

School-Centered Emergency
Management and Recovery Guide for

Washington County

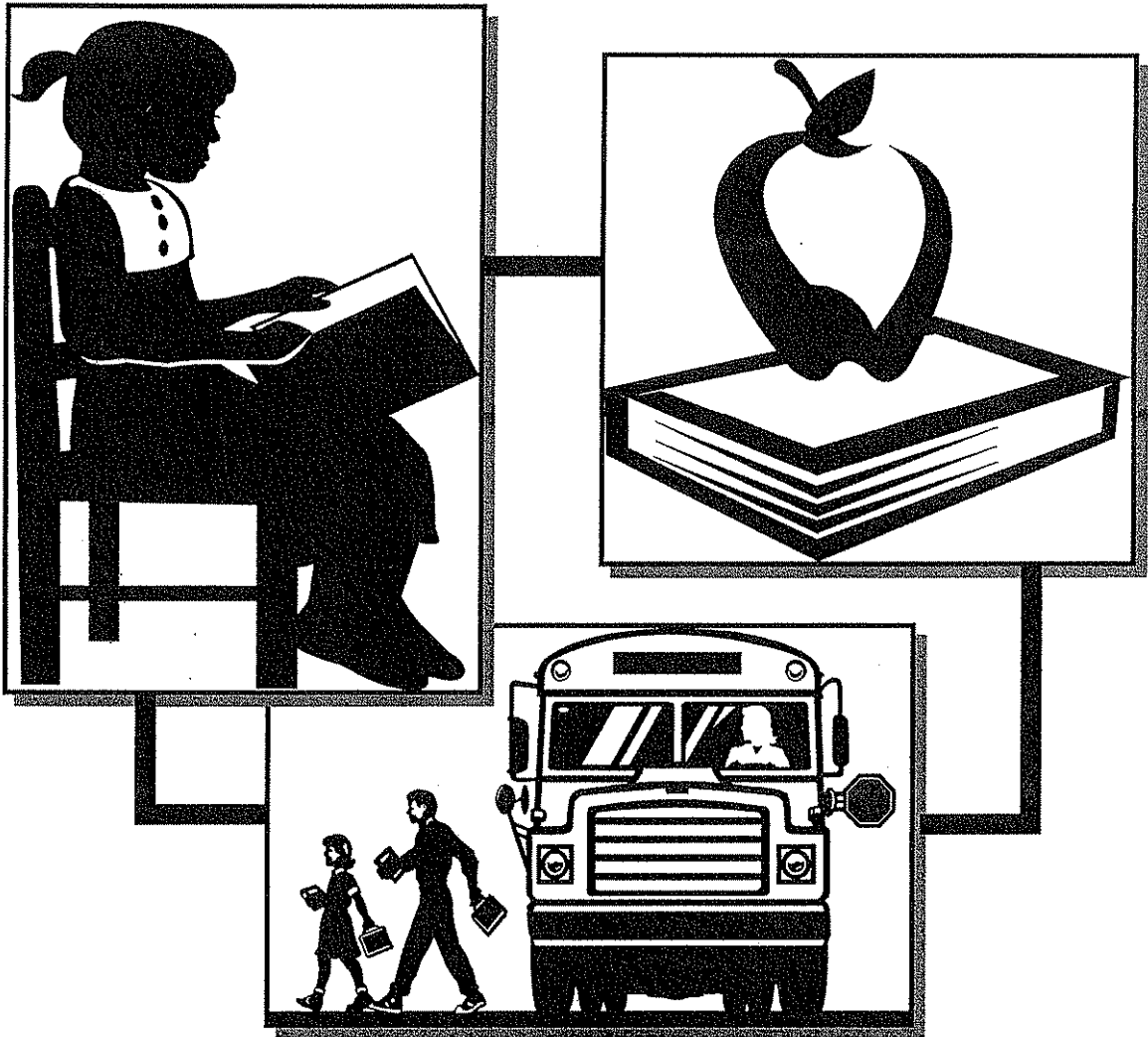


TABLE OF CONTENTS

I. POLICY STATEMENTS

POLICY STATEMENT: SUPERINTENDENT.....	3
POLICY STATEMENT: PRINCIPAL/BUILDING CHAIN OF COMMAND	4

II. PROCEDURES

EIGHT STEPS IN THE FIRST 10 MINUTES	5-6
COMMUNICATION PROCEDURES FOR PERSON IN CHARGE.....	7
MEDIA PROCEDURES	8
ALTERNATIVE SCHOOL SITES	9
PUPIL DISMISSAL PROCEDURES.....	10
TRANSPORTATION OPTIONS	10

III. EMERGENCY DISASTER PROCEDURES

EMERGENCY TEAM "TOOLBOX".....	11
PERSONNEL GUIDE	12-14
AIRCRAFT EMERGENCY.....	15
ALLERGIC REACTIONS.....	16
ANGRY PARENT, EMPLOYEE, OR PATRON	17
ASSAULT	18
BOMB THREAT & THREAT CALL CHECKLIST.....	19-20
BIOLOGICAL/CHEMICAL THREAT OR MATERIAL SPREAD	21
BUS ACCIDENT	22
EARTHQUAKES.....	23
FIRE.....	24
GAS LEAK	25
HOSTAGE SITUATION	26
INTRUDER	27
KIDNAPPING.....	28
POISON.....	29
RAPE/ABUSE.....	30
SERIOUS ILLNESS ■ DEATH	31
SERIOUS INJURY IILLNESS.....	32
SUSPICIOUS MAIL/PACKAGE.....	33-34
SUICIDE	35-40
THREAT OF HARM.....	41
WEAPON.....	42
SEVERE STORM ■ OTHER WEATHER-RELATED EMERGENCIES.....	43
STUDENT RIOT, PUBLIC DEMONSTRATION, GANG VIOLENCE, OR OTHER SIMILAR DISRUPTION	44
UTILITY EMERGENCY	45

IV. RECOVERY

STAFF FOLLOW-UP RESPONSIBILITIES.....	46-49
UNDERSTANDING TRAUMA	50
WAYS TEACHERS CAN ASSIST STUDENTS.....	51-54
RESOURCES	55

Policy Statements

POLICY STATEMENT OF THE SUPERINTENDENT

To be effective, schools must operate within a safe and orderly environment. A small but important part of that condition includes being prepared to provide for the lives of students and staff and protection of property during emergencies.

A comprehensive plan has been developed for use during emergencies and includes a plan for each individual school building in the Washington County School District. The plan includes a checklist with lines of successive and emergency assignments clearly designated. Attention is also given to the preservation of essential records and critical building areas. Should I be unavailable, another person will serve as my designee.

This crisis procedure will be reviewed and, if needed, revised annually prior to the beginning of each school year. Training procedures shall be conducted annually.

Hopefully, use of the plan will never be needed, but we must be prepared if the need for its use is a certainty.

J. Robin Cochran
Superintendent
Washington County Schools

POLICY STATEMENT OF THE PRINCIPAL

- Each school's Crisis Procedure Plan will be updated yearly to reflect the actions required to minimize the loss of life and injury to persons and property.
- The principal will be the planning coordinator and will involve the necessary staff to accomplish the objectives. Faculty responsibility for implementation of the plan will be assigned by position.
- Assignment of duties to specific individuals does not relieve other school employees from acting in their areas of responsibility in emergencies.
- At least once a year, within one month after school begins, the principal will arrange for a faculty meeting to review the plan, make necessary adjustments, and update the staff regarding new procedures.
- A chain of command will include names and phone numbers of the persons in charge if the principal is not available.

BUILDING CRISIS TEAM

Title	Name Location & Numbers	Alternate Name Location & Numbers
<u>Incident Command: Principal</u>		
<u>Safety Official: Security, Law Enforcement</u>		
<u>Public Information Official: Media Liaison</u>		
<u>FRYSC:</u>		
<u>Operations: Facility & Environmental</u>		
<u>Operations: First Aid, CPR, Medical</u>		
<u>Operations: Crisis Intervention & Response</u>		
<u>Operations: Food, water, sanitation</u>		
<u>Logistics: Communications</u>		
<u>Logistics: Supplies</u>		
<u>CPR Certified:</u>		

When in "crisis mode", every action taken must be communicated immediately to all members of the crisis management team.

This Page to be Update Yearly

Current Year

EMERGENCY ACTION PLAN 8 STEPS IN THE FIRST 10 MINUTES

- Step 1 Activate the Emergency Action Plan securing the safety of students. This should automatically trigger Lock Down procedures from staff who should remain calm and in control of students at all times.
- Step 2 Call 911.
- Step 3 Secure students in nearest classroom and/or evacuate the building.
- The principal or designee should take charge of the situation until the police (if needed) arrive. The principal should make sure that students and staff have followed procedures, and see that the building is secure. If the source of the emergency is outside the building, lock (not chain) any exterior doors not normally locked and limit any movement near windows and doors. Isolate the area surrounding the activity.
 - When the code is announced, teachers should check the hall just outside their classrooms. Any students in the halls should be directed to join the nearest classroom. All classroom doors are to then be closed and locked. Designated staff will check the rest rooms, the cafeteria, the gym, or any common areas in which students may be momentarily unsupervised. Any students in the office should be taken to the nearest classroom not involved in the incident.
 - While in the room, students and teachers should be away from the door and students should remain in their seats, except in a hostage situation, window shades should be lowered.
 - If classes are in the cafeteria or in an assembly when the security alert is announced, teachers, if at all possible, should join their students immediately. Students should be seated. Doors to these areas (cafeteria, gym, etc.) are to be closed. When appropriate, window shades should be lowered.
 - Personnel should provide first aid, if necessary.
 - Teachers should take roll.
 - If the security alert is announced while students and/or teachers are outside the building(s), designated staff members shall act as runners to notify them of the situation and to provide directions.
 - Personnel and students should remain calm, stationary, and quiet until the emergency is over and an "all clear" announcement or signal is given by the PRINCIPAL, Assistant Principal or Counselor. In some cases, office staff or other

designated runners may bring classroom teachers additional instructions, such as procedures for evacuating the building. However, the "all clear" announcement should come from the principal or his/her designee.

- Step 4** Verify information then notify the Superintendent and Central Office.
- Step 5** Designate a control area.
- Step 6** Begin a log of all phone calls made and received and a timed sequence of events.
- Step 7** Runners deliver any additional instructions from control center to classrooms and also collect student status information.
- Step 8** Parents and media directed to designated area with crisis team members assisting.

COMMUNICATION PROCEDURE FOR PERSON IN CHARGE

- Contact emergency service personnel: police, fire, ambulance, sheriff, city/county civil defense.
- Tell dispatcher specifically where your command post is located (location where person in charge or his designee can be found at all times).
- Remain at post until help arrives.
- Immediately report crisis to the superintendent's office at 336-5470. The superintendent's office will then notify other district schools.

Administrative Chain of Command (Person in Charge)

Superintendent: J. Robin Cochran

Safety Officer: Chad Willis

Director of Special Education: Jason Simpson

Director of Maintenance: Ray Kelty

District Crisis Team

Primary Contact: Robin Cochran

Secondary Contact: Jason Simpson

Other Members: Chad Willis

Mike Scyphers

Regina Hood

Judy Spalding

Nurse Amanda Mattingly

Paul Terrell

Mary Brady

Paula Baker

This Page to be Update Yearly

Current Year, _____

MEDIA PROCEDURE

The only means to inform the general public is by the mass media (radio, television, webpage, one call, and newspaper). Prompt and accurate information must be provided. Any misinformation can create confusion. *Isolated quotes from individuals are usually incomplete and misleading and therefore must be avoided.*

❖ **All staff must adhere to the following directive:**

- After calling emergency services and following safety procedures for your building, it is imperative that employees IMMEDIATELY relay the information regarding any emergency or disaster to the superintendent's office. The superintendent will handle the release of information. It is critical that a single spokesperson, the Superintendent, represent the system in emergency situations. Therefore, all media should be referred to the Superintendent.
- Do not allow students to interact with media. Unless authorized by the Superintendent the media should not have access to school grounds. When the media has authorized access to the school ground; the media should be supervised.
- An appropriate site at the superintendent's office will be available for media personnel.

ALTERNATE SCHOOL SITES

The decision to move to an alternate site will be made by the superintendent or designee in conjunction with the building principal and emergency personnel (e.g. police, fire). If an alternate site is needed away from the central campus, Washington County Emergency Services (336-0746).

SCHOOL	ALTERNATE SITE
Washington County High School Washington County Elem. School North Washington Elementary	River of Life Community Springfield Baptist Church Willisburg Baptist Church
Board Office	Springfield Public Library/ Washington County Health Dept.
Maintenance/Bus Garage	Holy Rosary Catholic Church

In the rare event an alternate site is needed, a phone call **MUST** be made to alert the people in the alternate facility. If the alternate location is not a school, a "hold harmless agreement" will be signed by the school district with property owners assuring them that students will be supervised by district employees while the students are at their facility. Property owners, schools, and administration building personnel will each have copies of the agreement.

This Page to be Update Yearly

Current Year _____

PUPIL DISMISSAL PROCEDURES

- ❖ Once the dismissal order is received from the proper school authority, the principal will complete the following:
- Relay dismissal instructions to every classroom by the most rapid and efficient means.
- Review student transportation arrangements with staff as provided in individual school plans.
- Request assistance from central office administration and/or Disaster & Emergency Services to assure that students disperse from school building to minimize hazards and reduce congestion.
- Designate school personnel to inspect the entire structure to assure the building is empty. Take any precautions dictated by the fire plan or other specific disaster plans. Utilize other emergency services and personnel as needed.
- Refer all dealings with the news media and the public to the superintendent's office.
- At the discretion of the principal, in certain emergencies, students will be required to be checked out, according to the school's established policy.

TRANSPORTATION OPTIONS

In the event of a disaster or emergency, the superintendent, acting under board authority, may close the schools and arrange transportation for bus students. Schools affected will be advised by the superintendent's office as to which option to exercise depending on the nature of the disaster.

❖ OPTIONS

- Immediate closing of specified schools and transportation of the students either to their homes or to alternate locations.
- Placement of school buses at predetermined schools in readiness to transport should the situation require.
- Holding of students at schools and provision of shelter at the school.
- Acceleration of regular transportation schedule. *(Run the regular routes but ahead of schedule with no deviations).

EMERGENCY TEAM "TOOLBOX"

Each school's Emergency Management Team is to develop a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Emergency Management Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- Copies of the all forms completed in the development of the school or facility Emergency Management Plan (Chain of Command, Students Needing Assistance, etc.)
- Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- Blueprints of school building(s), including utilities
- Videotape of inside and outside of the building and grounds
- Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- Flash lights
- First aid kit and latex gloves
- Faculty/staff roster (including emergency contacts)
- Student roster (including emergency contacts for parents)
- Master schedule
- Two-way radios and/or cellular phones available
- Battery powered radio and spare batteries
- Several legal pads and ball point pens
- Grease boards and markers (or dry erase boards)
- White peel-off stickers and markers (for name tags)
- Local telephone directory
- Lists of the district personnel's phone, fax, and beeper numbers
- Lists of other emergency phone numbers
- Other _____
- Other _____
- Other _____

PERSONNEL GUIDE

PRINCIPAL/ Assistant Principal

- Do not use intercom in the case of a bomb threat.
- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.
- CALL 911.
- Initiate security procedures/crisis team members should assume assigned roles.
- Assure first aid needs are being met.
- Verify crisis information.
- Contact Central Office.
- Designate Media and Parent Areas.
- Contact affected families personally and offer support.
- Keep staff informed through use of assigned runners.
- Refer media questions to superintendent. ALL student information is confidential, including names and cannot be shared with the media.
- Inform staff when situation is "Clear" and immediate crisis is controlled.
- Other duties as may be required/appropriate.

COUNSELOR OR DESIGNEE

- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.
- Obtain records of any injured or other students involved.
- Send copy of emergency card with the emergency unit. KEEP ORIGINAL.
- Make needed records available to principal or designee.
- Verify names of siblings, including cousins, and schools attending.
- Refer media questions to superintendent or designee. *All student information is confidential, including names and cannot be shared with the media.*
- Provide counseling assistance as required and appropriate.

CENTRAL OFFICE STAFF

- Notify Superintendent or designee of any notice of potential or declared emergency.
- Implement Crisis Communication Plan.
- Monitor need for staff and student records.
- Call state/national emergency assistance if needed.
- Maintain log of all crisis related telephone calls and visitors to the Central Office.
- Refer media questions to Superintendent or designee. *ALL STUDENT INFORMATION IS CONFIDENTIAL, INCLUDING NAMES AND CANNOT BE SHARED WITH THE MEDIA.*
- Director of Transportation should determine any transportation needs and take appropriate action.
- Special Education Director should monitor care of special needs students.
- Be available for other duties as required and appropriate.

SUPERINTENDENT/ DESIGNEE

- Notify principal of each school when potential of emergency exists.
- Assume role of spokesperson or designate spokesperson.
- Initiate and monitor District Crisis Communication Plan.
- Inform Board Of Education members of Crisis situation and status.
- Initiate and / or monitor all emergency action required and appropriate.

TEACHERS AND ASSISTANTS

- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.
- Secure safety of students assigned to you.
- Check hallways and direct students to nearest classroom.
- Close door / keep order.
- Take attendance to give to message runner.
- Refer media questions to superintendent or designee. *ALL STUDENT INFORMATION IS CONFIDENTIAL, INCLUDING NAMES, AND CANNOT BE SHARED WITH THE MEDIA.*
- Other duties as required and appropriate.

TEACHERS / ASSISTANTS WITHOUT STUDENTS

- Check restrooms, gym, commons areas, cafeteria, dressing rooms- any areas where students might be in transit or unsupervised.
- Take students to the nearest secure room.
- Record attendance to be given to Crisis Team message runner.

TEACHERS / ASSISTANTS STILL AVAILABLE WILL REPORT TO CONTROL CENTER TO BE ASSIGNED TO:

- Serve as message runners.
- Secure all building entrances and exits.
- Direct media and parents to assigned areas.
- Perform other duties as required and appropriate.

CUSTODIANS / MAINTENANCE

- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.
- Secure buildings and grounds.
- Monitor parking Jot.
- Direct traffic / Allow needed space for emergency vehicles.
- Remove material from any student's locker as requested by principal.
- Refer media questions to superintendent or designee. *ALL STUDENT INFORMATION IS CONFIDENTIAL, INCLUDING NAMES AND CANNOT BE SHARED WITH THE MEDIA.*
- Be available for other duties that may be required and appropriate.

SECRETARY

- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.

- Make calls to appropriate parties as instructed by principal or designee.
- Keep Phone Log (all calls).
- Check Visitor Sign-in and verify who is in the building.
- Compile / verify attendance data received from message runners.
- Issue badges as needed for identification.
- Refer media questions to superintendent. *ALL STUDENT INFORMATION IS CONFIDENTIAL, INCLUDING NAMES, AND CANNOT BE SHARED WITH THE MEDIA.*

CAFETERIA STAFF

- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.
- Report to previously assigned entrance or exit.
- Direct media and parents to assigned area.
- Staff may be assigned where needed by principal or designee.
- Refer media questions to superintendent. *ALL STUDENT INFORMATION IS CONFIDENTIAL, INCLUDING NAMES, AND CANNOT BE SHARED WITH THE MEDIA.*

SCHOOL NURSE OR DESIGNEE

- If evacuation is required, follow evacuation procedures for disaster and emergencies using established evacuation routes.
- Administer first aid as needed.
- Provide assistance to medical units assuring that student information is available.
- Refer media questions to superintendent or designee. *ALL STUDENT INFORMATION IS CONFIDENTIAL, INCLUDING NAMES AND CANNOT BE SHARED WITH THE MEDIA.*

BUS DRIVERS

- Supervise the care of students if disaster occurs while children are on the bus.
- Transfer students to a new location when directed by the dispatcher, school personnel or authorized regulatory agency.

AIRCRAFT EMERGENCY

Aircraft Crashes Into Building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of crash

Principal, Team:

- Call 911
- Notify District Support Team, Central Office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for first aid, treatment and removal of injured occupants from school buildings
- Account for all building occupants and determine extent of injuries
- Wait for instructions; you will be advised when it is safe to re-enter the building

Aircraft crash near school site but no damage to building:

Staff Actions:

- Notify Principal
- Move students away from immediate vicinity of crash

Principal, Team:

- Call 911
- Initiate Shelter in Place plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building
- *(NOTE: In case of jet aircraft, minimum safe distance is 400 yards.)

ALLERGIC REACTION

Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue
- Restlessness, sweating, fright, shock
- Shortness of breath, vomiting, cough, hoarseness

Staff First Actions:

- If imminent risk, call 911
- Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)
- Assist in getting "Epi pen" (Epinephrine) for individuals who carry them (usually in backpack), and prescription medications (kept in office)
- If an insect sting, remove stinger immediately
- Notify principal
- Assess situation help student/employee to be comfortable
- Move only for safety reasons

Principal, Team:

- Call 911, depending on circumstances
- Notify parent or guardian
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated
- Observe for respiratory difficulty
- Record on an attached label: time & site of insect sting or food ingested, name of medicine, dosage & time administered

Preventive/Supportive Actions:

- Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel
- Bus drivers should have emergency sheets for all known acute reactors
- Encourage employees with special health considerations to alert building director and work associates of any difficulties and possible remedial actions

ANGRY PARENT, EMPLOYEE, OR PATRON

In communicating with an angry parent, employee or patron:

- Be courteous and confident
- Remain calm
- Do not touch
- Keep at a reasonable distance
- Listen
- Allow the opportunity for the person to express feelings/concerns
- Meet in a neutral location
- Leave door open or have another staff member join you
- Avoid blame- focus on what can be done
- Ask questions such as:
 - i. "How can I help you get the services you/ your child needs?"
 - ii. " How can we work together?"
 - iii. " What kinds of support can we put in place to help your child succeed?"
- Following the meeting report any concerns you may have to the principal
- Alert the counselor or others who may need to know of your concern

ASSAULT

1. Any verbally out-of-control person should be treated with care, as physical assault may be imminent. Do not enter the person's physical space (within 3 feet), as this may be perceived as threatening. Avoid use of any intimidating gestures, such as pointing, or clenching your fist. Maintain a relaxed body posture, with hands open, palms up and below the waist. Do not initiate physical contact of any kind. Speak quietly, but firmly, and state a very specific directive, e.g. "sit down."
2. In the event of personal physical assault, staff should move away from the attacker, avoiding further contact if possible. Defend self appropriately, raising hands and arms to shield the face and upper body. It may be helpful to use something to block the attacker, e.g. book, cafeteria tray, chair. If the attacker has a gun or knife, comply immediately with any commands given.

Staff members not immediately involved in an assault situation should:

- Clear the area of on-lookers
- Send for additional adult assistance
- Injury-proof the assault area-push chairs back, etc.
- If additional adult assistance has not yet arrived, attempt to separate individuals using a distraction such as a loud noise-slam a book on a desk, shout a directive
- Avoid attempting to physically intervene alone without prior training in non-violent physical crisis intervention.

Person(s) observing the incident:

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- As appropriate, use emergency code to notify all staff to implement agreed upon procedures
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

BOMB THREAT

In the event of a Bomb Threat to the school or facility

- Use the threat call checklist
- Upon receipt of a bomb threat, the person receiving the call should make every attempt to complete the following:

Prolong the conversation as much as possible.

Identify background noises.

Note distinguishing voice characteristics.

Question the caller as to description of bomb, where it is, and when it is due to explode.

Determine the caller's knowledge of the facility.

Don't hang up the phone: use another phone to call the authorities!

- The person receiving the call will immediately alert the principal or designee.
- The principal or designee will notify the police department and the superintendent's office.
- The principal or designee, in consultation with the proper authorities, will decide when to evacuate the school and search the facility or make a preliminary search prior to any other action.
- If what appears to be a bomb is found, **DO NOT TOUCH IT**. The police department will take charge.
- If the caller indicates a time the bomb is due to explode, and the principal or designee determines the threat is valid, the standard fire drill with possible modifications will be announced for evacuation of the facility.
- Evacuate personnel at least 300 feet from the building. During inclement weather and a possible prolonged search, move students to your school's alternate location.
- After all students have been evacuated, custodians should turn off all utilities.
- Teachers will take attendance when the students are assembled away from the school. Give roll count to person in charge.
- Check absentee list for possible clues to who might have phoned in the bomb scare.
- Do not use the intercom system
- Teachers need to check their rooms for unusual packages
- School office will immediately notify the superintendent's office at 336-5470.

NOTE: A bomb can be almost anything ranging from the most overt bundle of dynamite and clock to cleverly concealed, perfectly ordinary objects. A briefcase, toolboxes and pieces of pipe have been used. You will be looking for something that doesn't belong.

BOMB THREAT CALL CHECK LIST

Don't hang up the phone; use another phone to call the police. Record the exact words used by the caller.

Ask the following questions and complete the checklist below:

- What time is the bomb set for? _____
- Where is the bomb? _____
- What does the bomb look like? _____
- Why are you doing this? _____
- Who are you? _____

Voice on the Phone

Gender: <input type="checkbox"/> Male	<input type="checkbox"/> Female	Describe/estimate age. _____
Age: <input type="checkbox"/> Adult	<input type="checkbox"/> Child	Describe. _____
Speech: <input type="checkbox"/> Normal	<input type="checkbox"/> Excited	Describe _____
Speech: <input type="checkbox"/> Slow	<input type="checkbox"/> Fast	

Background noises: music traffic machine voices/talking
 airplanes typing children TV / radio
 other _____

Other Notes: _____

Don't hang up the phone. (Use another phone to contact the police/911). Person receiving call will immediately notify principal or designee and give above information. Principal or designee will alert the superintendent's office at 336-5470

Date of Call: _____

Time of Call: _____

Call received by:

BIOLOGICAL/CHEMICAL THREAT OR CHEMICAL MATERIAL SPILL

Chemical accidents may originate inside or outside building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Accidents originating outside the building:

Staff actions:

- Notify principal, team
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Teachers need to take roll

Principal, Team:

- Initiate Shelter in Place, shut off HVAC units
- Call 911, notify District Support Team, Central Office
- Quarantine exposed persons to prevent unnecessary exposure to others
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

Accidents originating inside the building:

Staff actions:

- Notify principal
- Move students away from immediate vicinity of danger

Principal, Team:

- Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation
- Call 911 if warranted, notify District Support Team, Central Office
- Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be up wind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders

Do not take unsafe actions such as returning to the building before it has been declared safe, or lighting matches, candles, or other fires, which could cause a gas or electrical fire.

BUS ACCIDENT

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

In the event of a Bus Accident:

Staff at the Scene:

- Call 911, if warranted
- Call principal
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a safe distance from the accident
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Principal, Team:

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

EARTHQUAKE

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

If inside:

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects; if in a room with no desks or furniture, get against inside wall or inside doorway and crouch
- After initial shock, initiate Evacuation and standard student accounting

If outside:

- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Follow standard student accounting procedures
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- Call 911, District Support Team, Central Office
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not reenter building until given "all clear" from emergency response

FIRE

In the event a fire is detected within a school building, the following will be accomplished:

- Sound the school fire alarm to automatically implement fire drill procedures
- The school office will immediately notify the following:
 - a. 911/ Fire Department! Law Enforcement Agency
 - b. Superintendent's Office/ 336-5470
- Maintain control of students at a safe distance from the fire and fire equipment.
- Take roll book and take roll when outside building and safe.
- Render first aid as necessary.
- Keep access roads open for emergency vehicles.
- The principal will, after conferring with the superintendent, determine whether students will be dismissed or sent to the alternate site.
- Students and staff should not return to the school until fire department officials declare the area safe.
- Take First Aid Bag and Student Emergency Information Form Box

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any suspect gas leak to the principal.

Staff actions

- Notify principal
- Move students from immediate vicinity of danger

Principal, Team:

- If gas is internal, implement Evacuation procedures
- Call 911, District Support Team, Central Office
- Notify Gas Company
- Determine whether to move to Alternate Building Location
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses
- Do not reenter building until given "all clear" by emergency responders

HOSTAGE SITUATION

Staff Actions:

- Notify school principal
- Keep all students in their classrooms until further notice

Principal, Team:

- Initiate Lockdown
- Call 911, District Support Team, Central Office
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe classroom
- Under no circumstances shall the students be evacuated from the building without approval and/or assistance
- If the hostage taker or armed person can be contained in one section of the building, students should be moved from exposed areas of classrooms to a safer part of the building
- As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside the building to warn approaching visitors of the danger

INTRUDER

An unwanted intruder: is a person who has no legitimate business or reason for being on school premises and who refuses to follow the appropriate procedures for visitors.

A visitor: is any person who is not an employee of your school district or a student of the school in question who does not follow appropriate procedures for being in the building.

- All visitors shall check-in at the office to acknowledge their presence in the school and receive permission to be in any other part of the building. Visitors should be issued a visitor identification tag.
- All doors except the front entrance (or those that would most logically lead visitors to pass by the office) should be locked to entrance from the outside. Signs at all doors should direct visitors to the front entrance and should instruct them to check-in at the office.
- Staff and students should be directed to admit no one through exterior doors that are normally locked from the outside.
- School staff members should be trained to direct all unidentified persons to the school office.

Any staff member who becomes aware of an unwanted intruder should notify the principal or his/her designee immediately.

Principal, Team:

- Call 911, District Support Team, Central Office
- Give description and location of subject
- Determine whether to initiate Lockdown procedures. If the intruder is outside the building, all exterior doors should be locked (not chained) and movement near windows or doors should be limited as much as possible.
- Keep subject in view until police or law enforcement arrives
- Take measures to keep subject away from students and building
- Advise subject that they are trespassing and need to leave the school property

KIDNAPPING

Kidnapping or lost child, actions to take:

Staff actions:

- Notify the principal with description of suspect
- Move other children (if present) away from area of abduction

Principal, Team:

- Call 911
- Notify District Support Team, Central Office
- Contact the parents of the child involved; establish a communication plan with them
- Identify a team to work on the crisis; designate personnel to manage with phone communications, etc., and other administrative staff to assist as appropriate; if the incident occurs during the school day, classroom routine should be maintained
- Provide a school picture and obtain a full description of the child (including clothing) to assist the police
- Conduct immediate search of school building and grounds
- In cases of kidnapping, obtain from witnesses a description of the suspect
- When a child is found, contact the appropriate parties as needed
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions knowledgeably; prepare an appropriate notice for parents
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary
- Check for custody issues

POISONING

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call 911
- Call the Poison Center Hotline (1-800-722-5725)
- Administer first aid directed by poison information center
- Notify principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
- Notify parents
- Seek additional medical attention as indicated

Preventive Measures:

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building

RAPE/SEXUAL ABUSE

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Management Team, the District's Support Team and the school must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at assisting the victim, addressing and minimizing the fear of fellow students, and quelling the spread of rumors. Services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children's advocacy center, or hospital emergency room.

Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- A rape or other sexual abuse occurs on campus
- A member of the alleged victim's family requests intervention
- The alleged victim's friends request intervention
- Rumors and myths are widespread and damaging
- Students witness police action or emergency services response

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

- Direct the person providing the information, and others who hear the report: not to repeat it elsewhere in the school
- Ensure the short-term physical safety of the student
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
- Notify appropriate law enforcement, and/or rape crisis center
- Designate the school counselor or staff member closest to the alleged victim to talk about the types of support he or she needs
- Determine which peers close to the victim may need support
- Take action to quell rumors
- Store all records related to rape or other sexual abuse incident and services provided in a confidential file

SERIOUS ILLNESS/DEATH IN SCHOOL FAMILY

- Verify the death/illness.
- Protect the privacy of the family; school neither gives nor confirms information to the media or others.
- Contact the superintendent's office at 336-5470.
- Convene School Crisis Team.
- Planning period teachers will report to the office. These staff members will need to help cover classes, serve as runners, messengers, etc.
- Adult messenger will be sent to teachers in class. Classroom teachers will have the option of telling students or having messenger relay the information. As appropriate and needed, accurate, up-to-date information will be made available to staff and students.
- Sample statement might be: *"This morning _____ has been killed in an accident. At this point, that is all the information we have available. Any student who needs assistance may go to the guidance office or library."*
- **Media**
 - a. Refer to the media procedure. Instruct teachers, secretaries and others **not** to repeat anything that has been said or give out any information. — —
 - b. All media personnel must report to a designated area in the school.
- Allow students who are impacted by the crisis to meet in the guidance office, or another appropriate place. Students can also report other students who might need assistance.
- It may be necessary to designate multiple areas for the crisis team/community resource persons to meet with impacted students.
- Contact parents of those students who are affected by the crisis.
- Students who are upset should not be allowed to drive home.
- Students should not be allowed to go home unless an adult can be with them.
- Provide assistance to parents of impacted students.
- If deemed necessary by the building principal, a faculty meeting may be called to disseminate additional information.
- Encourage staff members to go to the funeral home. The family needs to know that the school cares and will miss their child.
- Let staff know this is **not** a normal day. Students may be late to class. Teachers need to be understanding and calm. This is a teaching moment for students. Death is a fact of life, and we want to help them learn to grieve. Counseling resources are available to students and staff. Refer to resource section of this procedure.

SERIOUS INJURY/ILLNESS

The following are to be considered first aid priorities.

- Absence of or difficulty in breathing
- Absence of pulse
- Unconsciousness
- Severe bleeding
- Head or neck injury
- Poisoning or ingestion of chemicals
- Broken or dislocated bones
- Diabetic emergencies
- Seizure control
- Allergic reaction

In case of serious injury or illness, the immediate concern is to aid the injured or sick using the following procedures.

- If the injury or illness requires immediate medical attention, call 911.
- *NOTE: DO NOT MOVE A SERIOUSLY INJURED PERSON UNLESS REMAINING IN AREA WILL CAUSE LIFE THREATENING CONSEQUENCES.
- Notify the school principal or person in charge and the school nurse.
- The school principal /designee will notify the parent or legal guardian.
- The school principal or appropriate staff member shall assist the injured or ill until relieved by rescue personnel. If available, obtain the assistance of the school nurse or a certified first aid/CPR person(s) in the building.
- If the illness or injury does not appear to be life threatening, the school principal and parent may decide to select one of the following two alternatives:
- Parent- The parent will respond to the school and transport his/her child in the parent's vehicle. No seriously ill or injured student shall be allowed to go home without being accompanied by a responsible adult.
- Rescue Squad -The Washington County Rescue Services may be summoned by calling 911.
- In cases of serious injury, call the superintendent's office and report the nature of the injury, seriousness, and status of the situation.
- An up-to-date emergency care information card for each student is kept in the office of each school. The school nurse, designated first aid providers, and the principal have accessibility to these files.

Emergency information cards contain the following information.

- Student's name, address, phone, teacher, and social security number.
- Name of legal guardian/father, business address, business phone.
- Name of mother, business address, and business phone.
- Name and phone number of at least two (2) persons who could be contacted in case of an emergency or sudden illness.
- Any allergies or special problems.
- Name and phone number of student's physician.
- Insurance information.
- Signature of legal guardian.

SUSPICIOUS MAIL PACKAGE (2 pages)

What makes a piece of parcel "suspicious?" It includes any mail that is:

- Unexpected or is from an unfamiliar source.
- Addressed to someone no longer with your organization or is outdated in any way.
- Has no return address or an address that cannot be verified.
- Lopsided, oddly shaped, or has an unusual weight, given its size.
- Marked with restrictive endorsements, such as "Personal" or "Confidential."
- Has protruding wires, strange odors or stains.
- Shows a city or state in the postmark that doesn't match the return address.

Mail Clerk:

- Call the immediate supervisor or designee to confirm suspicion.
- Remain behind closed door until Emergency Medical Technician arrives.
- Isolate the parcel and follow cleaning procedures.

Immediate Supervisor:

- 1. Call 911.
- 2. Notify the superintendent or designee.
- 3. Quarantine the office area. Do not allow anyone to leave or enter the area.
- 4. Ensure no one else in the area handled the mail.
- 5. Make a list of people in the immediate area. Have all complete an Emergency Information Form.
- 6. Arrange for a school employee to meet emergency response personnel and provide screening area information.

Cleaning a Suspected Substance Site

- If you have opened the envelope/package, handle the envelope/package using the procedure as follows:
- Use household latex gloves (dishwashing gloves) to handle the envelope/package and place the envelope/package in a ziplock bag.
- If you do not have gloves, take a plastic bag, (preferably a ziplock bag) turn the bag inside-out over your hand and pick the envelope/package up using the bag as a barrier between you and the envelope/package.
- Seal the plastic bag.
- Wipe down any potentially exposed areas with a bleach and water solution. Place one cup of bleach in a gallon of water.
- Place the original plastic bag inside a second bag with the rags used to wipe the area and gloves used to clean the area and seal.
- Wash your hands using soap and water for at least 30 seconds (time this using a clock or by counting) removing any jewelry while washing.
- If you develop symptoms or signs of illness contact your healthcare provider.

Substance Spill Personal Care

- Wipe down any potentially exposed areas with bleach and water solution. Place one cup of bleach in a gallon of water or use a pre-mixed solution. Keep others away.
- WASH hands with soap and water.
- NOTIFY your supervisor.
- IF CLOTHING is heavily contaminated, don't brush vigorously. Change clothes when possible and place soiled garments in plastic bag.
- As soon as possible after having been released from the emergency response procedure, shower at home. DO NOT use bleach or other disinfectant.
- PUT on fresh clothing.
- Watch for fever or other symptoms over the next several days.

Suicide

INTRODUCTION

Hinting, writing, or talking about suicide is a call for help, and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the imperative for initiating life-saving intervention.

The guidelines, which follow, offer three (3) levels of suicide risk with students:

- Suicidal Threat or Ideation
- Suicide Attempt
- Suicide Completed

Do's and Don'ts Regarding Suicidal Ideation

DO LISTEN to what the student is saying and take the suicidal threat seriously.

DO GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.

DO OBSERVE the student's nonverbal behavior. Facial expressions, body language, and other concrete signs often are often more telling than what the student says.

DO ASK whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).

DO ASSURE the person that you care and you will find help that will keep him/her safe.

DO STAY with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.

DON'T leave the student alone for even a minute.

DON'T act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.

DON'T let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).

DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.

Suicide

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

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

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

- Do acknowledge the suicide as a tragic loss of life
- Do allow students to attend funeral services
- Do provide support for students profoundly affected by the death

- Don't organize school assemblies to honor the deceased student
- Don't dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual
- Don't pay tribute to a suicidal act by planting trees, hanging engraved plaques or holding other memorial activities

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

SUICIDAL THREAT OR IDEATION

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat they should:

Staff actions:

- Keep the student under continuous adult supervision
- Notify the principal and the counselor, social worker, or school psychologist, but do not leave the student alone

Principal, Team:

- If, after meeting with the student, the counselor deems the situation to be an emergency and believes the student to be in imminent danger, the counselor or other mental health professional shall:
- Contact the student's parents/guardians and make appropriate recommendations for treatment
- If the student has a therapist, recommend that parents make an immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.)
- Have parents sign a release form to allow communication between the school and the treating agency
- If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Cabinet for Families and Children to intervene on behalf of the student (potentially a medical neglect referral)
- Make a follow-up check with the family, student, or treating agency, as appropriate, to ensure that adequate care has been afforded
- In collaboration with any specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the risk and to request that they assist in monitoring the student's behavior
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

SUICIDE ATTEMPT

In the event of an actual suicide attempt:

Staff Actions:

- Notify principal
- Ensure the short-term physical safety of the student

Principal, Team:

- Call 911, District Support Team, Central Office
- School nurse, counselor or other staff shall administer first aid until emergency responders arrive
- The student will be kept under constant observation at all times
- The school principal, (or other designated professional) will communicate with appropriate school personnel, parents/ guardians, counselors, to establish immediate plan of action
- The school counselor, social worker or school psychologist will refer the parents/guardian to a therapist or other appropriate professional for implementation of long-term plan of action for the student (in follow-up to immediate physical safety needs)
- Follow-up should be made by counselor with parent/guardian to determine that treatment services were obtained, current status of the student, if additional services are needed, etc.
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

SUICIDE COMPLETED (OFF CAMPUS)

School staff should exercise caution when discussing an "apparent suicide" with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students. Parents often want to know what is being done to assist classmates, and they often want to know what impact the suicide will have on friends.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community and to decrease the potential for a contagious effect.

Staff Actions:

- Notify principal
- Avoid spreading rumors
- Watch for warning signs in other students who may be affected by the news

Principal, Team:

- Verify the information with the coroner's office
- Notify District Support Team
- Identify any family member(s) that may be at school and provide crisis counseling
- If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students
- Call a faculty meeting or send an e-mail alert to:
 - Disclose all relevant facts
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
- Outline procedures for the remainder of the school day
- Distribute a written statement announcing the information to be released to students and determine the method of making the statement
- Provide support meetings for school personnel if the need exists; refer employees to an employee assistance program as indicated
- Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district's commitment to responsible follow-up and recovery
- Allow students to leave class during the day to receive support offered from school Personnel, the District Support Team and other designated volunteer resources (such as a Drop in Room)
- Avoid any large group meetings or assembly of students (in order to maintain order and control)
- Consider an after school faculty meeting; the following points may be covered:
 - Debrief the events of the day

Principal, Team (Continued)

- Provide for the emotional support for all staff
- Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
- Announce the plans made by the family for services
- To the extent possible, make efforts to ensure that regular routine is followed
- In general, recognize a tragic loss of life, without emphasizing the means of death. Activities to be avoided include special memorial services within the school building, flying the school flag at half mast, special yearbook notices, large student assemblies; suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

THREAT OF HARM

In the event of an IMMEDIATE danger:

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)
- Take immediate action to move others from harm's way (in immediate vicinity of event)
- Initiate Lockdown procedures

If Warning Signs are observed, but there is not an imminent risk:

- Have individual or team observing Warning Signs complete a Threat Assessment Referral Form (if not completed already)
- Activate appropriate District Crisis Team members
- Interview the individual under concern
- Notify 911, as indicated
- Notify and consult with the Board Attorney, as indicated
- Notify Central Office
- Contact parents or legal guardian and obtain a release of information to exchange information between agencies
- Develop an action plan according to the determined level of risk
- Document referrals, actions taken, follow-up plans, etc.
- Develop a plan to monitor student's response to actions taken, a "return to school plan" and to review new information as it becomes available

RISK (or Threat) ASSESSMENT CONCEPTS

Warning Signs:

- Imminent Warning Sign: A sign which indicates that an individual is very close to behaving in a way that is potentially dangerous to self or others. Imminent Warning Signs call for *immediate* action by school authorities and law enforcement.
 - i. Possession and/or use of firearm or other weapon
 - ii. Suicide threats or statements
 - iii. Detailed threats of lethal violence (time, place, method)
 - iv. Severe rage for seemingly minor reasons
 - v. Severe destruction of property
 - vi. Serious physical fighting with peers, family, others
- Early Warning Signs: Certain behavioral and emotional signs that, when viewed in a context, may signal a troubled individual. Early Warning Signs call for a referral using the school's Threat Assessment Referral Form.

WEAPONS

Staff actions:

- If danger exists, seek immediate shelter and direct that students seek immediate shelter
- Notify principal

Principal, Team:

- Call 911, District Support Team, Central Office
- Give location, identity and description of the individual
- Give description and location of weapons
- If weapon is on an individual, isolate the individual
- If weapon is in a locker or in a backpack, prevent access
- If individual has the weapon out:
 - Remain calm; avoid sudden moves or gestures
 - Do not attempt to take the weapon from the individual
- Using a calm and clear voice instruct the individual that they need to place the weapon down
- Use the individual's name while talking to them
- Try not to raise your voice-but, if this becomes necessary, do so decisively and with clarity
- Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need to know basis
- Determine whether to implement lockdown, evacuation or other procedure

SEVERE STORMS/OTHER WEATHER-RELATED EMERGENCIES

- If a severe storm or other weather-related emergency hits the area, the Superintendent of schools will determine if school will be in session for the day.
- When school is cancelled due to the weather, the Washington County School District will contact WLBN, WAKY, and WHAS radio.
- If a storm develops during the school day, the superintendent will determine the action to be taken and advise principals. The news media will be informed by the superintendent of the procedures being followed.

Watches: Indicate that conditions are right for development of a weather hazard. Watches cover a larger area than Warnings. Watches have lead times of approximately 1-2 hrs (tornado or thunderstorm), 3-12 hrs (flash flood), and 12-36 hrs (river flood or winter storm).

Warnings: Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings have lead times of approximately 30 min. or less (for thunderstorm type events), and 6-18 hours (for river floods and winter storms).

Advisories: Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 in. of snow, dense fog, etc.). Advisory lead times are the same as Warnings.

Upon Issuance of a Watch or Advisory, Principal, Team:

- Activate appropriate members of Emergency Management Team to be alert for possible change in weather status
- Monitor weather reports for change in conditions

Upon Issuance of a Warning, Principal, Team:

- Implement Severe Weather Safe Area procedure
- All students and staff shall proceed to designated safe areas
- Remain quiet to hear further instructions
- Occupants of portable classrooms shall move quickly to the main building to designated shelter areas
- Follow standard student accounting and reporting procedures
- Occupants of shelter areas shall remain in that area until the "all clear" is given
- In the event of building damage, students shall be evacuated to safer areas of the building or from the building
- If Evacuation occurs, do not reenter the building until given "all clear" from emergency responders
- If building is damaged:
- Call 911, Notify District Support Team, Central Office
- Administer first aid

STUDENT RIOT, PUBLIC DEMONSTRATION, GANG VIOLENCE, OR OTHER SIMILAR DISRUPTION

Any staff member who becomes aware of a riot, a gang-related fight, or other similar disturbance will notify the principal or designee immediately.

- When the principal receives notice, the principal or his/her designee shall notify the Superintendent.
- The principal should take a staff member to the scene of the reported incident. If the students involved do not respond to the principal's directions, the principal should activate the Emergency Action Plan.
- The principal and staff should make every effort to keep the disturbance isolated and keep uninvolved students from the scene.
- Every effort should be made to contain the disturbance in as small an area as possible.
 - Teachers are not to permit students to leave the room. However, teachers should Not try to physically restrain students from leaving the room.
- The staff is to avoid physical involvement except for self-protection or protection of students.
- The staff should remain calm, cooperate with the principal, and assist in listing the names of those involved in the disruption.

UTILITY EMERGENCY

In the event of an explosion or the threat of an explosion, such as those caused by leaking gas or faulty boiler within the school building, the following will be accomplished:

- Sound the school fire alarm.
- The school office will immediately notify the following:
 - a) Fire Department / 911
 - b) Superintendent's Office / 336-5470
- Move staff and students to an area of safety as far away from any structure as possible and maintain control of students.
- Take roll.
- Render first aid as necessary.
- Keep access roads open for emergency vehicles.
- The principal will, after conferring with the superintendent, determine whether students will be dismissed or sent to the alternate site.
- Students and staff should not return to the school until fire department officials declare the area safe.

STAFF RESPONSIBILITIES

Staff members have two essential jobs in the aftermath of disasters:

- To make plans for the practical aspects of how the disaster will be handled
- To understand and cope with student reactions.

Plans for coping with disaster shall include the following:

- Help control panic through a calm demeanor. It is okay for students to know you are upset as long as you can maintain your composure and control of the situation.
- Disseminate accurate information at an appropriate developmental level. The same information needs to be given to all groups as quickly as possible to prevent rumors.
- Administrators will make decisions concerning major schedule changes. If students seem very unsettled, returning to the normal routine may not be the best choice. Possible immediate responses to disaster may include discussing what has happened, clarifying information and facts, and listening carefully to student concerns.
- In cases where evacuation may be required, teachers must take roll books with them.

NOTE: IT IS THE RESPONSIBILITY OF EACH STAFF MEMBER IN THE WASHINGTON COUNTY SCHOOLS TO BE FAMILIAR WITH, KNOWLEDGEABLE ABOUT, AND READY TO IMPLEMENT THE EMERGENCY PROCEDURES!

STAFF FOLLOW-UP...

Principal

- If needed, instruct custodian to clear locker of student(s) belongings. Keep Superintendent updated.
- Keep staff updated on circumstances and events as new information becomes available.
- Identify staff members who are in need of mental health support services. Utilize any employee assistance programs.
- Emphasize the need for all staff to use prepared statements to control rumors.
- Be highly visible to show presence, support and control of situation.
- Work with district communications person to prepare a letter to go home with all students at the end of the day. A similar letter should be sent to parents of other impacted schools.
- Make announcements about activities and meetings including after school practices and events.
- Make arrangements for excused absences for students wishing to attend funeral.
- Make arrangements for rescheduling standardized testing programs or other canceled activities.
- If tragedy does not occur at school, hold staff meeting before school.
- Provide substitutes for any teachers who feel that they cannot go directly to class.
- De-brief staff at the end of the day.

Counselor

- Work with Central Office in obtaining outside counseling services as needed and appropriate.
- Monitor students' involvement in funeral arrangements.
- Provide large and small groups and individual areas to talk with counselors.
- Cancel appointments and meetings not of an emergency nature.
- Provide hot line or 24-hour help phone numbers.
- Maintain a list of students counseled.
- Check the emotional needs of support staff.
- Provide recommendations for dealing with a loss in the classroom.
- Identify any students who may be at risk at the end of the day and assign counselors/teachers to phone parents.
- Make follow-up calls to parents or students in distress.
- Provide resources for teachers

CARING FOR THE CARE PROVIDER

General Reactions to Emergencies or Critical Incidents in Adults:

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Physical and mental reactions may be very slow or confused
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional lability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Some Things That Can Be Helpful:

- Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful
- Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with your workload - have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help

Teacher

- Identify students who were close friends, club and activity group memberships, teammates, and church friends.
- Identify students in distress and talk with them or have them escorted by another student to a group or individual counseling activity.
- Shorten and structure assignments. Postpone and reschedule tests if necessary.
- Provide an opportunity for students to discuss the loss.
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom.
- Discuss funeral arrangements to prepare students who will be attending.

Custodian

- Direct all unidentified persons to office, media area, or parent area.
- Admit NO ONE through exterior doors that are locked from outside.
- Maintain a clean campus.
- Monitor parking lot.
- Do not allow graffiti.

Cafeteria

- Provide food for Crisis Response Team and staff members who will be working all day or evening without a break.
- Check with Principal or designee about changes in meal schedules.

UNDERSTANDING EMOTIONAL TRAUMA

- Trauma knows no bounds. Schools and their larger community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters and violence. The aftermath of tragedies on individual Children and adults is not simple to predict. According to the National Institute of Mental Health, research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event. The range of human responses can include physical, cognitive and emotional symptoms including nausea, sleep disturbance, slowed thinking, bad memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.
- For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Schools can help children by:

- Restoring a learning environment
- Modeling how to recover from the event
- Maintaining basic educational goals

Administrative staff, counselors and teachers can help their school community by:

- Reducing conflict among groups
- Creating working partnerships among groups inside and outside of the school
- Following familiar school routines
- Acknowledging the trauma through shared activities and observances
- Representing safety and security
- Supporting children and their families
- Creating opportunities to support caregivers
- Having trained crisis intervention personnel be highly visible in the schools following a crisis
- Remembering that children and their communities are resilient when supported adequately

WAYS TEACHERS CAN ASSIST STUDENTS

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

SYMPTOMS OF DISTRESS IN CHILDREN

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

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

Symptoms

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

DISASTERS AND THEIR EFFECTS

What is a disaster?

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

Potential experiences or feelings:

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

CLASSMATE TRAGEDY (2 page section)

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

Example: Death of a friend or family member

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

When A Grieving Classmate Returns:

First Words

- The classmate probably feels like he/she is from a different planet when returning to school
- 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 make statements like, "It must be incredibly tough to have your ____ die."
- Other options include: write a brief note or card, call, etc.
- If your classmate cries, that is okay; you did not cause the grief; offer comfort and a tissue

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes
- 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
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work

Some Don'ts:

- Don't shun the student, speak to them
- 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 often like to talk 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

RESOURCES AVAILABLE

COUNSELING RESOURCES FOR CRISIS INTERVENTION

SCHOOL PSYCHOLOGIST 336-5470

FRYSC

North Washington Elementary 375-4038

Washington County Elementary 336-5490

Washington County High School 336-5475

