills are important. Through drills, assessment of procedures, and coordination of efforts, the ramifications of actual events can perhaps be mitigated.

Weapon

Student access to weapons creates significant risk within a school environment and must be treated seriously. Early intervention may reduce or eliminate the escalation of the incident to a crisis.

Prepare to **LOCKDOWN** the school if the situation escalates.

If you are aware of a WEAPON on school property:

Principal/Crisis Management Team (CMT)

- ❑ CALL 911, and notify the police, that a weapon is on school property.
  - Provide location, identity and description of the individual
  - Provide description and location of weapons
  - Develop an action plan for response
- ❑ As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive.
- ❑ If the weapon is located on an individual, isolate the individual.
  - Without confronting the suspect, a CMT member should go to the area where the suspect is reported to be and observe him or her until police arrive
- ❑ If the weapon is in a locker, a backpack or a motor vehicle on school grounds, prevent access to those areas.
  - Do not allow the suspect to pick-up or carry his own belongings
- ❑ Assign a recorder to document events and decisions made as they take place.
- ❑ Determine whether to initiate Lockdown, Evacuation or other enhanced security procedures to safeguard building occupants.
- ❑ Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS).
- ❑ Conduct weapon search, if reasonable suspicion exists.
- ❑ If weapon is located during search, the police should take possession of it.

- ❑ Searches are to conform to (School/School Division) policy.
- ❑ DO NOT approach the individual alone. Consider these factors:
  - Need for assistance from law enforcement
  - Best time and location to approach individual
  - Description, location and accessibility of weapon(s)
  - Safety of persons in the area
  - State of mind of the individual
- ❑ If the individual displays or threatens with the weapon(s):
  - DO NOT try to disarm him or her
  - Avoid sudden moves or gestures
  - Use a calm, clear voice
  - Instruct the individual to put the weapon down
  - Use the individual's name, if known, while talking to them
  - Allow for escape routes for you and the individual with the weapon
  - Back away with your hands up – create distance between you and the individual
- ❑ If the individual is a student, notify parent or guardian.
- ❑ Document all actions taken by staff.

Teachers/Staff

- ❑ Immediately notify and provide the principal and the main office with the following:
  - Location, identity and description of the individual with the weapon
  - How did the person reporting the weapon violation come by the information?
  - Description and location of weapon(s)
  - If known, has the individual threatened him or herself or anyone else?
- ❑ If a student is reporting the weapon violation, isolate him or her in the office.
- ❑ Limit information to staff and students on a need to know basis.
- ❑ Stay calm and do not call attention to the student and the weapon.
- ❑ As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive.

D. Natural Disasters/Weather-related Emergencies

Earthquake

In the event of an EARTHQUAKE:

If inside a building

Teachers/Staff

- ❑ Upon the first indication of an earthquake, teachers/staff should direct students to DROP down to the floor onto their hands and knees, seek COVER under a nearby desk or table, and HOLD ON to

the furniture legs. If they cannot find shelter beneath furniture, have them cover their head, neck and face with their arms and crouch in an inside corner of the building away from windows.

- ❑ Remain covered until the shaking stops.
- ❑ Check for injuries.
- ❑ Account for all students.
- ❑ Immediately report any missing, extra or injured students.
- ❑ Continue to maintain control of students.
- ❑ Wait for further instruction.
- ❑ If evacuation of the building is initiated, perform a test run of the elevator car(s) without passengers before using for the transportation of passenger(s).

If outside a building

Teachers/Staff

- ❑ Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury.
- ❑ Once in the open, students and staff should DROP to the ground onto their hands and knees before the earthquake knocks them off their feet.
- ❑ If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should DROP down to the ground onto their hands and knees, COVER their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area.
- ❑ Check for injuries.
- ❑ Account for all students.
- ❑ Immediately report any missing, extra or injured students.
- ❑ Continue to maintain control of students.
- ❑ Wait for further instruction.

People with disabilities or access and functional needs

Teachers/Staff

- ❑ If a student and/or staff member's mobility is limited and they are unable to perform the DROP, COVER and HOLD ON, it is important that they do not try to move to a "safer place" or attempt to move outside during an earthquake. Movement will be very difficult and the risk of injury by falling or being struck by toppled and flying objects are great; instead, they should protect their head, neck and face with a pillow or with their arms, and bend over if able.

Principal/Crisis Management Team (CMT)

- ❑ Upon the first indication of an earthquake, personally execute the DROP, COVER and HOLD ON procedures.
- ❑ If appropriate and time permits, assign staff to assess the safety and accessibility of evacuation routes and assembly sites before initiating an evacuation order. Avoid exit routes with overhanging building facades, overhead utility wires, large trees and expansive glass windows. Alter exit routes and assembly sites accordingly.
- ❑ When the earthquake is over, initiate the evacuation of the building.
- ❑ Communicate the need to evacuate the building by using plain language over the public address system, bullhorn or messenger/runner. Do not use the fire alarm.
- ❑ CALL 911 if your school experiences fire/explosion, hazardous materials spill/release, medical emergency or extensive damage that may have compromised the building's structural integrity.
  - Provide emergency call taker with information about the emergency
  - Confirm address of school
  - Provide exact location of the emergency
  - Assign staff to meet with responding fire and police personnel
- ❑ Weather conditions and special needs issues may necessitate the use of buses as temporary shelters.
- ❑ The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved out of the building.
- ❑ Assign staff to inspect the building, if it can be done safely.
- ❑ Contact the (School/School Division) office of facilities management to report damage to masonry, electrical, plumbing, mechanical systems, and other structural issues.
- ❑ Determine if circumstances require students and staff to be evacuated to an off-site location.
- ❑ Notify [school division offices of security and communications] that an evacuation of the school has occurred.
- ❑ Monitor the situation and provide updates and additional instructions as needed.
- ❑ Communicate when it is safe to re-enter the building, i.e., bell system, radio transmission, public address system or bullhorn.
- ❑ Document all actions taken by staff.

Flood/Dam Failure

Dam break or failure is a catastrophic event characterized by the sudden, rapid, and uncontrolled release of impounded water.

Because the vast majority of [school division] school sites are not located within floodplains and therefore not susceptible to flooding associated with excessive precipitation levels and water runoff within the watershed of a stream or river, this hazard-specific appendix will deal with flooding associated with a dam breach. Currently, only [number] school sites are threatened by flood waters

occurring from a dam failure. If a dam failure were to occur, the affected school would follow the site specific evacuation instructions contained in the Crisis Plan.

In the event of FLOOD due to DAM FAILURE:

Principal/Crisis Management Team (CMT)

- ❑ Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging and the (School/School Division) Message Alert System.
- ❑ Review the flood inundation layer evacuation procedures with teachers and staff.
- ❑ If public safety agency advises to evacuate, do so immediately.
- ❑ Contact the Student Off-site Evacuation Location and advise that you need space at their facility.
- ❑ Notify Office of Transportation Services of any transportation needs.
- ❑ Communicate the need to evacuate the building using plain language via public address system or bullhorn.
  - Communicate changes in evacuation routes based on type of emergency
- ❑ Notify appropriate assistant superintendent and offices of communications and safety that an evacuation of the school has occurred.
- ❑ Designated staff assigned radios and/or cell phones should wear their lime green vest.
- ❑ The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag should be moved outside with the evacuees.
- ❑ Monitor the situation and provide updates and additional instructions as needed.

Teachers/Staff

- ❑ Initiate **Evacuation** procedures as directed.
  - Take class roster with you
- ❑ Classroom teachers should wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers.
- ❑ Upon arrival at the designated evacuation site:
  - Check for injuries
  - Account for all students
  - Immediately report any missing, extra or injured students to the Student Accounting Coordinator
  - Continue to maintain control of students
- ❑ Wait for additional instructions.

Lightning

Severe thunderstorms are characterized by the presence of heavy rain, lightning, thunder, damaging straight-line winds of 58 mph or stronger, and/or hail at least ¾" in diameter. Tornadoes occasionally develop in areas in which severe thunderstorm watches or warnings are in effect.

Lightning is a powerful natural electrostatic discharge produced during a thunderstorm.

Lightning causes more deaths annually than do hurricanes or tornadoes. To prepare for lightning, train all appropriate school personnel in Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED), and First Aid. Lightning victims can often be revived.

In the event of a lightning threat:

- Move students inside a permanent structure.
- Stay tuned to local radio, NOAA weather alert radio, or television for weather advisories and
- special instructions from local government.
- Cancel outside recess.
- Conduct physical education classes indoors.

In the event of lightning, **stay away from**:

- Open doors
- Glassed in areas
- Radiators
- Stoves
- Metal pipes
- Sinks
- Plugged-in electrical appliances

If in a vehicle, stay in the vehicle unless it's a convertible. If the vehicle is a convertible, then find shelter elsewhere.

If outdoors, and no permanent structure is available for shelter, lie as flat as possible in a ditch for best protection.

Avoid:

- Open doors
- Highest object in area
- Hilltops
- Open spaces
- Wire fences
- Exposed sheds
- Trees (stay twice as far away as the tree is tall)
- Being in bodies of water
- Being in small boats
- Using telephones or electrical equipment

For students who walk home or drive their own vehicle:

- Keep students at school under supervision until the storm passes, walking is safe, or transportation is provided.

Alternate options include:

- Dismissing students early, before an anticipated storm becomes severe.
- Providing emergency transportation.
- Developing policies for school cancellation, delayed school opening, or late dismissal when road conditions are unsafe.

When an electrical charge is felt:

- Hair stands on end
- Skin tingles
- Lightning may be about to strike you; drop to the ground immediately.

Severe Weather/Tornado

Tornado is a violently rotating column of air, in contact with the ground, visible as a funnel cloud. Thunder, lightning, heavy rain, hail and strong winds often precede a tornado. The sky will have very dark clouds, often greenish or near black. Tornadoes make a very loud roaring noise that is similar to the noise made by a speeding train. Most tornadoes have winds less than 110 mph and last from one to ten minutes. However, stronger tornadoes will last 20 minutes or longer and can have winds greater than 205 mph.

> **Watches**: Are issued by the National Weather Service (NWS) when the risk of a hazardous weather or hydrologic event has increased significantly, but its occurrence, location, and/or timing is still uncertain. It is intended to provide enough lead time so that those who need to set their plans in motion can do so.
>
> **Warnings**: Are issued by the NWS when a hazardous weather or hydrologic event is occurring, is imminent, or has a very high probability of occurring. A warning is used for conditions posing a threat to life or property.

Severe thunderstorms are characterized by the presence of heavy rain, lightning, thunder, damaging straight-line winds of 58 mph or stronger, and/or hail at least ¾" in diameter. Tornadoes occasionally develop in areas in which severe thunderstorm watches or warnings are in effect.

High winds are surface winds of 40 mph or greater lasting for 1 hour or longer, or winds gusting to 58 mph or greater regardless of duration.

TORNADO

If a tornado or severe thunderstorm WATCH has been issued for the area encompassing your school:

Principals/Crisis Management Team (CMT)

- ❑ Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging and the [school division] Message Alert System.

- ❑ Notify appropriate members of the CMT of the potential severe weather.
  - Notify building engineer and/or building supervisor of potential utility failure
- ❑ Advise staff to stay alert for any of the warning signs of an approaching severe thunderstorm or tornado.
- ❑ Consider bringing all students and staff on school ground inside the building(s).
- ❑ Consider closing windows.
- ❑ Review tornado drill procedures and location of shelter areas.

Teachers/Staff

- ❑ Review tornado and severe weather procedures, contained in the Crisis Management and Security Plan Classroom Guide for Teachers with the students.

If a tornado WARNING has been issued for the area encompassing your school, or a tornado has been spotted near your school:

Principals/Crisis Management Team (CMT)

- ❑ Notify all CMT members of the change in weather status (watch upgraded to a warning).
- ❑ Advise staff to stay alert for any of the warning signs of an approaching tornado.
- ❑ Evacuate students and staff from any temporary structures such as trailers, modular buildings or any other non-masonry structure into the main building.
- ❑ Move students and staff from the second and third floors to the first floor.
- ❑ Delay bus departures.
- ❑ Parents picking up students should be advised of the tornado warning and invited to stay with their child inside the school.
- ❑ Continue to monitor the National Weather Service (NWS) weather radio, [school division] Message Alert System and/or television stations that broadcast local weather conditions and take appropriate action when tornado warning is issued or a tornado is sighted to include:
  - Make tornado warning announcement via public address system (PA) and school portable radios. The Fire Alarm Must Not Be Used For Tornado Warnings.
  - Direct all students and staff to the tornado shelter areas in the building.
  - Direct students to sit on the floor in the shelter areas and wait for additional instructions.
- ❑ Designated staff assigned radios and/or cell phones should wear their lime green vest.
- ❑ Students with physical disabilities should be safely evacuated to the tornado shelter areas. Unlike fire evacuation situations, students in wheelchairs should use the elevator to evacuate from the second and higher floors to the ground floor.
- ❑ Students with physical disabilities should remain in wheelchairs or sit in chairs if they use crutches or walkers, because it may not be possible to assume protective postures. They should be sheltered in a small room, such as a restroom, in the middle of the school. Principals should include logistical

planning in their tornado emergency procedures so that students with physical disabilities will have time to move to their shelter area before the other students fill the hallways.

- ❑ Monitor the situation and provide updates and additional instructions as needed.
- ❑ Communicate when it is safe to resume normal school operations via bell system, radio transmission, and public address system or bullhorn.
- ❑ Call 911 (Fire and Rescue Department) to report any injuries and/or structure damage.
- ❑ If the building sustained structural damage, attempt to safely shut off the main electrical disconnect switch and natural gas main valve, if applicable.
- ❑ Implement on-site or off-site evacuation procedures, if necessary.

Teachers/Staff

- ❑ Evacuate students to tornado shelter area as directed.
- ❑ Close classroom doors.

Classroom teachers wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers.

- ❑ Carry a class roster with you.
- ❑ Assist those needing special assistance.
- ❑ Direct students to sit on the floor in the shelter areas and wait for additional instructions.
- ❑ Students with physical disabilities should be safely evacuated to the tornado shelter areas. Unlike fire evacuation situations, students in wheelchairs should use the elevator to evacuate from the second and higher floors to the ground floor.
- ❑ Students with physical disabilities should remain in wheelchairs or sit in chairs if they use crutches or walkers, because it may not be possible to assume protective postures. They should be sheltered in a small room, such as a restroom, in the middle of the school.
- ❑ Close all hallway fire doors to limit possible wind tunnel effect.
- ❑ Stay alert for any of the warning signs of an approaching tornado, i.e., loud roaring noise similar to a speeding train.
- ❑ Give command to assume a protective posture at the appropriate time.
- ❑ Ensure that everyone stays in a protective posture.
- ❑ Remain in shelter area until further advised.
- ❑ In the event of building damage, evacuate students to safer areas of the building or evacuate the building completely.
    - If evacuation does occur, do not re-enter the building unless advised.
    - Use caution regarding broken glass, down utility wires, smell of natural gas, damaged trees, etc.
- ❑ Upon evacuation from the building:
    - Check for injuries

- Account for all students
- Immediately report any missing, extra or injured students to the Student Accounting Coordinator
- Continue to maintain control of students

❑ Wait for additional instructions.

School Bus Drivers

❑ If a tornado warning is received near or during dismissal time, the release of students shall not occur until the expiration of the warning.

❑ If time permits, buses that are transporting students may report to the nearest school, discharge passengers and have them assume a protective posture inside of the building.

❑ If the driver is unable to report to a nearby school due to imminent danger posed by a tornado, the bus occupants should seek shelter inside a solidly built masonry structure. Remember to avoid a structure that has a large free-span roof or a large amount of glass windows.
- Once inside, students and transportation staff should assume a protective posture.

❑ Based on available information, a bus driver may disregard the recommendation to report to a nearby school and continue on their route. This decision shall be based on direct observations of weather conditions, and the location of specific severe weather in relationship to the bus's location. The safety of students and transportation staff is the paramount concern.

If severe thunderstorm WARNING has been issued for the area encompassing your school:

Principals/Crisis Management Team (CMT)

❑ Notify all CMT members of the change in weather status (watch upgraded to a warning).

❑ Evacuate students and staff from any temporary structures such as trailers, modular buildings or any other non-masonry structure into the main building if sustained wind speeds of the thunderstorm are forecast to exceed 75 mph.

❑ Continue to monitor the National Weather Service (NWS) weather radio, (School/School Division) Message Alert System and/or television stations that broadcast local weather conditions.

❑ Monitor the situation and provide updates and additional instructions as needed.

HIGH WIND

If a High Wind WATCH has been issued for the area encompassing your school:

Principals/Crisis Management Team (CMT)

❑ Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging.

❑ Notify appropriate members of the CMT of the potential severe weather.
- Notify building engineer and/or building supervisor of potential utility failure.

- Advise staff to anchor outdoor equipment that could become flying projectiles in high winds.

❑ Consider closing windows.

If a High Wind WARNING has been issued for the area encompassing your school:

Principals/Crisis Management Team (CMT)

❑ Monitor National Weather Service (NWS) weather radio and/or television stations that broadcast Emergency Alert System messaging.

❑ Notify all CMT members of the change in weather status (watch upgraded to a warning).
- Notify building engineer and/or building supervisor of potential utility failure.
- Advise staff to anchor outdoor equipment that could become flying projectiles in high winds.

❑ Consider closing windows.

❑ If winds are forecasted to be sustained or gusting in excess of 75 mph, notify teachers in temporary structures (trailers, modular buildings, or any other non-masonry structures) to move their students into the main school building. It is not necessary to use tornado shelter areas. Any available rooms in the main building can be used, such as the media center, cafeteria, or gymnasium.

E. Environmental Hazards

Fire/Explosion

In the event of FIRE/EXPLOSION and/or SMOKE:

Note: Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

Principal/Crisis Management Team (CMT)

❑ CALL 911 and provide emergency call taker with information about the emergency.
- Confirm address of school
- Provide exact location of smoke, fire, or gas odor

❑ Ensure fire alarm has sounded.
- If known, communicate changes in evacuation routes based on location of the fire, smoke or gas smell

❑ Designated staff assigned radios and/or cell phones wear a lime green vest.

❑ Meet with responding fire and police personnel.
- Identify the location of fire, smoke, explosion or gas smell
- Advise location of injured persons
- Advise if the FESA room is occupied
- Provide names of any missing persons

❑ The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved out of the building.

- ❑ Determine if circumstances require students and staff to be evacuated to an off-site location.
- ❑ Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred.
- ❑ Monitor the situation and provide updates and additional instructions as needed.
- ❑ Communicate when it is safe to re-enter the building, i.e., bell system, radio transmission, public address system or bullhorn.
- ❑ Document all actions taken by staff.

Teachers/Staff

- ❑ Upon discovery of a fire, observing smoke, smell of gas, or experiencing an explosion, activate the fire alarm system by accessing the nearest manual pull station.
- ❑ Contact the principal and the main office and provide information about the emergency.
- ❑ Implement Evacuation procedures.
- ❑ Evacuate the building using emergency exit routes that are diagramed on the school floor plan drawing posted near the light switch inside each room.
  - Use a secondary route if the primary route is blocked or hazardous
- ❑ Assist those needing special assistance.
- ❑ Do not use elevators during fire evacuation.
- ❑ Assist those needing special assistance to the FESA (Fire Evacuation Staging Area) rooms in multiple story buildings and await the arrival of emergency response personnel as assigned.
- ❑ Close classroom doors but do not lock doors when leaving.
- ❑ Do not stop for student or staff belongings.
- ❑ Move in an orderly fashion to the designated evacuation site a minimum of 50 feet from the building.
- ❑ Classroom teachers should wear the orange colored vest located in the back pocket of the red classroom flip chart entitled Crisis Management and Security Plan: Classroom Guide for Teachers.
- ❑ When outside the building:
  - Check for injuries
  - Account for all students
  - Immediately report any missing, extra or injured students to the Student Accounting Coordinator
  - Continue to maintain control of students
- ❑ Wait for additional instructions.

Hazardous Materials Spill

Hazardous materials are any substance or material that, when involved in an accident and released in sufficient quantities, poses a risk to people's health, safety, and/or property. These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.

In the event of a propane or natural gas leak or odor INSIDE a building – EVACUATE THE BUILDING IMMEDIATELY.

In all other hazardous materials incidents, emergency response personnel (fire and rescue) will take command of the situation and determine the steps to be taken regarding evacuation, shelter-in-place and ventilation systems (HVAC).

In the event of a HAZARDOUS MATERIAL incident inside a school building:

Principal/Crisis Management Team (CMT)

- ❑ CALL 911 and provide emergency responders with information about the hazardous materials incident.
  - Confirm address of school
  - Provide exact location of hazardous materials spill/release
- ❑ Communicate the need to evacuate the building to school occupants using plain language via public address system or bullhorn.
  - Communicate changes in evacuation routes based on location and types of emergency
- ❑ Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS) that an evacuation of the school has occurred.
- ❑ The Emergency Evacuation Kit (Go-Kit) and the Emergency Medical Bag shall be moved outside with the evacuees.
- ❑ Designated staff assigned radios and/or cell phones should wear their lime green vest.
- ❑ Provide the Material Safety Data Sheets (MSDS) for public safety.
- ❑ Meet with responding fire and police personnel.
  - Identify the location of hazardous materials spill/release
  - Report any students or staff missing or injured
  - Provide names of any missing persons
- ❑ Determine if circumstances require students and staff to be evacuated to an off-site location.
- ❑ Monitor the situation and provide updates and additional instructions as needed.
- ❑ Communicate when it is safe to re-enter the building, i.e., bell system, radio transmission, public address system or bull horn.
- ❑ Document all actions taken.

Teachers/Staff

- ❑ If teacher and/or staff member is made aware of hazardous material spill or release, notify the principal and/or main office.
  - Report location and type (if known) of the hazardous material
- ❑ Move students away from the immediate area.
  - If safe, close doors to the affected area
- ❑ Await instruction from the principal/CMT.

In the event of a HAZARDOUS MATERIAL incident outside a school building:

Principal/Crisis Management Team (CMT)

- ❑ CALL 911 and provide emergency responders with information about the hazardous materials incident.
  - Provide exact location of hazardous materials spill/release
  - Identification of hazardous materials, if known
- ❑ Implement Shelter-in-Place procedures, if appropriate.
- ❑ If time permits, consider implementing Off-site Evacuation procedures.
  - If there is an airborne release, close exterior doors, windows, and shutdown ventilation system (HVAC)
- ❑ If students and staff are outside the building move them back inside the building, if safe, or to a safe location on school grounds upwind from the spill/release or to the student off-site evacuation location.
- ❑ Initiate decontamination procedures for student and/or staff exposed to hazardous materials, if applicable.
- ❑ Notify appropriate assistant superintendent, Department of Communications and Community Outreach (DCCO), and the Office of Safety & Security (OSS), Safety Section of the hazardous materials spill/release.
  - Consult with emergency response personnel
  - Develop an action plan with emergency responders
- ❑ Document all actions taken.

Teachers/Staff

- ❑ Implement Shelter-in-Place procedures, if directed to do so.
- ❑ If students are outside the building on school grounds, move them away from the spill/release and upwind from the immediate vicinity of the danger.
  - If appropriate move students back inside the school building
  - If appropriate, move students to off-site evacuation location
- ❑ Initiate decontamination procedures for student and/or staff exposed to hazardous materials, if applicable.

Utility Failure

Utility failure or incidents are common occurrences and may happen anytime. An undetected gas line leak may require only a spark to set off an explosion. Flooding from a broken water pipe may cause extensive damage to buildings and property. Electric power failure will cause disruption of heating, ventilation, and air conditioning (HVAC).

In the event of UTILITY FAILURE

Principal/Crisis Management Team (CMT)

Gas Line Break:

- ❑ EVACUATE the building immediately.
- ❑ CALL 911 and report that your school has a gas leak and you have evacuated the school.
- ❑ Direct the appropriate staff member to close the main gas shut off valve.
- ❑ Notify the facilities department, the appropriate assistant superintendent, and departments of communications and safety that your school has a gas leak and you have evacuated the school.
- ❑ Do not re-enter the building until fire or utility officials say it is safe.

Electrical Power Failure:

- ❑ If there is a danger of fire, evacuate the building.
- ❑ Notify the power company and the school division facilities department.
- ❑ Notify appropriate assistant superintendent and departments of communications and safety.

Water Line Break

- ❑ Direct the appropriate staff member to shut off the affected water supply line.
- ❑ Notify the [school division facilities department].
- ❑ Relocate articles that may be damaged by water.

Phone Service Disruption-Total Building

- ❑ Call the [school division] information technology department.
- ❑ Notify appropriate assistant superintendent and offices of communications and security.

Terrorism

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorists may use Weapons of Mass Destruction (WMD) to achieve their objectives. WMD fall into four categories:

1. **Conventional weapons** include bombs and other explosive devices.

2. **Chemical agents** are poisonous gases, liquids or solids that have toxic effects. Most chemical agents cause serious injuries or death.

3. **Biological agents** are organisms or toxins that have illness-producing effects. They can be dispersed as aerosols or airborne particles.

4. **Nuclear weapons** present a threat of not only blast effect but also exposure to radiation.

In the event of a TERRORIST attack within the United States:

Principal/Crisis Management Team (CMT)

- ❑ Monitor the situation.
- ❑ Implement directive(s) provided by the Leadership Crisis Management Team (LCMT).
  - If school is in session, the LCMT may consider a division-wide Secure-the-Building or student release
- ❑ Keep teachers and staff informed.
  - Notify parents or legal guardians of actions taken by (School/School Division), i.e., Secure-the-Building, early release procedures
- ❑ Re-evaluate action plan as new information develops.
- ❑ Consult with appropriate assistant superintendent as needed.

Teachers/Staff

- ❑ Inform students of incident in an age-appropriate manner.
- ❑ Stay calm and address student concerns.
  - Limit access to media outlet, e.g., television, radio, Internet
  - Answer student questions honestly
  - Do not allow students to speculate or exaggerate graphic details
- ❑ Decide whether or not to temporarily suspend regular learning programming.
  - Alter lesson plans to include discussion and activities that address the event
- ❑ Monitor student behaviors and reactions and make referrals to the appropriate student services staff.

In the event of a TERRORIST attack that directly impacts your school:

- ❑ Implement appropriate UNIVERSAL RESPONSE PROCEDURES.

Shelter-in-place is used when students and staff must remain indoors during a period of time for events such as chemical, biological, and radiological incidents or terrorist attack:

- ❑ Close all windows and turn off all heating and air conditioning systems to keep dangerous air out of school.
- ❑ Create a schedule for learning, recreational activities, eating, and sleeping.
- ❑ Ensure that the necessary supplies are available for students and staff throughout the shelter-in-place period.

F. Critical Incidents

Death or Serious Injury

The death or serious injury to a student or staff member by accident or illness has the potential for disrupting the school environment. The response to these crises should be time-limited, problem-focused interventions designed to determine the facts, disseminate accurate information, restore equilibrium, and support productive, appropriate responses.

In the event of a student or staff member DEATH/SUICIDE or serious injury:

Principal/Crisis Management Team (CMT)

- ❑ Verify the information concerning the death or serious injury of a student or staff member.
  - Direct staff and others not to repeat information concerning death or injury until verification is obtained
- ❑ Notify [school division office of communications].
- ❑ Notify the [school division office of safety] if a death or serious injury occurred on school grounds, on a school bus or during a school sponsored activity.
- ❑ Request Crisis Response Team from the [school division student services department].
- ❑ Notify the CMT, faculty and staff .
  - Preferably in-person during an emergency staff meeting
  - If the incident occurred during non-school hours, schedule a staff meeting as soon as the staff returns to school
- ❑ Prepare formal statement or announcement.
  - Provide facts that will reduce rumors
- ❑ Designate rooms to be used for counseling.
- ❑ Identify other/additional students, staff, and parents likely to be affected by news.
- ❑ Make official announcement.
- ❑ Provide grief support to students and staff.
- ❑ Provide substitute teachers for absent/affected teachers.
- ❑ In case of death, provide funeral/visitation information if affected family has given permission.

- ❑ Make arrangements for counselors or administrators to visit selected classes as needed and to speak personally to staff members.
- ❑ Notify bus drivers to be alert for students who show signs of emotional distress.

Perceived Crisis

Perceived crises are conditions or situations, often community-based, which are perceived as potentially affecting a large number of people. Examples of perceived crisis include:

- racial incidents,
- gang or school rivalry situations, and
- perceived unsafe conditions such as rumors of food poisoning or contagious diseases.

Rumor Control

A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.

Clear and frequent communication is critical for rumor control. Crisis communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.

Action Steps

- Call a CMT meeting to assess the situation and make decisions on what actions to take.
- Gather detailed and accurate information about the perceived crisis.
- For any potential criminal activity, immediately contact law enforcement authorities.
- For any health condition, immediately contact the appropriate health authorities.
- Communicate only information that has been verified as accurate and always project a sense of calm and control.

Suicide/Attempted Suicide

A school's general response to a suicide does not differ markedly from a response to any sudden death crisis, and the Procedures for Critical Incident – Death or Serious Injury can appropriately be implemented. 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 of 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. Those who desire recognition may be encouraged to emulate the victim's behaviors.

Suicide Dos and Don'ts

The following "DOs" and "DON'Ts" will help school staff limit glamorization of suicide:

- Do verify the facts, and treat the death as a suicide.
- Do acknowledge the suicide as a tragic loss of life.
- Do provide support for students profoundly affected by the death.
- Do emphasize that no one is to blame for the suicide.
- Do not dismiss school or encourage funeral attendance during school hours.
- Do consider establishing a fund for contributions to a local suicide prevention hotline or crisis center or to a national suicide prevention organization.
- Do not organize school assemblies to honor the deceased student or dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
- Do not 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.

Suicide Attempts

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school about a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. As opposed to convening a Crisis Response Team 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.

A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.
- A group of the survivor's friends are profoundly affected by the suicide attempt.

When one or more of the above conditions exists, the following should be implemented:

- Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
- If school office staff members heard the report, tell them NOT to repeat or give out any information within or outside school unless they are specifically told to do so.
- Have the Crisis Response Team member closest to the survivor talk to the most profoundly affected friends and determine the type support they need.
- Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

G. Medical Emergencies

When to Call 911

Adapted from Virginia First Aid Guide for School Emergencies
www.doe.virginia.gov/support/safety_crisis_management/school_safety/emergency_crisis_management/first_aid_guide_emergencies.pdf

Have 911 called immediately for:

- Anaphylactic reaction (severe allergic reaction)
- An Amputation
- Bleeding (severe)
- Breathing difficulty (persistent)
- Broken bone
- Burns (chemical, electrical, third degree)
- Chest pain (severe)
- Choking
- Drowning, whether resuscitated or not
- Electrical shock
- Frostbite
- Head injury with loss of consciousness or other symptoms of concussion
- Neck, or back injury with suspected spinal cord damage
- Heat stroke
- Paralysis of any type
- Poisoning
- Seizure (if no history of seizures or trauma-related)
- Shock
- Traumatic injury
- Unconsciousness
- Wound (deep/extensive)

Never leave an ill or injured individual unattended. Have someone else call 911 and then attempt to reach parents or guardians. **Do not wait** for the parent's permission before you call 911; if it is truly a medical emergency, call immediately. The parent cannot instruct you to refrain from calling 911. Religious, ethnic or cultural reasons are not sufficient to remove the responsibility from the division for not providing prompt, appropriate medical aid.

When in doubt, call 911. Err on the side of caution. The school division does not incur liability by calling 911. However, the school division can incur significant liability by failing to call 911. Concern over who pays ambulance and emergency room bills is not important at the time of the crisis.

Do not move an injured individual or allow the person to walk (bring help and supplies to the individual). Other school staff or responsible adults should be enlisted to help clear the area of students who may congregate following an injury or other emergency situation.

Note: Section 22.1-274.E. *Code of Virginia*, requires that three people be certified/trained in first-aid and CPR for each school building. At least two members of the school staff, and preferably more, should be identified and educated to handle emergencies according to established policies.

General Emergency Procedures for Injury or Illness

1. Remain calm and assess the situation. Be sure the situation is safe for you to approach. The following dangers will require caution: live electrical wires, gas leaks, building damage, fire or smoke, traffic or violence.

2. A responsible adult should stay at the scene and give help until the person designated to handle emergencies arrives.

3. Send word to the person designated to handle emergencies. This person will take charge of the emergency and render any further first aid needed.

4. Do NOT give medications unless there has been prior approval by the student's parent or legal guardian and doctor according to local school board policy.

5. Do NOT move a severely injured or ill student unless absolutely necessary for immediate safety. If moving is necessary, follow guidelines in NECK AND BACK PAIN section.

6. The responsible school authority or a designated employee should notify the parent/legal guardian of the emergency as soon as possible to determine the appropriate course of action.

7. If the parent/legal guardian cannot be reached, notify an emergency contact or the parent/legal guardian substitute and call either the physician or the designated hospital on the Emergency Medical Authorization form, so they will know to expect the ill or injured student. Arrange for transportation of the student by Emergency Medical Services (EMS), if necessary.

8. A responsible individual should stay with the injured student.

9. Fill out a report for all injuries requiring above procedures as defined by local school policies. The Virginia Department of Criminal Justice Services (DCJS) Virginia Center for School and Campus Safety provides a *Student Injury Report Form* (www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/student-injury-report-form.pdf) as an example to use for tracking school-related injuries.

INJURY OR ILLNESS

Post-Crisis Intervention Following Serious Injury or Death

- Discuss with counseling staff or critical incident stress management team.
- Determine level of intervention for staff and students.
- Designate private rooms for private counseling/defusing.
- Escort affected students, siblings and close friends and other high stressed individuals to counselors/critical incident stress management team.
- Assess stress level of staff. Recommend counseling to all staff.
- Follow-up with students and staff who receive counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or schedules to address injury or death.

Cardiopulmonary Resuscitation and Automatic Electronic Defibrillator Programs

[School division] complies with American Heart Association (AHA) CPR Guidelines. Specific procedures, shown below in Figure 7, are also included in the *Virginia First Aid Guide for School Emergencies*.

CARDIOPULMONARY RESUSCITATION (CPR)
FOR CHILDREN OVER 8 YEARS OF AGE & ADULTS

CPR is to be used when a person is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout "Are you OK?" If person is unresponsive, shout for help and send someone to **call EMS AND get your school's AED if available**.
2. Turn the person onto his/her back as a unit by supporting head and neck. If head or neck injury is suspected, DO NOT BEND OR TURN NECK.
3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY**.
4. Check for normal **BREATHING**. With your ear close to person's mouth, LOOK at the chest for movement, LISTEN for sounds of breathing and FEEL for breath on your cheek. Gasping in adults should be treated as *no breathing*.

5. If you witnessed the collapse, first set up the AED and connect the pads according to the manufacturer's instructions. Incorporate use into CPR cycles according to instructions and training method. For an unwitnessed collapse, perform CPR for 2 minutes and then use AED.
6. If victim is not breathing, take a normal breath, seal your lips tightly around his/her mouth; pinch nose shut. While keeping airway open, give 1 breath over 1 second and watch for chest to rise.

IF CHEST RISES WITH RESCUE BREATH (AIR GOES IN):

7. Give a second rescue breath lasting 1 second until chest rises.
8. Place heel of one hand on top of the center of breastbone. Place heel of other hand on top of the first. Interlock fingers. (Do ***NOT*** place your hands over the very bottom of the breastbone.)

9. Position self vertically above victim's chest and with straight arms, **compress chest hard and fast about 1½ to 2 inches 30 times in a row with both hands.** Allow the chest to return to normal position between each compression. *Lift fingers when compressing to avoid pressure on ribs.* Limit interruptions in chest compressions.
10. Give 2 normal breaths, each lasting 1 second. Each breath should make the chest rise.
11. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSONS PER MINUTE UNTIL VICTIM RESPONDS OR HELP ARRIVES.
12. Call EMS after 2 minutes (5 cycles of 30 compressions to 2 rescue breaths) if not already called.

IF CHEST DOES NOT RISE WITH RESCUE BREATH (AIR DOES NOT GO IN):

7. Re-tilt head back. Try to give 2 breaths again.

IF CHEST RISES WITH RESCUE BREATH, FOLLOW LEFT COLUMN.

IF CHEST STILL DOES NOT RISE:

8. Place heel of one hand on top of the center of breastbone. Place heel of other hand on top of the first. Interlock fingers. (Do ***NOT*** place your hands over the very bottom of the breastbone.)
9. Position self vertically above person's chest and with straight arms, compress chest 30 times with both hands *about* 1½ to 2 inches. Lift fingers to avoid pressure on ribs.
10. Look in the mouth. If foreign object is seen, remove it. Do not perform a blind finger sweep or lift the jaw or tongue.
11. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, PERSON STARTS TO BREATHE EFFECTIVELY ON OWN OR HELP ARRIVES.

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Textbook of Pediatric Basic Life Support, 1994
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Automatic Electronic Defibrillator (AED) Program

- All [school division] schools are equipped with AED equipment and school personnel have been trained in accordance with recommendations of the American Health Association and other organizations including Associations of School Nurses and Athletic Trainers.
- AED Guidelines Chart

AUTOMATIC EXTERNAL DEFIBRILLATORS (AEDS)
FOR CHILDREN OVER 1 YEAR OF AGE & ADULTS

CPR and AEDs are to be used when a person is unresponsive or when breathing or heart beat stops.

If your school has an AED, this guideline will refresh information provided in training courses as to incorporating AED use into CPR cycles.

1. Tap or gently shake the shoulder. Shout, "Are you OK?" If person is unresponsive, shout for help and **send someone to CALL EMS and get your school's AED if available.**
2. Follow primary steps for CPR (see "*CPR*" for appropriate age group – infant, 1-8 years, over 8 years and adults).
3. If available, set up the AED according to the manufacturer's instructions. Turn on the AED and follow the verbal instructions provided. Incorporate AED into CPR cycles according to instructions and training method.

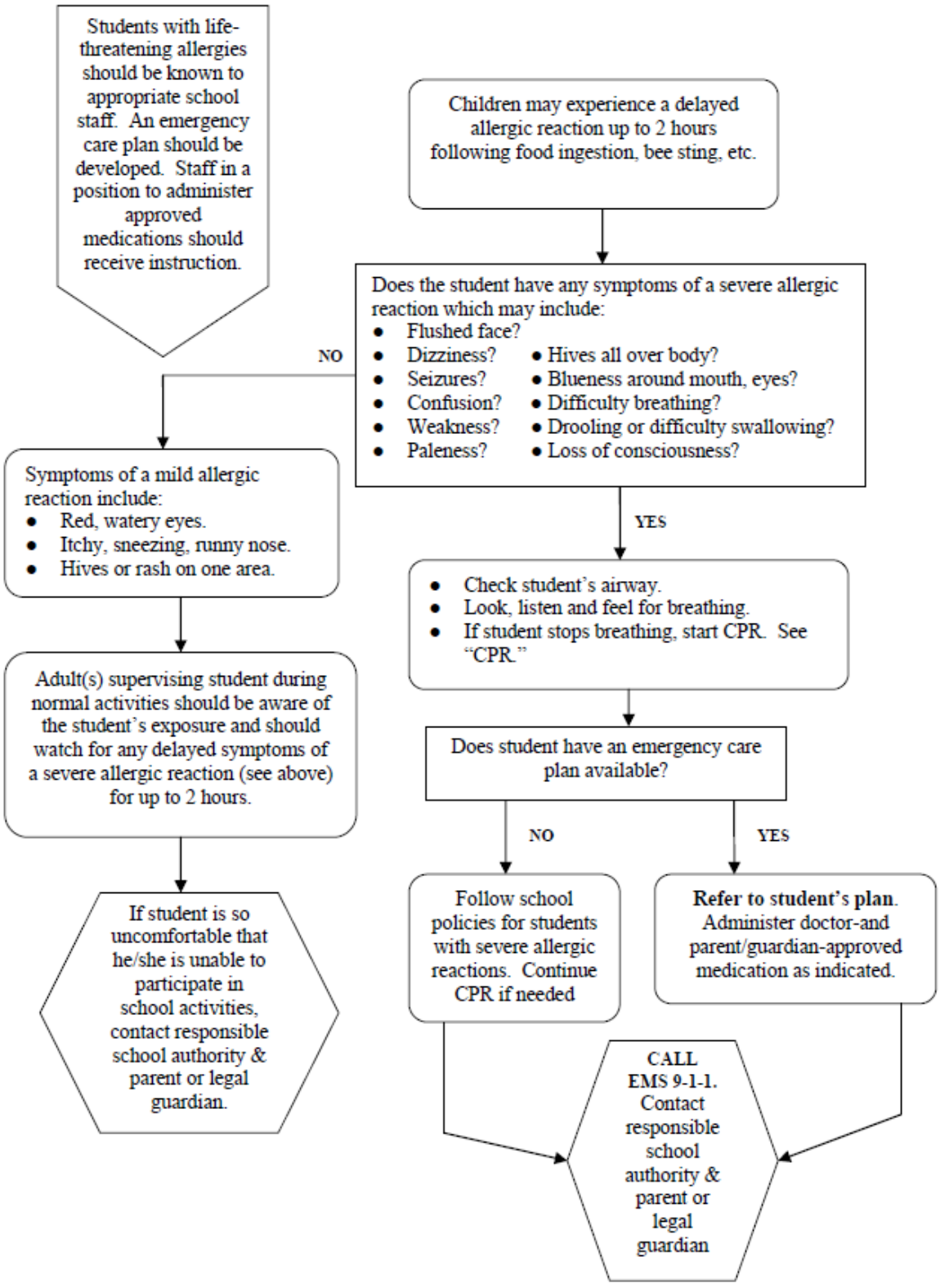
IF CARDIAC ARREST OR COLLAPSE WAS WITNESSED:

4. Use the AED first.
5. Prepare AED to check heart rhythm and deliver 1 shock as necessary.
6. Begin 30 CPR chest compressions followed by 2 normal rescue breaths. See age-appropriate CPR guideline.
7. Complete 5 cycles of CPR (30 chest compressions to 2 breaths at a rate of 100 compressions per minute).
8. Prompt another AED rhythm check.
9. Rhythm checks should be performed after every 2 minutes (about 5 cycles) of CPR.

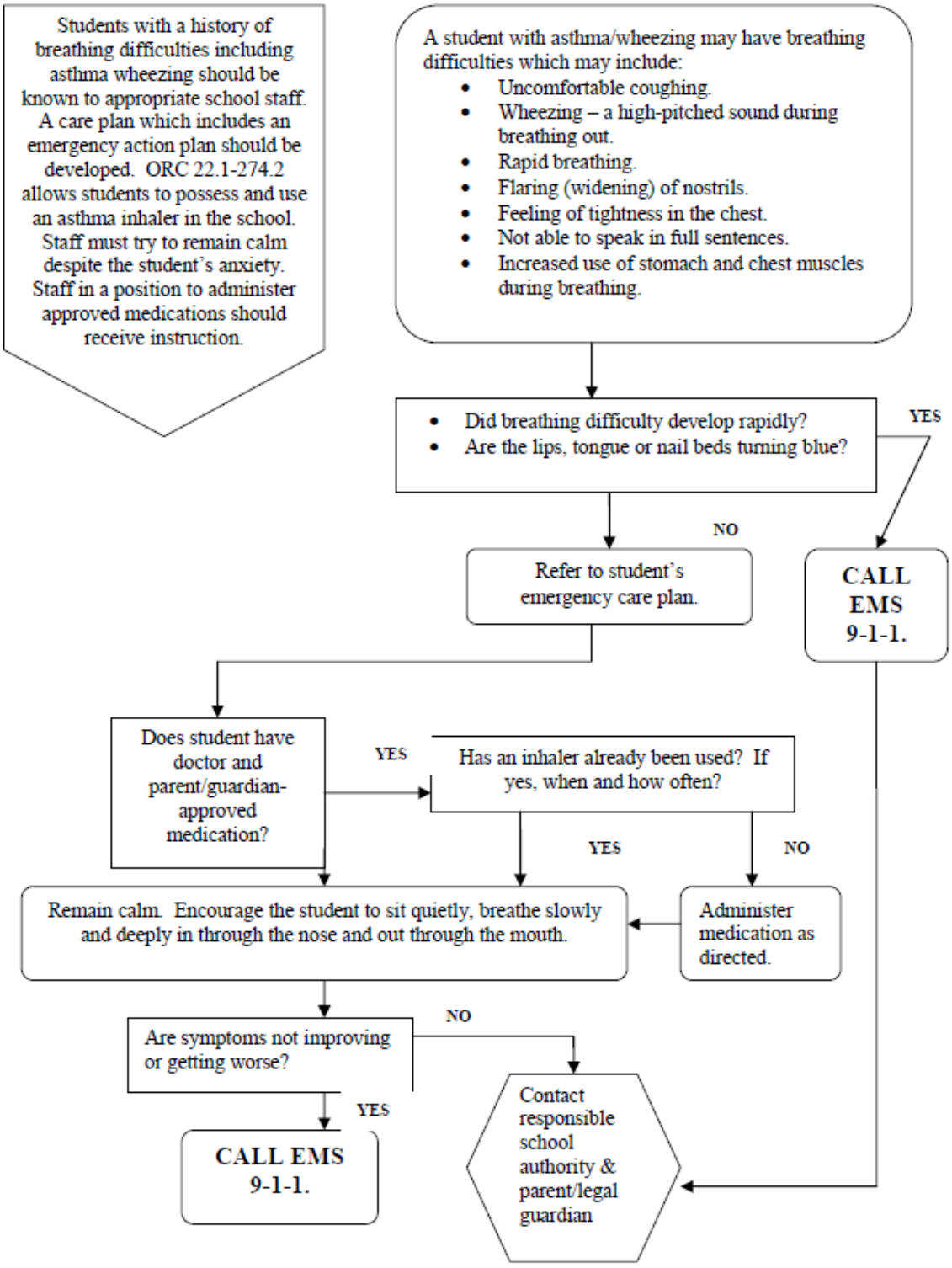
IF CARDIAC ARREST OR COLLAPSE WAS *NOT* WITNESSED:

4. Start CPR first. See age appropriate CPR guideline. Continue for 5 cycles or about 2 minutes of 30 chest compressions to 2 breaths at a rate of 100 compressions per minute.
5. Prepare the AED to check the heart rhythm and deliver a shock as needed.
6. REPEAT CYCLES OF 2 MINUTES OF CPR TO 1 AED RHYTHM CHECK UNTIL VICTIM RESPONDS OR HELP ARRIVES.

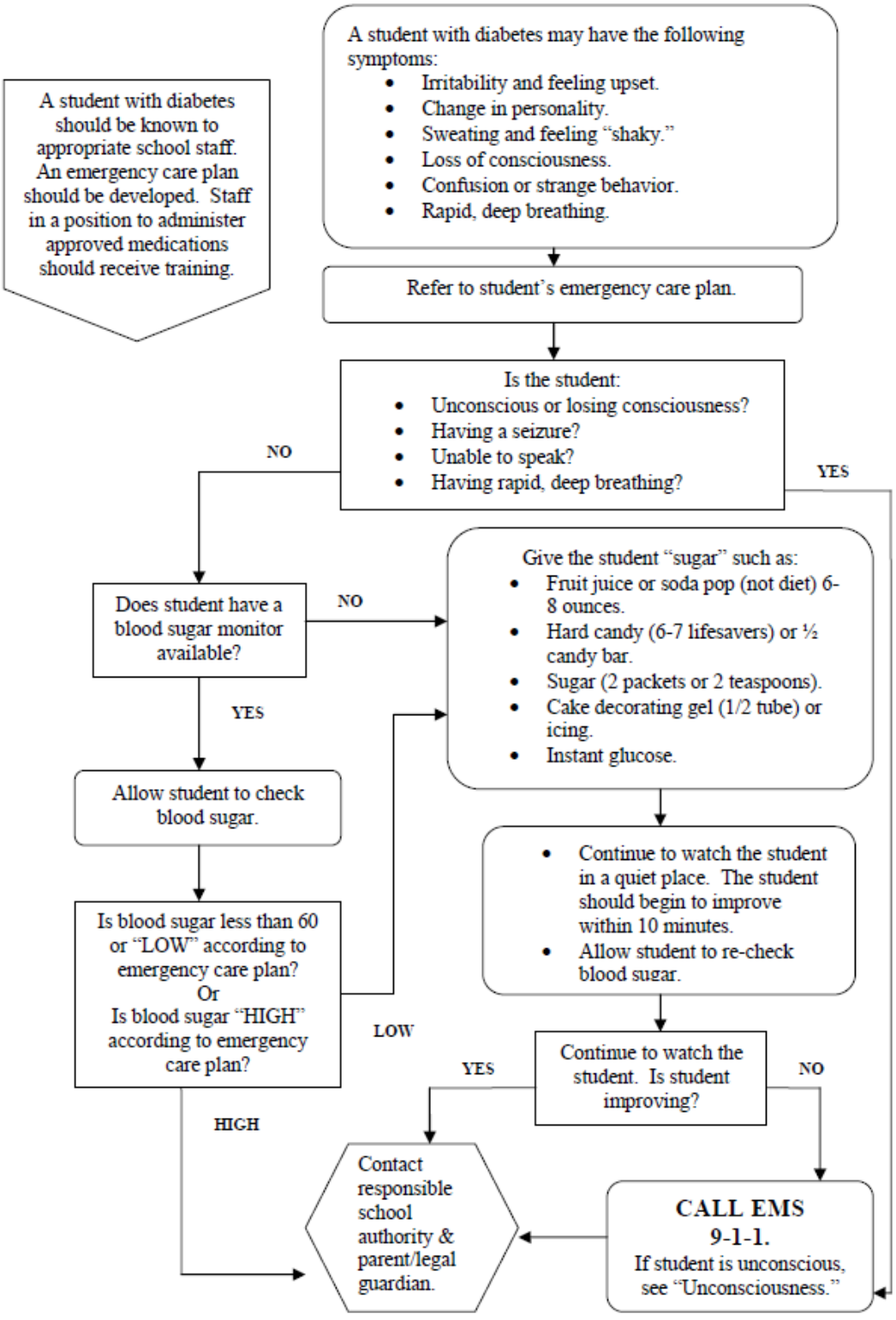
Allergic Reaction



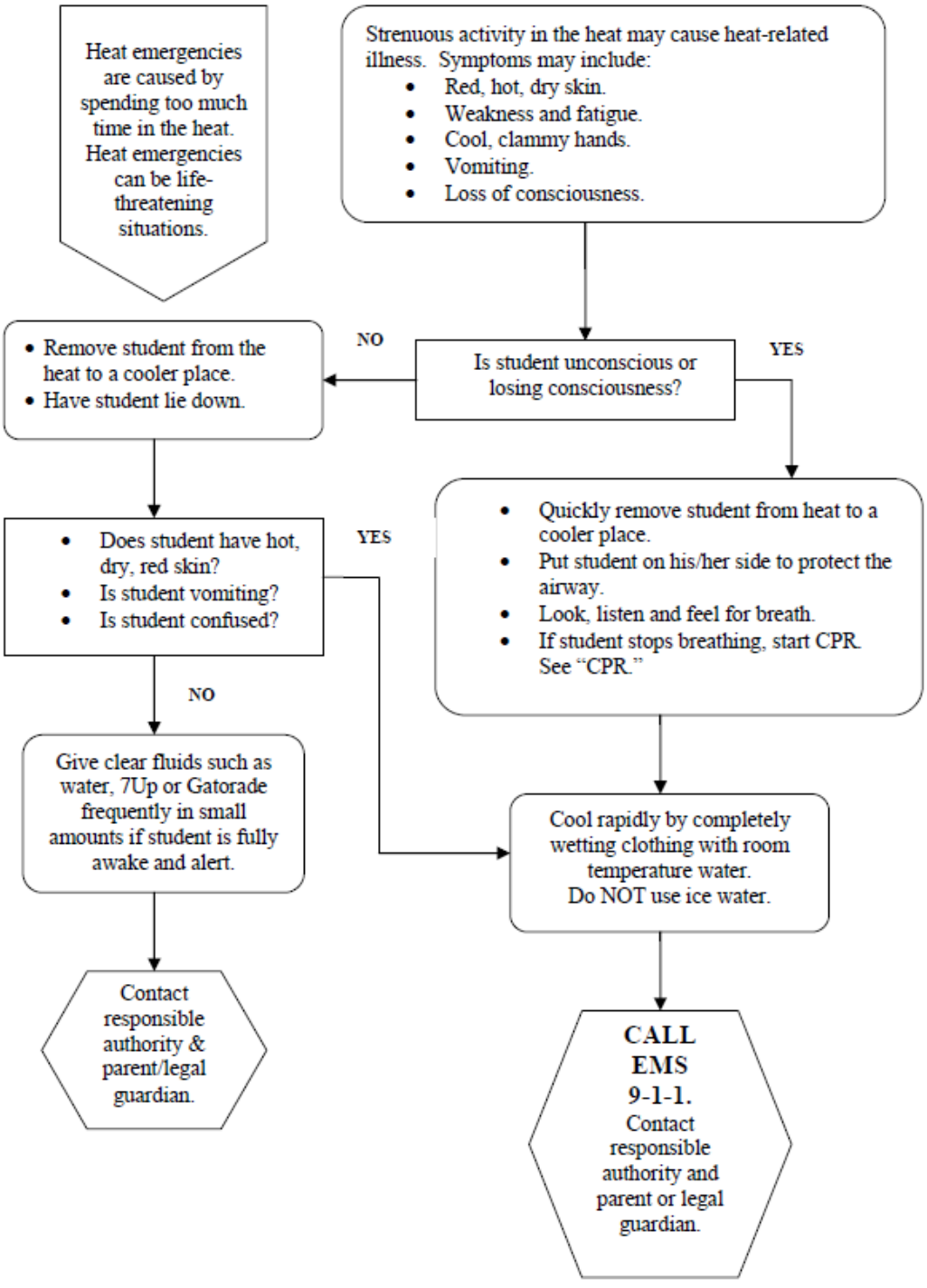
Asthma


Students with a history of breathing difficulties including asthma wheezing should be known to appropriate school staff. A care plan which includes an emergency action plan should be developed. ORC 22.1-274.2 allows students to possess and use an asthma inhaler in the school. Staff must try to remain calm despite the student's anxiety. Staff in a position to administer approved medications should receive instruction.
A student with asthma/wheezing may have breathing difficulties which may include:
Uncomfortable coughing.
Wheezing – a high-pitched sound during breathing out.
Rapid breathing.
Flaring (widening) of nostrils.
Feeling of tightness in the chest.
Not able to speak in full sentences.
Increased use of stomach and chest muscles during breathing.
Did breathing difficulty develop rapidly?
Are the lips, tongue or nail beds turning blue?
YES
NO
Refer to student's emergency care plan.
CALL EMS 9-1-1.
Does student have doctor and parent/guardian-approved medication?
YES
Has an inhaler already been used? If yes, when and how often?
YES
NO
Remain calm. Encourage the student to sit quietly, breathe slowly and deeply in through the nose and out through the mouth.
Administer medication as directed.
Are symptoms not improving or getting worse?
NO
YES
CALL EMS 9-1-1.
Contact responsible school authority & parent/legal guardian

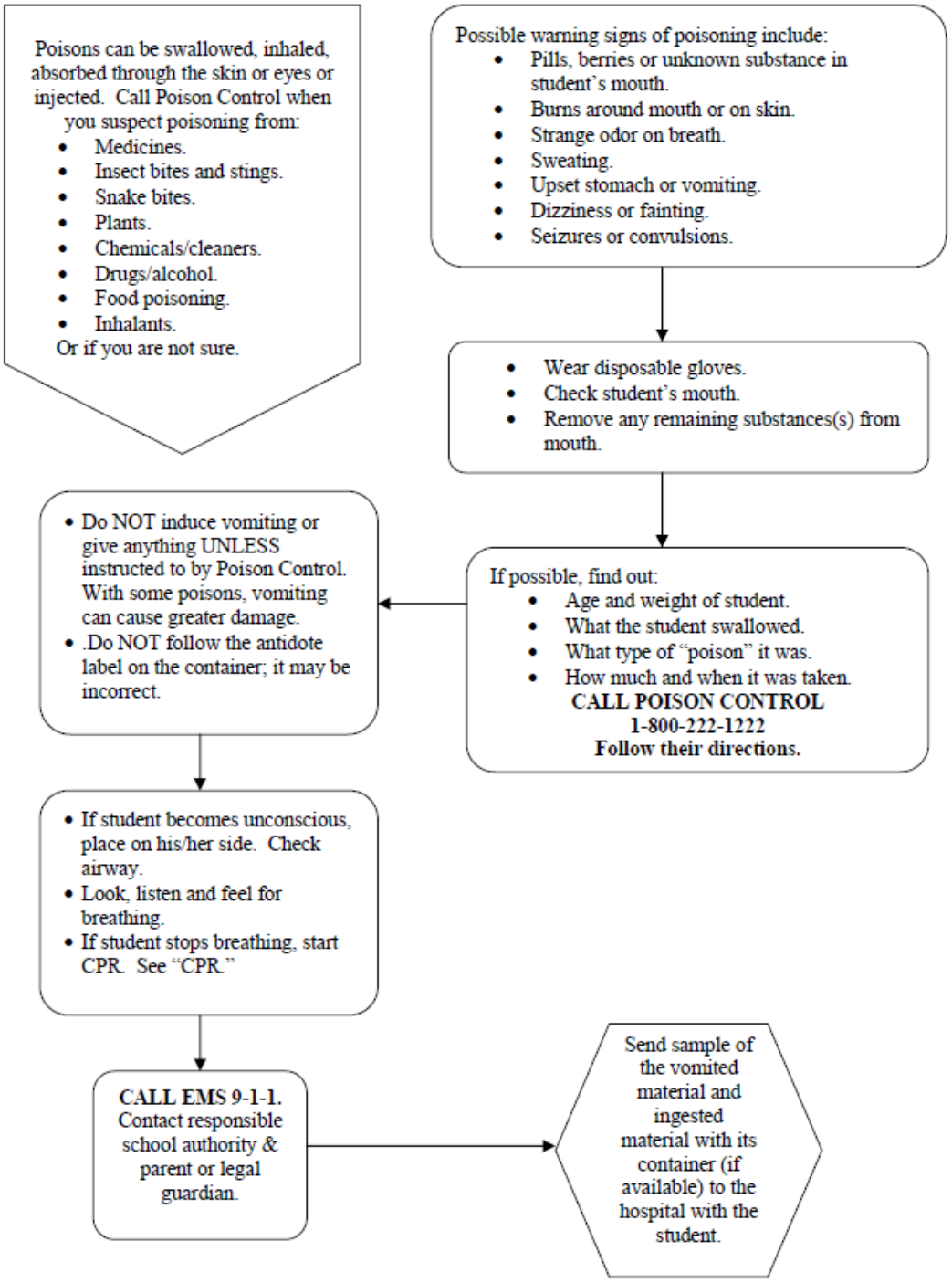
Diabetes


A student with diabetes should be known to appropriate school staff. An emergency care plan should be developed. Staff in a position to administer approved medications should receive training.
A student with diabetes may have the following symptoms:
Irritability and feeling upset.
Change in personality.
Sweating and feeling "shaky."
Loss of consciousness.
Confusion or strange behavior.
Rapid, deep breathing.
Refer to student's emergency care plan.
Is the student:
Unconscious or losing consciousness?
Having a seizure?
Unable to speak?
Having rapid, deep breathing?
NO
YES
Does student have a blood sugar monitor available?
NO
YES
Give the student "sugar" such as:
Fruit juice or soda pop (not diet) 6-8 ounces.
Hard candy (6-7 lifesavers) or ½ candy bar.
Sugar (2 packets or 2 teaspoons).
Cake decorating gel (1/2 tube) or icing.
Instant glucose.
Allow student to check blood sugar.
Continue to watch the student in a quiet place. The student should begin to improve within 10 minutes.
Allow student to re-check blood sugar.
Is blood sugar less than 60 or "LOW" according to emergency care plan?
Or
Is blood sugar "HIGH" according to emergency care plan?
LOW
HIGH
Continue to watch the student. Is student improving?
YES
NO
Contact responsible school authority & parent/legal guardian.
CALL EMS 9-1-1.
If student is unconscious, see "Unconsciousness."

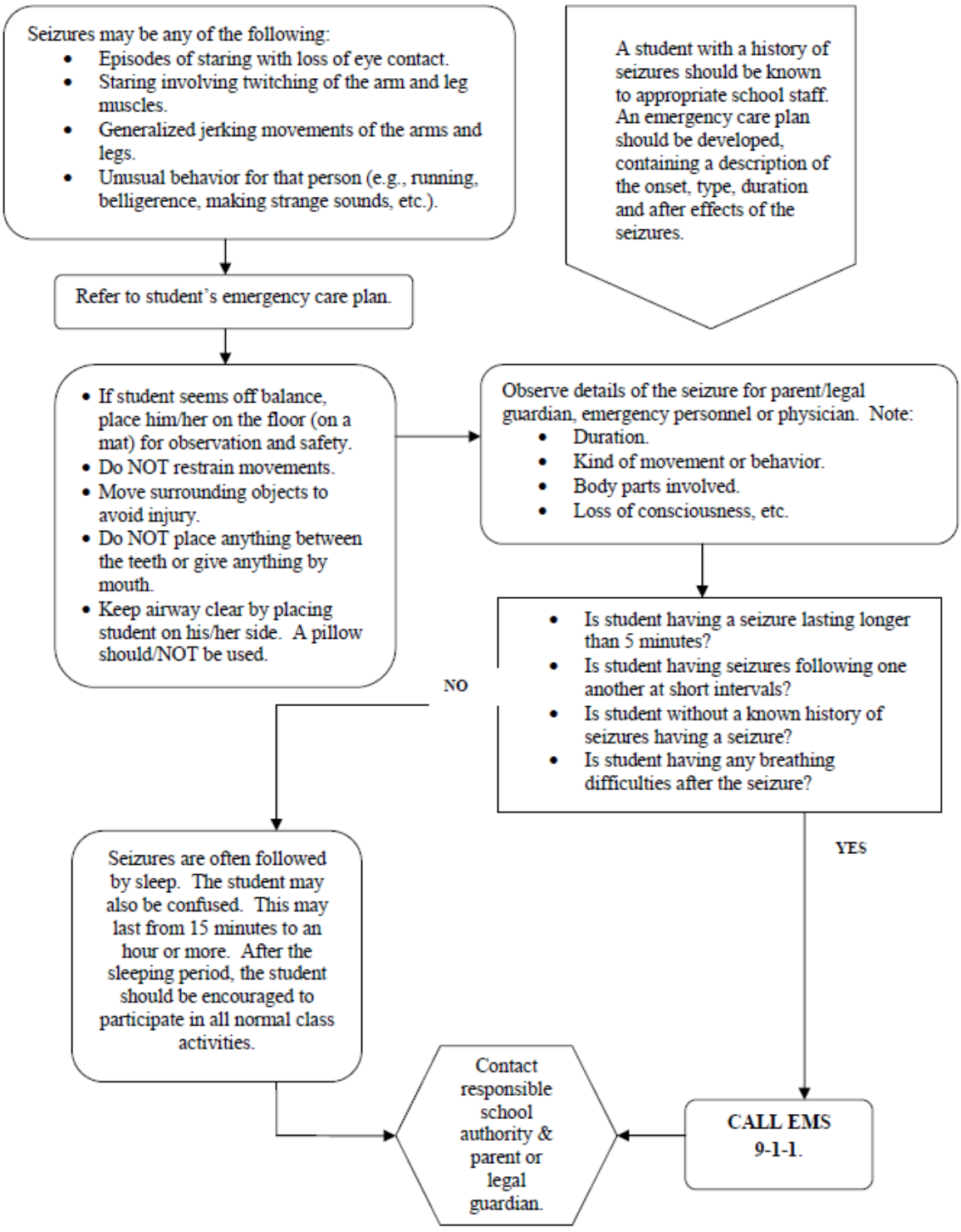
Heat Stroke/Heat Exhaustion



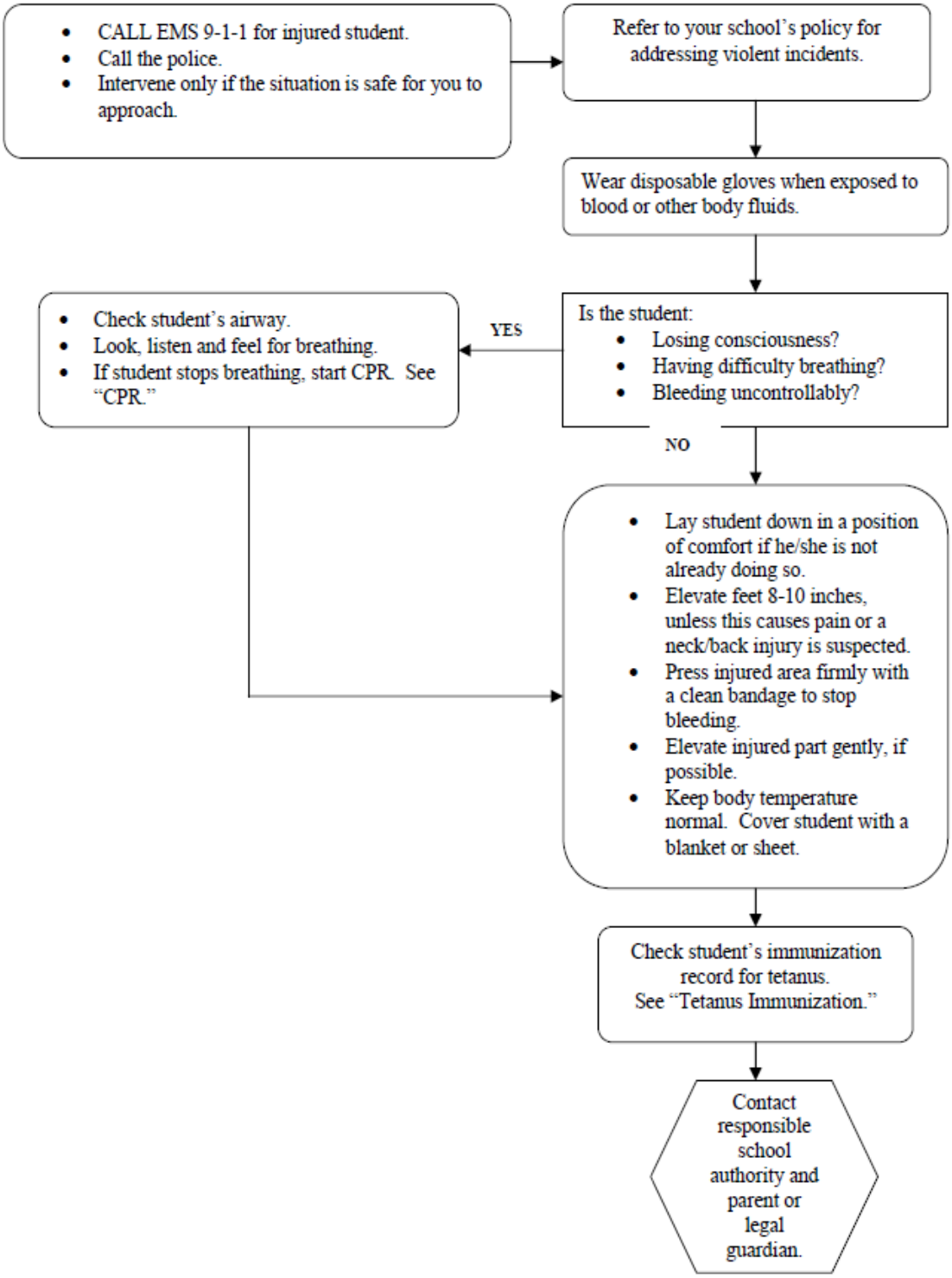
Poisoning/Overdose



Seizure


Seizures may be any of the following:
Episodes of staring with loss of eye contact.
Staring involving twitching of the arm and leg muscles.
Generalized jerking movements of the arms and legs.
Unusual behavior for that person (e.g., running, belligerence, making strange sounds, etc.).
A student with a history of seizures should be known to appropriate school staff. An emergency care plan should be developed, containing a description of the onset, type, duration and after effects of the seizures.
Refer to student's emergency care plan.
If student seems off balance, place him/her on the floor (on a mat) for observation and safety.
Do NOT restrain movements.
Move surrounding objects to avoid injury.
Do NOT place anything between the teeth or give anything by mouth.
Keep airway clear by placing student on his/her side. A pillow should/NOT be used.
Observe details of the seizure for parent/legal guardian, emergency personnel or physician. Note:
Duration.
Kind of movement or behavior.
Body parts involved.
Loss of consciousness, etc.
Is student having a seizure lasting longer than 5 minutes?
Is student having seizures following one another at short intervals?
Is student without a known history of seizures having a seizure?
Is student having any breathing difficulties after the seizure?
NO
YES
Seizures are often followed by sleep. The student may also be confused. This may last from 15 minutes to an hour or more. After the sleeping period, the student should be encouraged to participate in all normal class activities.
Contact responsible school authority & parent or legal guardian.
CALL EMS 9-1-1.

Stabbing and Gunshot Injuries



Information for Parents Regarding Crisis Events

School is one of the safest places for students to be during most crises or natural disasters. The following emergency procedures have been established to keep them safe:

- In most cases, students will be kept at school until the emergency is determined to be over. For example, a chemical spill may delay student release when there is risk of exposure.
- Under certain circumstances students may be evacuated to another site. If this occurs, parents will be notified through the school website, announcements on local radio and television stations, and through phone calls made to emergency contacts on record for the student.
- We ask parents and guardians not to telephone the school and tie-up the few telephone lines that will be needed for emergency use. The best place to get current updates is to visit the School's website which can be accessed at [www.xxx.xxx].
- Students will be released to parents who come to get them. Procedures for release to other authorized parties, however, will not occur unless authorization for release to the person(s) is on record. Parents must ensure this information remains current.
- The family reunion/information/assistance center will provide up-to-date information on the incident, the status of their children and information on what parents can do to assist.

RELOCATION

If relocation to an alternate site becomes necessary:

The 1st off-site alternate relocation site for [school] is [name and address of site].

The 2nd off-site alternate relocation site for [school] is [name and address of site].

Appendix A. Contact/Notification Lists

Emergency Phone Numbers List

Template for Emergency Phone Numbers List			
Fire		Superintendent's Office	
Police/Sheriff		Division Emergency Manager	
Ambulance		Division Facilities Office	
Hazardous Material		Division Transportation Office	
Public Health		Division Communications Office	
Poison Center		Division Safety/Security Office	
Mental Health Emergency Svcs.			
Emergency Management			
Weather Service			
		Power Company	
Relocation Site #1		Gas Company	
Relocation Site #2		Water/Sewer	

Roster of Division/School CMT Members

Template for Roster of Division/School CMT Members					
Name	**Position/Role**	**E-mail**	**Work Phone**	**Home Phone**	**Cell Phone**

Roster of ICS Members

ICS Roles	Person Assigned and Contact Information (phone, cell, e-mail)	Alternate Assigned and Contact Information (phone, cell, e-mail)
Incident Commander		
Police/Fire Liaison		
Off-Site Evacuation		
Parent Reunion Organizer		
Counseling		
Communications/ Recorder		
Information/Media		
Transportation/ Go-Kit Liaison		
Student Accounting		
School Site Security		

Appendix B. Tools for Prevention and Mitigation

See: ***2016 School Safety Inspection Checklist for Virginia Public Schools***
http://bit.ly/School_Safety_Inspection_Checklist

Survey of Staff Emergency Skills, Devices and Special Needs

SURVEY OF STAFF EMERGENCY SKILLS, DEVICES and SPECIAL NEEDS

Name: Room #: Date:

During an emergency or disaster it is important to be able to draw from all available resources, to include those of the staff. Please check any of the following skills, training, capabilities or devices that you have that you would be willing to use during a school emergency or disaster. Also, please indicate if you would require special assistance during an evacuation, lockdown or shelter-in-place situation so others can assist you, in times of need. When finished, please return this survey to the office administrator.

	Cell phone (number)		Bi/multi-lingual (specify below)
	Pager (number)		Sign language
	First aid (current card? yes/no)		Ham radio operator
	CPR (current card? yes/no)		CB radio
	EMT (current card? yes/no)		Bus/truck driver
	Triage		Mechanical ability
	Fire safety/firefighting/HAZMAT		Construction (electrical, plumbing, carpentry, etc.)
	Search & Rescue		Structural engineering license yes/no
	Critical incident stress debriefing		Survival training & techniques
	Law enforcement (specify below)		Food preparation
	Emergency planning/management		Special assistance needed (inform school nurse)
	Shelter management		Other (specify below)

Other, specify below:

_____

_____

_____

What would make you feel more prepared should a disaster strike while you were at school?

Signed: _____

STUDENTS and STAFF WITH SPECIAL NEEDS IN TIMES OF AN EMERGENCY
(For use in responding to emergency)

Students			
Name	**Homeroom # Bus #**	**Description of Assistance Needed**	**Person(s) Assigned to Assist**

Staff Members			
Name	**Room #**	**Description of Assistance Needed**	**Person(s) Assigned to Assist**

Hazard Analysis and Risk Assessment Worksheet

School Division/School: _____ **Date:** _____

Hazards and Threats Identified	
Natural Hazards	
From review of Local/Regional Natural Hazard Mitigation Plan Plan date: _____	
Other source(s):	
Technological Hazards	
Source(s) of information:	
School-Specific Hazards	
School Building Safety Inspection Date:	

Hazards and Threats Identified	
Disciplinary, Crime & Violence Data	
School Climate Assessment(s)	
Community Conditions/ Crime (gangs, drugs, weapons, etc.)	
Effectiveness of current policies and practices	
Other Sources:	

Risk Assessment

Hazards Identified	Probability	Magnitude	Warning	Duration	Risk Priority
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	☐ High ☐ Medium ☐ Low
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	☐ High ☐ Medium ☐ Low
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	☐ High ☐ Medium ☐ Low
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	☐ High ☐ Medium ☐ Low
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	☐ High ☐ Medium ☐ Low
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	☐ High ☐ Medium ☐ Low

Note: All hazards with a risk rating of High or Medium should be considered in the school division/school Response Plan.
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Appendix C. Tools for Preparation

Emergency Supplies and Equipment List

The [school] has prepared and will maintain the following emergency supplies and equipment:

Classrooms

Teachers Emergency Response Flip Chart contains:

- Emergency phone numbers.
- Evacuation routes.
- Assembly areas.
- Substitute teacher instructions.
- Hazard specific responses for teachers
- Selected universal procedures.

Classroom GO-Bag

A bright yellow emergency backpack with the following items:

- Orange fluorescent vest (worn by teachers) with list of emergency duties in front pocket
- Student class roster (with special assistance students identified)
- Student attendance forms, blank
- Student emergency care cards
- Student release forms
- Status placards, colored
- Emergency phone numbers and procedures
- Teacher partner classroom list
- Basic first aid kit (maintain per shelf life)
- Pressure dressings, 3
- Latex-free gloves, 6 pair (maintain per shelf life)
- Flashlight with extra batteries (maintain per shelf life)
- Pens, paper
- Large garbage bags, 1 per student (to keep warm and dry)
- Whistle
- Small garbage bags with ties for sanitation (1 roll)
- Facial or toilet tissue (1 small box or roll)
- Scissors
- Small snacks – peanut free (optional)

Classroom Shelter-in-place kit (items needed in addition to the Go-Bag above)

- 5-gallon bucket (to store supplies and to serve as toilet when needed)
- Toilet Supplies (100 small plastic bags, toilet paper, and hand washing supplies)
- Duct Tape, 2 rolls (for sealing doors and windows)
- Drinking Water and cups – stored separately
- Space blanket, 3
- Tarp or ground cover
- Portable radio, batteries
- Student Activities
- Gum, mints, or hard candy (to help relax students during lockdown or shelter-in-place)
- *Items for earthquake prone areas (leather work gloves, safety goggles, crowbar)*

School Office

Communications Equipment (secure area)

- Bullhorn with extra battery, 2 each.
- Two-way radio w/ holster, charger, extra batteries – 4 sets. (other two-way radios distributed to: CMT/ICS members, department heads, Police and Fire Liaison, and the Athletic Director.)
- Dedicated emergency telephone line (with unpublished number): selected phone jacks identified with green covers. Used only for school emergency response/recovery.

Life Saving Items (common area)

- Fire extinguisher
- First aid kit
- Portable stretcher and drag blankets

Utility Equipment (secure area: 1 set-school office; 1 set-custodian's office):

- Barrier tape 3" x 1000', 3 rolls (emergency type)
- 4' Stakes, 40 each
- Sledge hammer
- Bolt cutters
- Pry bar
- Pickax
- Shovel
- Pliers
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench, 1 per utility
- Cables to connect car battery for emergency power for lights, etc. (training needed to operate)

Administrator's Tool Box – Mobile (secure area: taken by office administrator during evacuation)

Large orange duffle bag on wheels, which consists of:

- [School] Emergency Management Plan, which includes:
  - School Neighborhood, map of
  - School Campus, aerial photos of
  - School Floor Plans
  - School Campus during an Emergency, map of CP & staging areas
  - School Utility Systems, diagram/layout of gas and utility lines
  - Evacuation Routes to relocation sites
  - Relocation Sites, map of staging areas (indoor & outdoor)
  - Faculty & Staff Assignment Roster w/ Special Skills & Devices
  - First Aid Kit Inventory, by location (Lesson from Jonesboro, Arkansas shooting)
  - Telephone and Pager Listings
  - Emergency Phone Numbers
- Keys. Clearly tagged master key; extra keys for rooms for which a master key can't be used; place in a locked container within the box (or keep extra master key in Knox Box-rapid entry system-outside)
- Procedures for:
  - o Fire Alarm Turn-off (Columbine lesson)
  - o Sprinkler System Turn-off (Columbine lesson)
  - o Utility Shut-off Valves
  - o Cable Television Satellite Feed Shut-off
- Student & Staff Photos
- Student Disposition Forms & Emergency Care Cards
- Student Attendance Roster
- Inventory of Staff Resources
- Emergency Resource List (local resources)

- Master roster of all classes
- Master bus schedules
- Bell Schedule
- Note pad/pens
- Incident recorder log
- First aid kit with latex-free surgical gloves
- Flashlight (batteries refreshed every 6 months)
- Disposable camera
- Other: When exiting, place extra two-way radios and the visitor log in the bag.

Medical Emergency "Go-Kit"

Medical emergency go-kits are specifically intended for use in school emergencies when buildings are evacuated or the school health office is displaced. The school nurse monitors and re-supplies the kit as needed. Basic emergency and first aid supplies include:

- Matches
- Pillows
- Disposable bottled water
- Batteries for flashlights
- Radio (battery operated)
- Duct tape
- Large plastic trash bags
- Assorted band aids
- Oval eye patches
- Tongue depressors
- Sterile water (for burns)
- Instant ice packs
- Hypo-allergenic tape
- Scissors
- Tweezers
- Gauze rolls
- Sterile pads (all sizes)
- Ace bandages
- Sewing needles and thread
- Safety pins of various sizes
- Waterless antibacterial soap
- Steri-strips (butterfly closures)
- Disposable gloves
- Eye protection masks
- First aid handbook
- Insulin and syringes
- Source of sugar for diabetic students/staff
- Sanitary napkins
- Cotton tip applicators
- Finger splints
- Cardboard splints

First Aid Kits are maintained in Common Areas. They are maintained by the School Nurse. See locations of kits on school map in Appendix G. Logistical Tools.

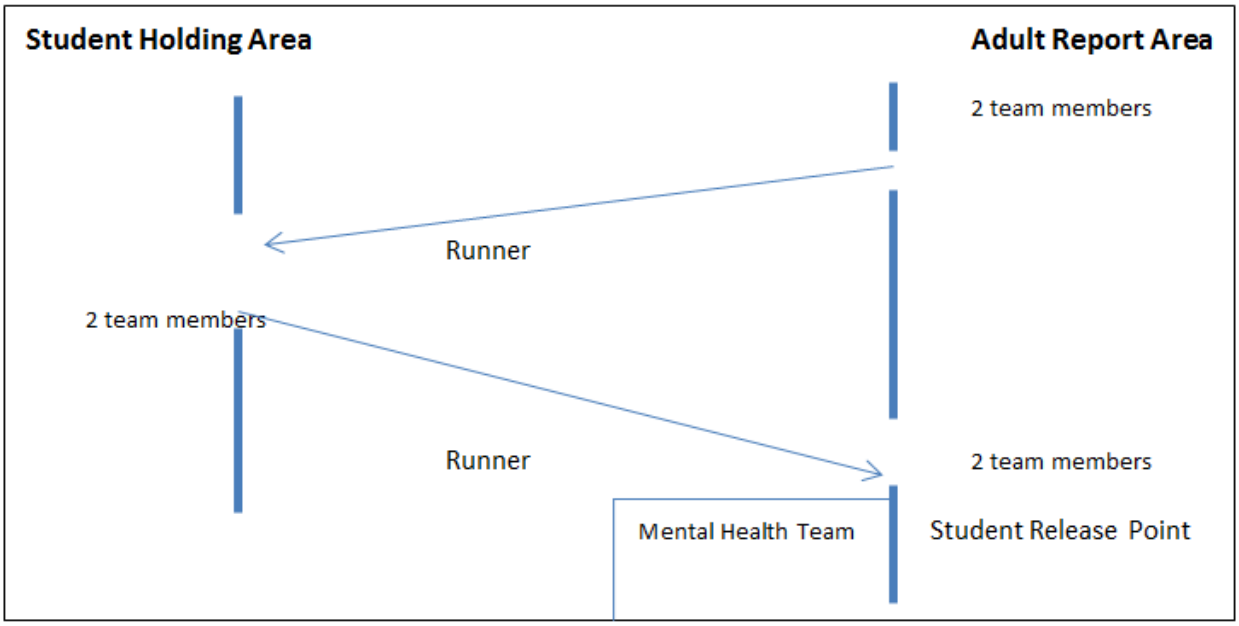
Fire Extinguishers are maintained in Common Areas. They are maintained by the Chief Custodian. See locations of fire extinguishers on map in Appendix G. Logistical Tools.

Appendix D. Tools for Response

Serious Incident Report and Response Checklist

SAMPLE Family Reunification Procedure

The double-gate system is depicted in the figure below:



The adult picking up the student will report to the Adult Report Point where staff will be stationed. The arriving adults will complete the first section of the Student Release Form. Staff will confirm the identity of the adult and confirm that the adult is authorized to pick up the student. The adult will be asked to move to the Student Release Point.

A staff member will complete the second section of the form and hand it to a runner who will carry it to the student holding area.

A staff member in the student holding area will complete the third section of the form, indicating the status of the student. If the student is present and can be released, the staff marks “sent with runner” and sends both the student and form with the runner to the student release point. If the student is absent, missing, at first aid or hospital, or otherwise not available, the form will be sent via runner back to the Student Release Point where staff will inform the adult waiting. Depending on the circumstances, a mental health team member may assist.

The fourth section of the form is completed by the Release Point staff, completing documentation for student accounting.

STUDENT RELEASE FORM

Student's Name: _____

Teacher: _____ Grade: _____

Name of Adult Picking Up the Student: _____

To be filled in by the Report Point staff

Proof of ID: Yes No

Authorized to pick up: Yes No Comment: _____

Student's Status

To be filled in by the Holding Area staff

Sent with runner

Not Available for Release | Absent | First Aid | Hospital

Missing | Other

Comments: _____

_____

_____

To be filled in by the Release Point staff

Confirm the student is being matched with the correct adult. Have the requesting adult sign for the student.

Parent/Guardian/Authorized Adult: _____

Date: _____ Time: _____

SAMPLE NON-EMERGENCY CRISIS RESPONSE ACTIVITIES LOG

This log is designed for use during a crisis response to monitor and document activities.

School _____

Date/Time Response Initiated _____

Description of Incident _____

Crisis Response Team Members (list those present)

_____ _____

_____ _____

_____ _____

First Hour Response:
Task Completed By Whom Notes
Verify/gather additional information: yes/no

Notify other team members: yes/no

Notify Superintendent/designee: yes/no

Identify most affected students/staff: yes/no

Identify space(s) for crisis management activities: yes/no

Prepare public announcement(s): yes/no

Inform faculty/staff: yes/no
Method:

Alter bell/schedule: yes/no

Inform students, as appropriate: yes/no
Which students? Method(s)

Establish Day 1 crisis support: yes/no

Notify Parents: yes/no
Which Parents? Method(s)

School faculty meeting(s): yes/no

Conduct Day 1 debriefing:

Plan for Day 2: yes/no

SITE STATUS REPORT

To: _____ From: _____
Location: _____ Date: _____
Message via: Two-way radio Telephone Messenger Other: _____

Employee/Student Status:

	Absent	Injured	# sent to hospital/ med	Dead	Missing	Un-accounted for	Released to parents	# Being supervised
Students								
Site state								
Others								

Structural Damage

Check ✓	Damage/Problems	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other: (list)	

Message:

Sample Evaluation of Crisis Response Team Intervention

SAMPLE EVALUATION OF CRISIS RESPONSE INTERVENTION

The Crisis Management Team (CMT), consisting of both the school counseling staff and the area school student services staff, seeks your input to help us assess the effectiveness of the intervention during the recent crisis at your school. We would appreciate your taking a few minutes of your time to complete this form as soon as possible and return it to the Crisis Response Team Coordinator.

Please indicate with an "X" the response that most closely reflects your evaluation of the following:

1. Speed of CRT's response to the crisis:

☐ Very delayed ☐ Adequate ☐ Very timely

2. Comprehensiveness of CRT's response:

☐ Very limited ☐ Adequate ☐ Exceptional

3. Effectiveness of team's response in meeting students' needs:

☐ Not helpful ☐ Adequate ☐ Very helpful

4. Assistance to teachers in the classroom:

☐ Not supportive ☐ Adequate ☐ Very supportive

5. Quality of communication with the school faculty and staff:

☐ Not informative ☐ Adequate ☐ Very explanatory

6. Support and guidance to individual teachers and staff:

☐ Ineffectual ☐ Adequate ☐ Very empathetic

7. Assistance to the administrative staff:

☐ Limited ☐ Adequate ☐ Very comprehensive

8. Amount of time allocated for intervention:

☐ Insufficient ☐ Adequate ☐ Very sufficient

9. Support to families in need:

☐ Lacking ☐ Adequate ☐ Outstanding

10. Communication of information to parents:

☐ Minimal ☐ Adequate ☐ Thorough

11. Please select the adjectives which best describe the students' reactions to the CMT's intervention:

satisfied	positive	angry	apathetic	negative
ambivalent	receptive	relieved	grateful	hostile

12. Please describe any significant reactions the students had to the CRT intervention that should be considered in future interventions.

_____

_____

13. Please comment on any aspects of the intervention you found particularly helpful or areas that you think should be modified.

_____

_____

School: _____

Signature (Optional): _____

Please return to Crisis Response Team Coordinator

Appendix E. Tools for Recovery

Physical/Structural Recovery

Business Continuity

Restoration of Academic Learning

Psychological/Emotional Recovery

GRIEF: Guidelines for Students

The following guidelines for students were developed by Ken Roach, School Psychologist, Chesterfield County Public Schools, Virginia.

What Can I Do To Help? Guidelines for Teachers of High School Students

Reinforce ideas of safety and security, even though many high school students will not verbalize fears around these issues. This may be needed multiple times, particularly in response to changes, loud sounds, or other events that may remind students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as having a moment of quiet reflection.

Maintain a predictable class schedule and rules to provide support and consistency for the students. Listen to and tolerate your students retelling of events. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy; however, set limits on scary or hurtful talk (e.g., specific threats of retribution). This may need to be done in multiple classes.

Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, discuss what the United States and other world leaders are doing to address safety. From this tragedy, opportunities for learning and discussion of world events are heightened.

Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates and other acquaintances (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.

Students will often process the information about the events at unpredictable times throughout the day. As they try to develop an understanding for what has happened, they may ask questions that are initially

shocking to adults, including questions that have gruesome details. Try to respond in a calm manner, answering the questions in simple, direct terms and help the students to transition back to their activity. Students will often misunderstand the information about the event as they are trying to make sense about what happened. For example, they may blame themselves, believe things happened that did not happen, believe that terrorists are in the school, etc. Gently help students develop a realistic understanding of the event.

Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give students time to cope with their fears. Expect some angry outbursts from students. Try to catch students before they "act out," taking them aside, helping them calm down and regain control of their behavior. In addition, redirect students who are being irritable with each other which could escalate to direct conflict.

Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.

Encourage some distraction times, which would include doing school work that does not require high levels of new learning and enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.

Expect some brief (temporary) decline in students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the nation heals and the national routine is stabilized (e.g., parents are back to work, no additional threats).

Provide reassurance to students that the feelings will get smaller and easier to handle over time.

Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of students.

Maintain communication with other teachers, school personnel, and parents to monitor how students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.

Remain aware of your own reactions to students' trauma, as well as your own reactions to the trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

Handout for Students: HELPING A GRIEVING FRIEND

First Steps

If you learn of a grieving friend outside of school hours, call and go over as quickly as you can, if possible; or at least call.

If you learn of a grieving friend during school, try to see the friend or send a note until you are able to talk.

Your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right, too.

Offer physical comfort.

Don't be afraid to cry with your friend.

Do not try to take away the pain from your grieving friend.

Communication

- ❑ Talk about the deceased person. Grieving people often like telling stories about the deceased, "Do you remember the time…"
- ❑ No cliché statements (e.g., "He's better off now since he now has no pain.")
- ❑ Don't be afraid you will upset your friend by asking or talking about the deceased; they are already very upset and should be.
- ❑ Just sitting with your friend may be all that's needed at times; don't be afraid of silence, the grieving person will most likely fill it talking about the deceased.
- ❑ Offer suggestions only when advice is asked.
- ❑ Listen, no matter what the topic.
- ❑ Do not tell the griever to feel better since there are other loved ones still alive.
- ❑ Call to check on the griever.

Attending a Visitation at the Funeral Home or Attending a Funeral

- ❑ If you have not ever been to a funeral home or a funeral, expect to feel nervous.
- ❑ Go with a friend or ask a parent to accompany you, if you wish.
- ❑ If this is the first time you've seen the grieving friend, simply offer your condolences; just saying "I am so sorry about _____'s death" will open a conversation, or simply point out something special to you about the deceased.
- ❑ If the visitation or funeral is open casket, view the physical remains if you want; you do not have to.

Later Involvement

- ❑ Ask your grieving friend to go places, do activities together (it's all right if he/she initially resists).
- ❑ If invitations are turned down, keep inviting.
- ❑ Call to check on and talk to.
- ❑ Continue to talk about the deceased from time to time.

WHEN A GRIEVING CLASSMATE RETURNS

First Words

- ❑ The classmate probably feels like he/she is from a different planet when returning to school.
- ❑ There is very little you can say wrong, so talk to the classmate.
- ❑ At least say, "hello," "welcome back," "I'm glad to see you," or something similar.

- ❑ The brave might even say: "I missed you, I'm so sorry to hear about your _____'s death." Even braver friends might even make statements like "It must be incredibly tough to have your _____die."
- ❑ Another option: write a brief note.
- ❑ If your classmate cries, that is okay; you did not cause the grief and you can't make the person feel worse. Offer comfort and a tissue.

Helping the Classmate Adjust to the Class

- ❑ Offer to provide past notes.
- ❑ Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- ❑ Give the classmate your phone number to call if having problems with homework.
- ❑ Ask your classmate if you can call to check on how homework is going.
- ❑ Ask the teacher if you can be the student's helper for a week.
- ❑ Offer to study together in person or over the phone; this might help with both motivation (grieving students frequently do not feel like doing school work) and with concentration.

Some Don'ts

- ❑ Don't shun. Speak to the student.
- ❑ No cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased).
- ❑ Don't expect the person to snap back into the "old self."
- ❑ Don't be surprised if classmate seems unaffected by the loss, everybody has his/her own way of grieving.
- ❑ Don't be afraid to ask appropriate questions about the deceased, like "what did you and your _____enjoy together?" (people never tire of talking about the people they grieve). Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

HELPING GRIEVING PARENTS

This information should be helpful 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.

First Steps

- ❑ In the vast majority of cases the parents very much want to see the friends of their deceased child; they find it comforting.
- ❑ If you were a close friend of the deceased and you know the parents, then go visit them at their home.
- ❑ If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
- ❑ Other friends might wait until the visitation, such as held at a funeral home, or wait until the funeral.
- ❑ Regardless of the depth of your relationship with the parents, let them hear from you either by a call or a note.

Communication

- ❑ 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.

- ❑ Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.
- ❑ Don't be afraid to cry with the parents. Just sitting with the parents may be all that's needed at times; don't be afraid of silence, the parents will most likely fill the silence talking about their deceased child.
- ❑ Offer physical comfort.
- ❑ Listen, no matter what the topic.
- ❑ If you were a really close friend, the parents might be pleased for you to even visit the deceased friend's room.
- ❑ Ask what you can do for them; ask other relatives what you might do to help.
- ❑ Do not try to take away the pain from the grieving parents.
- ❑ No cliché statements (e.g., "He's better off now since he now has no pain").
- ❑ Talk about the deceased person (grieving people really like telling stories about the deceased, "Do you remember the time…").
- ❑ Offer suggestions only when advice is asked. Do not tell the parents to feel better since there are other children and loved ones still alive.

Attending a Visitation at a Funeral Home or Attending a Funeral

- ❑ Expect to feel nervous when going to a funeral home or a funeral.
- ❑ Go with a friend or ask a parent to accompany you.
- ❑ If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about _____'s death" probably will open a conversation; or maybe better, simply point out something special to you about the deceased.
- ❑ If the visitation or funeral is open casket, view the physical remains if you want; you do not have to.

Later Involvement

- ❑ After the funeral, continue to visit the parents; they probably will continue to want to see the friends of their deceased child.
- ❑ Call to check on and talk to.
- ❑ Continue to talk about their deceased child from time to time.

WHEN YOUR TEACHER HAS SOMEONE DIE

Feelings

- ❑ Expect you and your classmates to experience different feelings, ranging from shock, sadness, vulnerability ("this could happen to me or someone I know"), to detachment or nothing. All are okay.
- ❑ Some in your class may even laugh because they are nervous hearing or talking about grief and death.
- ❑ This may be their way of handling it, so don't become angry.
- ❑ Don't be surprised to catch yourself asking how this might affect you, your grades, or your relationship with your teacher.
- ❑ It's okay to think about other people who have died.

What to Do

- ❑ Talk with somebody (a friend or parent) about what has happened. This helps make the situation seem more real and keeps you from holding everything in.
- ❑ Try to get the courage to communicate with your teacher.

Communicating With Your Grieving Teacher

- ❑ Your teacher probably has a lot to do and cannot take calls from students.
- ❑ Send a card (buy or make).
- ❑ Write a note (and you don't have to have fancy stationery).
- ❑ Just write "I'm sorry" or "I'm thinking about you." or "I hope you are okay."
- ❑ Others may write more, even share their own experiences with grief. One student even composed a poem!
- ❑ There is nothing you can say that could make your grieving teacher feel worse.
- ❑ You are not going to remind a grieving person that he/she has had somebody die.
- ❑ Your teacher may never throw your card/note away, that's how important your communication will be. Your parents probably still have notes they've received.

Flowers and Donations
They are not necessary. If you really want to do something, maybe you and some friends could pitch in together. Or maybe the class wants to do something as a group. It just takes one person to organize this.

What If You See Your Teacher Out in the Community
If you see your teacher at the grocery store, a part of you will want to hide. How will that make your teacher feel? Speak to your teacher! You don't have to say much. "How are you doing? or "We miss you at school." is enough.

What About Funerals and Memorial Services

- ❑ You have to respect the wishes of grieving people.
- ❑ Some teachers may welcome students. Others may not feel ready to cope with you yet. Some may feel uncomfortable with you around and their being "out of control." We have to understand and respect their needs. Also, 120 students take up a lot of space.
- ❑ Sometimes there is no chance to talk with the family. Other times you can't leave the building without doing so. If given the opportunity, speak. Again, just say "We're sorry." or something brief. Have your first several words chosen to lessen your fear.

WHEN YOUR GRIEVING TEACHER RETURNS

Getting Ready

- ❑ Plan some type of simple welcome back signal from the class to your grieving teacher. Consider:
  - • A card signed by all the class;
  - • A small banner from "second period" or
  - • Some flowers from a parent's yard, if in season; or,
  - • A small, inexpensive bouquet.
- ❑ If you have not communicated with your teacher, it's not too late to have a note ready just from you. It could be waiting in the teacher's mailbox on his/her return to school.
- ❑ Realize that the same teacher who left will return. Your teacher may initially seem a little distant or preoccupied but this should not last too long.
- ❑ Your teacher may have very poor concentration for a while after returning to work. He/she might repeat things. You may have to repeat your questions.
- ❑ Do not expect tests and homework to be returned as quickly as before; poor concentration, low motivation, and fatigue are typical grief reactions.

On the Big Day

- ❑ Expect to feel nervous. Your teacher will feel the same way.
- ❑ Your teacher also will probably feel like he/she is from a different planet.
- ❑ When you first see your teacher, at least say something simple, like, "Welcome back."
- ❑ The class also could even let a very brave volunteer speak for the class to formally welcome your teacher back. Or the volunteer could present the card.
- ❑ Show your good behavior; use your best listening skills. Help your teacher out; it will be a tough day.
- ❑ Smile!

Some teachers will return quickly to teaching; others will discuss their grief. There is no single right way.

What If Your Teacher Cries?

- ❑ You do not have to do anything but be patient.
- ❑ Your class could have a brave volunteer designated to offer comfort by saying something simple, such as, "We're supporting you."
- ❑ The student closest to the tissue box should take the box to the teacher. This shows the class cares and says it's okay to cry.
- ❑ At the end of class students might individually offer brief words of comfort or encouragement ("It's okay to get upset." or "I'm glad you are back.").
- ❑ Your teacher may be embarrassed by crying, but crying can be very helpful.
- ❑ If your teacher is having a really bad day, let your guidance counselor or other staff member know.

SUICIDE

Myths and Facts About Suicide

Source: Association of California School Administrators (1995)

Myth: People who talk about suicide don't commit suicide.
Fact: Most people who commit suicide have given clues of some type to one or more people. It is not safe to assume that someone talking about suicide will not attempt it; the majority of those who attempt suicide have stated their intent to someone.

Myth: Suicide happens without warning.
Fact: While explicit verbal warnings are not always given, there are clues ahead of time. The difficulty is that not everyone recognizes the signs and symptoms that would alert him/her to the possibility of suicide.

Myth: Suicidal people are fully intent on dying.
Fact: Rather than specifically wanting to die, students who attempt/commit suicide often do so simply because they have exhausted their coping skills and see no other options for relief from pain.

Myth: Once suicidal, a person is suicidal forever.
Fact: Preoccupation with suicidal thoughts is usually time-limited. Most young people who work through a suicidal crisis can go on to lead healthy lives.

Myth: Once a person attempts suicide, the humiliation and pain will prevent future attempts.
Fact: Eighty percent of persons who commit suicide have made at least one prior attempt. It is critical that concerned adults and peers monitor a student who has attempted suicide for several months following the attempt. Those students who receive help for their suicidal risk before they made an attempt have a better prognosis than those who were intervened upon following an attempted suicide.

Myth: Suicide occurs more often among the wealthy.
Fact: Suicide knows no socioeconomic boundaries.

Myth: Suicidal behavior is inherited.
Fact: As with other patterns of behavior, suicide sometimes seems to run in families. However, suicide is not a genetic trait, so it is not inherited. What can appear to be a family trait of suicide may be because family members share a common emotional environment and often adopt similar methods of coping. In a family where someone has committed suicide, suicide may be viewed as acceptable in times of distress.

Myth: People who attempt or commit suicide are mentally ill/psychotic.
Fact: Many suicidal persons historically have had difficulty in working through problems. Other people who attempt or commit suicide choose it as an option when their previously successful means of coping are not effective, and they are unable to otherwise stop the pain they are experiencing. A history of mental illness does not increase the risk of suicide.

Myth: Talking about suicide can encourage a person to attempt it.
Fact: On the contrary, initiating a discussion of suicidal feelings may give a suicidal adolescent permission to talk about the pain she/he is experiencing and, by so doing, provide significant relief. It is highly unlikely that discussing suicide would influence a non-suicidal person to become preoccupied with the idea.

Myth: People who attempt suicide just want attention.
Fact: Suicide should be considered a “cry for help.” Persons overwhelmed by pain may be unable to let others know they need help, and suicide may seem the best way to relieve the pain. Suicidal behavior may be a desperate move to reach out for much needed help.

Myth: Suicide is most likely to occur at night as well as over the holiday season.
Fact: Suicides can occur at any time, regardless of season, time of day or night, weather or holidays. Childhood and adolescent suicides, however, are most likely to occur in the spring, and second most likely to occur in the fall. Most childhood and adolescent suicides occur at home on weekends or between the hours of 3 p.m. and midnight.

Myth: When depression lifts, there is no longer danger of suicide.
Fact: Although the existence of any form of depression increases the probability of suicide, this is a dangerous misconception. The lifting of depression often accompanies the development of a suicide plan and the final decision to commit suicide. If the improvement in mood is sudden and circumstances have not changed, the risk of suicide remains high. It is most useful to see suicidal behavior as a symptom not a disease. As such it may be caused by a variety of factors.

Appendix F. Communications Tools

SAMPLE FORMAT FOR PARENT COMMUNICATION RE: EMERGENCY PICK-UP

Parent Procedures for Picking up Children in an Emergency

In a letter or as part of the school parent handbook, the school should inform parents, in writing, about the proper procedures to follow when picking up a child/children in an emergency situation requiring a shutdown or evacuation of the school. It is assumed that bus transportation will be provided; however, many parents will want to pick up their children and the provisions listed below apply to such situations.

Among the types of information that might be contained in the letter are:

- Emphasize that school is one of the safest places that students may be located during most crises or natural disasters.
- Assurance that emergency procedures have been established. Include a general description of the procedures.
- Assurance that students will be kept at school until the crisis is determined to be over. For example, a chemical spill may delay student release when there is risk of exposure.
- Notification that under certain circumstances students may be evacuated to another site. An explanation of how parents will be notified or ways that they will be able to find out where their child is.
- A request to NOT telephone the school and tie-up the few telephone lines that will be needed for emergency use. (Where capabilities exist, status reports might be posted on the school or school division Web site).
- Notification that students will be released to parents who come to get them and a reminder of procedures for release to other authorized parties.

SAMPLE NOTIFICATION TO PARENTS REGARDING SCHOOL EVACUATION

Date Released:
Time Released:
Released by:

Because of the incident at (School Name Here), the students, faculty and staff have been evacuated to an alternate location as a preliminary measure.

(School Name Here) has been relocated to (New Location Name Here).

(Repeat this information for as many schools as may be involved.)
Parents are instructed to pick up their children at the alternate location. Do not attempt to pick up children at their regular school. Please meet your child at the alternate location. All other schools and school facilities are unaffected. Parents and citizens are urged not to interfere in the operation of those schools by calling on the telephone or by personal visits. Your cooperation in this matter is expected and appreciated.

SAMPLE NOTIFICATION TO PARENTS REGARDING LOCKDOWNS

Dear Parents:

All school personnel have been trained in lockdown procedures. They will be doing their best to ensure that all students are being held in a safe location on campus. Our goal is safe care, custody, and accountability of children.

In a lockdown we will not be able to answer incoming phone calls or make outside calls. Within minutes we will be assisted by police, who will secure the neighboring streets and the building perimeter. No one, including parents, will be allowed near the school during a lockdown.

Students will be kept inside locked classrooms with the blinds drawn. No one will be allowed to leave the classrooms/secure areas on campus until the lockdown is lifted. All students and faculty/staff will remain in the lockdown mode until the police department lifts the lockdown.

When the lockdown is lifted, parents may come to school to pick up their children.

SAMPLE PARENT COMMUNICATION: BUS ACCIDENT

Dear Parents:

This morning, prior to school, there was an accident involving a school bus and an automobile. There were known injuries to the passengers of the car. The children on Bus # _____ witnessed the aftermath of the accident, but were not involved in it.

The children from the bus involved in the accident were taken to the library by the guidance counselors and administration. The children were asked if they were injured in any way and their parents were then contacted. Your child, because of being on Bus # _____ may show delayed reaction to the accident.

Please be alert over the next several days to symptoms of delayed reaction, including:

- ❑ A desire to be alone, unusually quiet.
- ❑ Loss of appetite.
- ❑ Problems with sleeping, nightmares.
- ❑ Difficulty with concentration.
- ❑ Crying.
- ❑ Angry outburst, short temper.
- ❑ Headaches, upset stomach.

If your child exhibits any physical complaints, please contact (principal's name) to fill out an accident report. The school will offer support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please don't hesitate to call if you have any questions or concerns. (Give school phone number.)

Sincerely,

School Principal

SAMPLE PARENT COMMUNICATION: STUDENT DEATH

Unexpected student death – elementary

Dear Parents:

Yesterday, we learned that one of our first graders, _____, died while in the hospital. _____ had a medical procedure over the past weekend. Complications set in after his/her parents took him/her home and he/she was taken back to the hospital where he/she died yesterday afternoon.

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his/her young age and its unexpectedness. We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

Sincerely,

School Principal

SAMPLE SCHOOL COMMUNICATION: ANNOUNCEMENT OF A STUDENT SUICIDE

To be read to the students by the classroom teacher.

TO: School Faculty
FROM: Principal
SUBJECT: (Crisis)
DATE:

I regret to inform you about sad news. John Doe committed suicide early Saturday morning. As a faculty, we extend our sympathy to John's family and friends.

Please let your teachers know if you would like to talk to a counselor or other staff member.

Funeral services for John will be held in _____ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address).

SAMPLE SCHOOL COMMUNICATION: INITIAL ANNOUNCEMENT OF A CRISIS EVENT

TO:
FROM:

"We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support."

"As soon as we know the family's/families' wishes regarding _____ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

Appendix G. Logistical Tools (maps, photos, and diagrams)

Preparing Logistical Tools

Aerial Photos of Campus

An aerial perspective of the campus and the surrounding area is very helpful to all agencies involved in a critical incident, including police, fire and paramedic personnel. Your local municipality may be able to provide you with an aerial photo of your school and surrounding campus.

Map

Crisis response planners need to review the traffic patterns and intersections that will be affected in a major crisis. Through this process, you can identify locations where parents or guardians can retrieve their children after an incident and determine traffic safety issues your school and law enforcement will have to consider when directing youth to safe areas. Keep as many as 20 copies of the map available, preferably laminated, for emergency personnel. Establish an emergency traffic plan capable of protecting emergency response routes and accommodating traffic and parking needs for parents, students and the media. The map should illustrate these planned routes as well as:

- ❑ The streets surrounding the school.
- ❑ Intersections near the school.
- ❑ Vacant lots near the school.
- ❑ Location of major utilities.

Campus Layout

It is important to maintain current, accurate blueprints, classroom layouts and floor plans of the building and grounds, including information about main leads for water, gas, electricity, cable, telephone, alarm and sprinkler systems, hazardous materials location, elevators and entrances.

This information is extremely helpful, especially during a “shelter-in-place” situation when students are safely locked in a classroom. Information should be available on the layout of the building, including room numbers and whether or not there is a phone, cable television, e-mail, computers or cell phones in the classroom. On the campus layout diagram, it is also helpful to highlight areas that could pose a possible threat, e.g., the chemistry laboratory, biology laboratory or any welding and wood shop areas that could also become a haven for weapons. It is also helpful to show the location of the fire alarm turn-off, sprinkler system turn-off, utility shut-off valves, cable television shut-off and first aid supply boxes. These items can be color-coded on the campus layout.

Blueprint of School Buildings

Architectural blueprints of the school building(s) are important to a SWAT team, and provide additional, and more detailed, information than the simple classroom layout diagram. This information may be critical, especially in the event of a bomb threat. The plant manager for the school site should be the custodian for the blueprints. Grounds and maintenance staff of the school should be familiar with these blueprints and their location.

Fire Alarm Turn-off Procedures

One of the lessons learned from Columbine was to make it easier to turn off the alarm. The loud alarm made it very difficult for responders to hear directions. It took considerable time before someone who knew how to turn it off was able to do so. School officials learned that you can't assume that the person who knows how to turn off the alarm will be logistically able to do so. If that person is inside the building, he or she might not be able to get to the shut-off valve; if that person is outside, it is possible that he or she might not be able to safely re-enter the school. As a result, a number of people need to know how to shut off the alarm. Providing such information on where shut-off valves are located in the building and the procedures for shut-off in the box could prove vital. In addition, though somewhat costly, some schools have installed a secure alarm shut-off system outside the school that can control the fire alarm and sprinklers.

Sprinkler System Turn-off Procedures

Sprinkler systems may go on during an emergency. During the incident at Columbine, no one was readily available who knew how to immediately turn off the sprinkler system. As a result, hallways quickly filled with water, making it difficult to escape. In some places, the water reached dangerous levels in proximity to the electrical outlets – water reaching such outlets could have caused many more injuries and possibly additional deaths. At least two people need to be trained and assigned responsibility for turning off the sprinkler system. As backup, the Crisis Response Box needs to provide information on where shut-off valves are located in the building and the necessary procedures for shutoff.

Utility Shut-off Valves

Shut-off and access points of all utilities – gas, electric and water – need to be clearly identified and their locations listed so they can be quickly shut off in a crisis. If there is not a fire, the water should be shut off immediately to prevent flooding from the sprinkler system. Unless open electric or gas lines pose an immediate threat to life, the decision on whether to shut off these lines should be made by the Incident Command Officer.

Gas Line and Utility Line Layout

Include a diagram that shows where gas and other utility lines are located throughout the campus.

Cable Television Satellite Feed Shut-off

If your school has a satellite feed for a cable television system, you should also provide directions on how to shut down that feed. Several of the police officers involved in nationally televised shootings recommend that the cable television feed be shut off so that the perpetrators on the inside will not be able to view the whereabouts of the SWAT team by turning into live coverage of the scene on the outside. On the other hand, in a natural disaster, the television system can be helpful (if working) to provide those who are sheltered-in-place with up-to-date information.

School Neighborhood Map

School Campus Map

School Floor Plans

School Campus During an Emergency

SCHOOL UTILITY SYSTEMS

Evacuation Routes to Relocation Sites

Relocation Sites (indoor & outdoor)

Acronyms

AED	Automated External Defibrillator
CERT	Citizens/Community Emergency Response Team
CISD	Critical Incident Stress Debriefing
CMT	Crisis Management Team
COOP	Continuity of Operations Plan
CPTED	Crime Prevention Through Environmental Design
CPR	Cardiopulmonary Resuscitation
DIT	Department of Information Technology
ECP	Emergency Care Plan
EOP	Emergency Operations Plan
EMS	Emergency Medical Services
ENS	Emergency Notification System
FEMA	Federal Emergency Management Agency
FOIA	Freedom of Information Act
HVAC	Heating, Ventilation and Air-Conditioning
IEP	Individualized Educational Plan
IC	Incident Commander
ICS	Incident Command System
IS	Incident Supervisor
IHCP	Individualized Health Care Plan
LCMT	Leadership Crisis Management Team
MERP	Medical Emergency Response Plan
NIMS	National Incident Management System
NWS	National Weather Service
PIO	Public Information Officer
WMD	Weapons of Mass Destruction

Glossary

Access controls: Procedures and controls that limit or detect access to minimum essential infrastructure resource elements (e.g., people, technology, applications, data, and/or facilities), thereby protecting these resources against loss of integrity, confidentiality, accountability, and/or availability.

Assembly area: A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the safety and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on scene support.

Asset: A resource of value requiring protection. An asset can be tangible (e.g., people, buildings, facilities, equipment, activities, operations, and information) or intangible (e.g., processes or a company's information and reputation).

Biological agents: Living organisms or the materials derived from them that cause disease in or harm to humans, animals, or plants or cause deterioration of material. Biological agents may be used as liquid droplets, aerosols, or dry powders.

Briefing: An educational and informational presentation to groups following a crisis or critical incident. Objectives would include; sharing the official nature and scope of the event to reduce and dispel rumors, provide details concerning the plan of action the school is taking to manage the crisis and mitigate its effects and group education in stress management within naturally occurring support systems.

Chemical agent: A chemical substance that is intended to kill, seriously injure, or incapacitate people through physiological effects. Generally separated by severity of effect (e.g., lethal, blister, and incapacitating).

Communication: Plans should have established lines of internal communication (i.e., within the school), external communication (i.e., with the division office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.

Contamination: The undesirable deposition of a chemical, biological, or radiological material on the surface of structures, areas, objects, or people.

Control center: A centrally located room or facility staffed by personnel charged with the oversight of specific situations and/or equipment.

Controlled area: An area into which access is controlled or limited. It is that portion of a restricted area usually near or surrounding a limited or exclusion area. Correlates with exclusion zone.

Coping skills: A range of thoughts, feelings and behaviors utilized to decrease the negative effects of an experience or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing current traumatic events.

Crime Prevention Through Environmental Design (CPTED): A crime prevention strategy based on evidence that the design and form of the built environment can influence human behavior. CPTED usually involves the use of three principles: natural surveillance (by placing physical features, activities,

and people to maximize visibility); natural access control (through the judicial placement of entrances, exits, fencing, landscaping, and lighting); and territorial reinforcement (using buildings, fences, pavement, signs, and landscaping to express ownership).

Crisis: A state in which coping skills are overwhelmed leaving the individual feeling out of control, helpless and anxious.

Crisis intervention: The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote return to normal functioning. Crisis intervention practice over the past 20 years has been multidisciplinary.

Crisis management (CM): The measures taken to identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or act of terrorism.

Critical incidents: Events that overwhelm an individual's capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.

Damage assessment: The process used to appraise or determine the number of injuries and deaths, damage to public and private property, and the status of key facilities and services (e.g., schools, hospitals and other health care facilities, fire and police stations, communications networks, water and sanitation systems, utilities, and transportation networks) resulting from a manmade or natural disaster.

Debriefing (CISD): A group process utilizing both crisis intervention and educational processes targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event. A debriefing is a peer driven process in partnership with mental health professionals who provide oversight and guidance. Although its application was developed and utilized primarily with emergency personnel it has been modified and utilized extensively in workplace settings, the military and with survivors of crisis and disasters. It is only one intervention in a framework of interventions ranging from pre-crisis to follow-up.

Decontamination: The reduction or removal of a chemical, biological, or radiological material from the surface of a structure, area, object, or person.

Disaster: An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries.

Division support team: Initially, the Team directs the process of adapting this guide to reflect local conditions. Ongoing, the Division Support Team serves to assist the schools when an emergency occurs and the need exceeds the school's resources.

Drop-in-room: A safe welcoming place for students to gather during the school day with their peers for group and one-on-one support from trained crisis intervention team members after a traumatic event, such as the death of a fellow student or teacher.

Emergency: Any natural or human-caused situation that results in or may result in substantial injury or harm to the population or substantial damage to or loss of property.

Emergency management protocols: Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

Emergency Medical Services (EMS): Services including personnel, facilities, and equipment required to ensure proper medical care for the sick and injured from the time of injury to the time of final disposition, including medical disposition within a hospital, temporary medical facility, or special care facility; release from the site; or declared dead.

Emergency Operations Plan (EOP): A document that describes how people and property will be protected in disaster and disaster threat situations; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available for use in the disaster; and outlines how all actions will be coordinated.

Entry control point: A continuously or intermittently manned station at which entry to sensitive or restricted areas is controlled.

Evacuation: Organized, phased, and supervised dispersal of people from dangerous or potentially dangerous areas.

First responder: Local police, fire, and emergency medical personnel who first arrive on the scene of an incident and take action to save lives, protect property, and meet basic human needs.

Grief: The normal, healthy, appropriate response to death or loss. Each person grieves in his or her own way, learned by experience with loss over the years. It is described as a journey through an intense range of emotions; including denial and isolation, anger, bargaining, depression, and acceptance.

Hazard: A source of potential danger or adverse condition.

Hazard mitigation: Any action taken to reduce or eliminate the long-term risk to human life and property from hazards. The term is sometimes used in a stricter sense to mean cost-effective measures to reduce the potential for damage to a facility or facilities from a disaster event.

Hazardous material (HazMat): Any substance or material that, when involved in an accident and released in sufficient quantities, poses a risk to people's health, safety, and/or property. These substances and materials include explosives, radioactive materials, flammable liquids or solids, combustible liquids or solids, poisons, oxidizers, toxins, and corrosive materials.

High-hazard areas: Geographic locations that, for planning purposes, have been determined through historical experience and vulnerability analysis to be likely to experience the effects of a specific hazard (e.g., hurricane, earthquake, or hazardous materials accident), resulting in vast property damage and loss of life.

Human-caused hazard: Human-caused hazards are technological hazards and terrorism. They are distinct from natural hazards primarily in that they originate from human activity. Within the military services, the term threat is typically used for human-caused hazard. See definitions of technological hazards and terrorism for further information.

Incident Command System (ICS): Is a nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration and Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications.

Incident commander: Highest ranking official in charge and responsible for the emergency/disaster operations who directs from a command post set up in close proximity to the incident.

Lockdown: A lockdown is a critical incident response that secures students and staff, usually in classrooms, to prevent access or harm to the occupants of the lockdown locations. This may also involve quickly moving students and staff from unsecured locations to secure locations.

Mitigation: Those actions taken to reduce the exposure to and impact of an attack or disaster.

Mutual aid agreement: A pre-arranged agreement developed between two or more entities to render assistance to the parties of the agreement.

Natural hazard: Naturally-occurring events such as floods, earthquakes, tornadoes, tsunami, coastal storms, landslides, and wildfires that strike populated areas. A natural event is a hazard when it has the potential to harm people or property. The risks of natural hazards may be increased or decreased as a result of human activity; however, they are not inherently human-induced.

Nuclear, biological, or chemical weapons: Also called Weapons of Mass Destruction (WMD). Weapons that are characterized by their capability to produce mass casualties.

Physical security: The part of security concerned with measures/concepts designed to safeguard personnel; to prevent unauthorized access to equipment, installations, material, and documents; and to safeguard them against espionage, sabotage, damage, and theft.

Practice: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

Preparedness: Preparedness is the process of division and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Public Information Officer (PIO): The official spokesperson designated by an organization to coordinate internal and external communications. Responsible and handles all requests for information and proactively provides consistent, accurate and timely information. Establishes a central site for the media. Maintains a log of all actions and communication. Prepares press releases, keeps Incident Commander appraised and keeps all documentation to support history of the event.

Recovery: The long-term activities beyond the initial crisis period and emergency response phase of disaster operations that focus on returning all systems in the community to a normal status or to reconstitute these systems to a new condition that is less vulnerable.

Response: Executing the plan and resources identified to perform those duties and services to preserve and protect life and property as well as provide services to the surviving population.

Restricted area: Any area with access controls that is subject to these special restrictions or controls for security reasons. See controlled area, limited area, exclusion area, and exclusion zone.

Risk: The potential for loss of, or damage to, an asset. It is measured based upon the value of the asset in relation to the threats and vulnerabilities associated with it.

School-centered emergency management plan: A written document as a consolidated plan to prepare for, respond to, and recover from emergencies. It is the modified version of this guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes Emergency Management Team assignments, emergency numbers, and protocols.

Secondary hazard: A threat whose potential would be realized as the result of a triggering event that of itself would constitute an emergency (e.g., dam failure might be a secondary hazard associated with earthquakes).

Shelter-in-place: Procedure designed to protect individuals from an outside influence such as release of chemicals. Usual procedures include: closing doors and windows; placing tape or wet towels around doors, windows and vents; and turning off pilot lights, air conditioning and exhaust fans. No one leaves the room until further instructions are given.

Structural protective barriers: Manmade devices (e.g., fences, walls, floors, roofs, grills, bars, roadblocks, signs, or other construction) used to restrict, channel, or impede access.

Student release: A pre-planned process to assure the reunification of students with their families and significant others. May involve setting up separate request and release stations to ensure accountability and crowd control.

Terrorism: The unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Threat: Any indication, circumstance, or event with the potential to cause loss of, or damage to an asset.

Threat analysis: A continual process of compiling and examining all available information concerning potential threats and human-caused hazards. A common method to evaluate terrorist groups is to review the factors of existence, capability, intentions, history, and targeting.

Training: Training is important on at least three levels: 1) Team Training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (i.e., severe weather training, threat assessment training, or Critical Incident Stress Management training); and 3) awareness training for all staff (i.e., Universal Emergency Procedures).

Unified command: A unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Universal emergency procedures: Universal Emergency Procedures are a set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter-in-Place, Drop, Cover, and Hold, Reverse Evacuation, and Lockdown.

Vulnerability: Any weakness in an asset or mitigation measure that can be exploited by an aggressor (potential threat element), adversary, or competitor. It refers to the organization's susceptibility to injury.

Weapons of Mass Destruction (WMD): Any device, material, or substance used in a manner, in a quantity or type, or under circumstances showing an intent to cause death or serious injury to persons, or significant damage to property.