

Leland School District

2020 - 2021

Crisis Management



Rev. Jessie King
Superintendent

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Preface

The Crisis Management Emergency Handbook was prepared by the Leland School District Safety Committee from the Central Office Level to the Local School Level Committees. It is intended to be used by the principals for a quick reference to procedures that enhance responses to any one of a wide range of possible situations affecting the safety of our student and the operation of our schools.

The undertaking of this handbook has taken many working hours on the part of the committee, to develop a step-by-step suggestion for the management of specific crisis situations. Having read about the many problems facing our nation's schools, these committees understand the importance of prompt crisis management in our district. We are grateful to each committee and school for their dedicated time and efforts put into putting this document together.

It is our hope that these plans will be well studied by all professionals in our district so that we will at least have a point of reference just in case we need it. It is with these things in mind that have been a driving force for us to work in getting this document in the hands of all who must work with our most important products, our children.

The content of this manual are not intended to create any contractual or other legal rights and are designed solely to be used as a guide for employees of the Leland Public School District.

(LPSD)

Leland School District

Board of Education

2020 - 2021

Mr. Brandon K. Taylor, President

Mrs. Evelyn Murray, Vice-President

Ms. Joe Ann Williams, Secretary

Mr. Charles Patterson, Member

Rev. Jessie King, Superintendent

408 East 4th Street
Leland, MS 38756
(662) 686.5000

The Leland School District does not discriminate on the basis of sex, handicap, race, religion, color, age, and/or national origin in the educational program or activities which it operates, and its required by Title IX, Section 504, and Title VI, not to discriminate in such a manner. The District Policy does not discriminate on the basis of sex and educational programs and activities extend to employment and in admission to such programs and activities extend to employment and in admission to such programs and activities. For information about rights or grievances procedures, contact the Title IX Administrator, or the Section 504 Coordinator, Mr. Charles Johnson, at 200 Milam Street.

Leland School District Information

2020 - 2021

Leland Central Office School Administration Building

408 East 4th Street
Leland, MS 38756
Phone: (662) 686-5000

Rev. Jessie King, Superintendent

Edna M. Scott Elementary School

404 East 3rd Street
Leland, MS 38756
Phone: (662) 686-5013

Ms. Barbara Lucas, Principal

Leland School Park

200 George Holloway
Leland, MS 38756
Phone: (662) 686-5017

Ms. Susie Williams, Principal

Leland High School

404 East 3rd Street
Leland, MS 38756
Phone: (662) 686-5020

Mr. Johnnie L. Vick, Principal

Leland Career & Technical Center

Southeast Deer Creek Drive
Leland, MS 38756
Phone: (662) 686-5025

Mr. Kermit McAdory, Director

Leland Special Services

404 East 3rd Street
Leland, MS 38756
Phone: (662) 686-5013

Mrs. Tiffany Murrell, Special Service Director

District Crisis Management Team

The District team shall meet twice each school year with the school crisis management team. During the meeting the school team shall review all meetings, accidents, and procedures to eliminate the problems causing accidents with the district team, and shall provide copies of all minutes, facility check sheets, and fire/tornado drills. The district team will convene for a final meeting with each building level principal, to get a final report and suggestions for improvements to the crisis management handbook. These revisions and suggestions shall be presented to the district Superintendent prior to the last working day for teachers.

Committee Members

Rev. Jessie King	Superintendent	(662) 820-1325
Ms. Barbara Lucas	Administrator	(662)
Ms. Susie Williams	Administrator	(662) 820-1325
Mr. Johnnie L. Vick	Administrator	(662) 719-8971
Mr. Kermit McAdory	Leland Career & Tech. Director	(662) 822-2586
Mrs. Patansy Miller-Hampton	Athletic Director Coordinator	(662) 822-1920
Ms. Clara Adams	Food Services Director	(662) 347-6429
Chief Roderick Barber	SRO - Leland School District	(662) 822-2584
SRO Gloria Rogers	School Resource Officer	(662) 822-2582

Emergency Telephone Numbers

City emergency services: fire, police paramedics	911
Mississippi Valley Gas	(662) 335.2656
Leland Light and Water Department	(662) 686.4136 or 911
Bureau of Alcohol, Tobacco, and Firearms	1.800.ATF.GUN or 1.800.283.4867
CSX Transportation Police (Railroad Emergencies)	1.800.232.0144
Drug Help Line	1.800.drug help or 1.800.378.4435
Federal Bureau of Investigation (FBI)	(662) 332.6331 or 1.601.948.5000
Mental Health Center	(662) 335.5274
Toxic Chemical and Oil Spills	1.800.424.8802
Catherine Booth Domestic Violence Enter	1.800.898.0834
Need Counselor (Wanda Head)	(662) 686.5020
Need Psychological Services (Mr. Clarence Johnson)	(662) 686.5007
Need Buses for Quick Evacuation (Mr. Eugene Sanders)	(662) 686.5004 or (662) 820.6532
Security Service Call	(662) 379.2415
Delta Regional Medical Center	(662) 378.3783
Ambulance Service	911 or (662) 334.2501
Center for Disease Control (CDC)	(662) 332.8177
Child Abuse	(662) 334.2607
Department of Human Services	(662) 334.2607
Washington County Health Department	(662) 334.2607
School Nurse	

Ambulance....Fire.... Police.....CALL.....911
Stay on the line until released by the operator

Mississippi Department of Education Crisis Response Team

Robert O. Laird
Office..... (601) 359.3650
Cell..... (601) 942.2445

Donald W. Criswell
Office..... (601) 359.1335
Cell.....(601) 506.1786

J. Cooper Dixon
Office.....(601) 359.1727
Cell.....(601) 624.6325

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Fire Coordinator.....(662) 686.7211
Police Department.....(622) 685.7233
Sheriff's Department.....(662) 334.4523

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Health

Leland Primary Care.....(662) 686.4121
Delta Regional Medical Center.....(662) 378.3783
Department of Human Services.....(662) 334.2585
Washington County Health Department.....(662) 686.7711
American Red Cross.....(662) 378.3245
Poison Control Center.....(800) 256.9822

Law Enforcement

F.B.I.....(601) 948.5000
Mississippi Highway Patrol.....(601) 987.1212

Utilities

Atmos Energy.....(866) 322.8667
City of Leland.....(622) 686.4570

Media

Delta Democrat Times Papers.....(662) 335.1155
Leland Progress Papers.....(662) 771.4012
WXVT – TV.....(662) 334.1500
WABG – TV.....(662) 332.0949



Edna M. Scott Elementary School Safety Plan

School Occupational Safety and Crisis Response Plan Committee

Ms. Barbara Luca	School Principal	(662)
Mrs. Paula Lewis	School Secretary	(662) 719-6247
Mrs. Jessica King-Thomas	Faculty Representative	(662) 820-3807
Mrs. Flora Thomas	Faculty Representative	(662) 695-3051



Leland School Park Safety Plan

School Occupational Safety and Crisis Response Plan Committee

**Ms. Susie Williams
Officer Gloria Rogers
Ms. Von Ford
Mr. Terry Bernard
Ms. Everlyn Smith
Mr. JaDennis Mobley**

**School Principal
SRO
School Secretary
Faculty Representative
District Parent Center Aide
Custodian**



Leland High School Safety Plan

School Occupational Safety and Crisis Response Plan Committee

**Mr. Johnnie L. Vick
Mr. Eugene Sanders
Office Roderick Barber
Ms. Charlotte Jackson
Ms. Wanda Head
Ms. Patansy Miller-Hampton**

**Mrs. Mary Sanders
Mr. Wendell Thomas
Mr. Ricky Belgon**

**School Principal
Coach
District SRO
School Secretary
School Counselor
Faculty Representative/Athletic
Coordinator
Teacher
Maintenance Director
Custodian**

Responsibilities of School Personnel under the School Safety Plan

Superintendent (MS Code 37-9-14)

The Superintendent will:

- Appoint a district-wide safety and emergency preparedness committee.
- Appoint a district-wide safety director who will have the responsibility and authority to develop, oversee and implement a district-wide safety program.
- Demonstrate a commitment to safety by endorsing the district safety and emergency management plan and enlisting school board approval.
- Provide resources for purchasing personal protective equipment and training employees to use safe behaviors.
- Review accident reports.
- Review inspection reports.
- Delegate the responsibility and authority for the program to each school principal and the appointed safety director.

District Safety Director

The safety director advises the superintendent, staff, principals and supervisors who are responsible for the district's safety plan. The safety director monitors the implementation of the safety plan and tracks measurable improvements.

General responsibilities of the district safety director are as follows:

- Establish a structure and process for administering a district-wide safety plan.
- Advise the superintendent, safety committees and school principals.
- Assist principals in establishing a school safety committee.
- Review incident investigation reports for content. Assist the investigation process, if necessary, in complicated cases.
- Assist in developing an appropriate corrective action plan indicated by the incident investigation.
- Attend incident investigations as required.
- Monitor incident reports and records. Provide timely reports to the superintendent and the district safety committee.
- Establish routine, periodic inspections to monitor the districts and each school's safety program effectiveness. Ensure that school employees receive the necessary training to conduct their job safely.
- Conduct site safety assessment.

Occupational Safety and Crisis Response Plan Committee

The occupational safety and crisis response committee includes representatives from health care providers (both mental and physical), law enforcement, emergency management, welfare agencies, non-profit service agencies such as the American Red Cross and the Salvation Army, parents, students, teachers and other school personnel.

The general functions of the district committee are to:

- Formulate safety policies and recommend approval by school board.
- Review unsafe conditions and practices are reported by school or department safety teams.
- Make site visits to schools.
- Review corrective action plans and make recommendations as appropriate. Review school/department safety plan.
- Conduct district-wide safety inspections on scheduled basis.
- Plan and conduct regular drills of various emergency scenarios involving as many agencies as possible.

Site Administrator (Principals, Director and/or Site Supervisor)

While the district is accountable for the success of the safety plan, it is the responsibility of the site administrator to implement the program at his or her location. The site administrator is the most knowledgeable about the employee's attitudes, work habits, and equipment use. The site administrator as the safety director at the school level will serve the school in an advisory capacity and monitor the application of the safety plan.

The Site Administrator will:

- Act as the facilitator for the school safety committee.
- Tract incidents
- Make recommendations to the district safety committee
- Hold safety meetings
- Develop safety objectives.
- Schedule training.
- Schedule safety/housekeeping inspections.
- Ensure that all full-time and part-time employees, including substitute teachers, receive a safety orientation prior to assuming the duties of the job.
- Complete accident reports, workers compensation reports, and accident investigation reports.
- Conduct site safety assessment.
- Ensure full participation of the school in drills and training.
- Maintain effective liaison with local emergency services and law enforcement.

School Safety Committee

The school safety committee, facilitated by the site administrator, assists in developing the school safety program and monitors the process. Representatives on the school safety committee include personnel from instruction, food service, custodial and support services.

General functions of the school safety committee include:

Establish a safety plan at the school location to include the following:

- Develop a school safety policy.
- Develop and implement a training program including drills.
- Inspect school equipment, school grounds and school buildings to determine safety needs.
- Identify hazards and take corrective action.
- Review incidents and ensure that the first report of injury, the accident investigation report, the physician of choice form and the medical authorization form have been properly completed and filed with the personnel department.
- Contact and provide encouragement to injured employees.
- Develop a process for tracking safety work orders.
- Ensure that policies and procedures are in place for efficient handling of incidents.
- Provide safety information to each employee. Conduct a safety orientation program for new employees.
- Train first aid providers and provide medical supplies for minor injuries not requiring the services of a doctor.
- Implement recommendations from the district safety committee. Listen to employees and follow up on suggestions.
- Review and update fire prevention and emergency procedures.

Employees

Each employee is expected, as a condition of employment, to work in a safe manner. He/she is also expected to exercise maximum responsibility for the prevention of accidents and the safe use of machinery and equipment entrusted to his or her care.

Employee responsibilities include the following:

- Attend training sessions. Learn safe work procedures.
- Maintain good housekeeping in work area.
- Wear proper dress and use appropriate Personal Protective Equipment as required by the job.
- Keep machine guards in place.
- Report unsafe conditions or unsafe acts to the supervisor.
- Report all accidents and injuries to immediate supervisor at once.
- Know fire prevention and emergency procedures designed your area.
- Obey established rules of conduct and adhere to the safety plan.
- Be concerned about the safety of others. Refrain from horseplay or pranks while on the job.
- Identify and properly control hazardous materials within area or responsibility.

Visitors in the Schools

The principal, or the head of a facility, has the overall responsibility and authority to regulate the admission of visitors and oversee their conduct while in the school or on school property. The principal also has authority to grant or deny a visitor's request to enter the school. Such decisions

should be reasonable and consistent with both the needs of the school, its safety, and right of the public to visit the school. If there is any doubt as to the legitimacy of the purpose of the visit, the principal shall clear said person's visit with the Superintendent of Education.

No Salesman or solicitors shall be admitted to schools except when they have written approval for the visit from the Superintendent of Education.

Visitors who violate established procedures regarding visits to schools, whose conduct or behavior in the school jeopardizes the safety of students or staff, or who endanger school property or interfere with the programs and activities of the school, are subject to immediate removal from the school property by order of the principal. Such visitors are also subject to arrest and prospection where the law has been violated. (MS Code 37-11-21, 37-11-23)

General Procedure:

- Greet visitors.
- Offer help.
- Ask visitor to report to main office.
- Visitors sign in at main office.
- Principal will provide a visitor's badge for all visitors.
- Principal will insure that visitor's log book will be in the main office for the recording of visitors.
- A visitor entering a building shall be requested to provide one item of valid identification and surrender identification or keys prior to visiting campus.
- The school secretary or appropriate person on duty will record the date, time, name and destination of the visitor in the log. The visitor will then be asked to sign his or her name next to the entry made by the school secretary.
- When possible, conferences with teachers should be pre-scheduled so as not to interfere with instructional time. These meetings should be conducted in an area conducive to productive conferences. The teacher in consultation with principal will designate the place for meeting. Teachers will send a list to the main office indicating expected visitors and desired place for meeting. These prescheduled meetings will take place as arranged. If the teacher expects the visitor to meet in the classroom, the office will issue the visitor a visitor's badge. All visitors will be accompanied to and from classroom whenever possible.
- Each visitor is to be informed that he/she must surrender the visitor's badge when leaving the building.
- The school secretary or the security officer shall record the time of departure in the visitor's log.
- If a visitor does not have an appointment, but the teacher is available for conference, the principal or his or her designee will inform the teacher of the visitor's wish for a meeting. The initial contact will take place in the main office.
- If the teacher is not available to meet the visitor, the principal or his designee will designate appropriate alternative personnel to meet with the visitor. If a follow-up visit with the teacher is needed, it will be prescheduled.
- The security officer or appropriate person should make a periodic check of the log book to make sure that no one is staying in the building for an unauthorized period of time. In such cases, someone should verify that the visitor(s) is still in the building. If this is established or conversely, verification cannot be made, the principal or his/her security designee shall be notified for possible implementation of an intruder alert or search.

- Signs should be posted in the lobby of the main entrance and on all outside doors informing visitors that they must stop at the office to register.
- Signs should also be posted informing them that the persons failing to register may be considered trespassers and subject to prosecution.
- To encourage stronger ties between home and school and to utilize parent teacher conferences to enhance the benefits to students, principals are encouraged to have teachers send home copies of when they are available for conferences.

Safety Procedures

Inspection

- The district safety director will conduct periodic inspections of school facilities using the School Safety Assessment Instrument (Appendix I-A) as an interim guide to detect and correct unsafe conditions and practices before injuries occur.
- Each school or facility will develop a safety checklist for each work area.
- After each inspection, a copy of the safety checklist will be reviewed with the building principal, and corrective action, if necessary, will be taken to correct any hazards as identified.
- The district safety director will review the result of safety and housekeeping inspections with school principals to determine corrective follow-up action.
- Results of safety and housekeeping inspections, reports of unsafe act and safety policies and procedures will be communicated to employees as needed.

Techniques

- Regular safety and housekeeping inspections will serve to encourage employees to inspect their own work areas.
- The district safety director will determine the frequency for holding inspections, but will schedule at least two annually.
- The school safety committee will determine means of securing employee and student interest and encouraging cooperation in the Harrison County School District safety program.

Inspection Procedures

Inspection procedures will vary in accordance with the type of inspection required. The responsibility of the district is to ensure that all inspectors are familiar with federal standards, state laws and local ordinances affecting the safety and health of workers.

A safety checklist will be developed around the avoidance of the following eleven basic work hazards:

- Pinch points, shear points
- Flying objects
- Falling objects
- Electricity
- Gas/Vapors
- Chemical/flammable
- Heavy objects
- Hot/cold objects and radiation
- Sharp and pointed object
- Slippery surfaces
- Trip/fall hazards

4013 Restraint and Seclusion

Introduction

The Mississippi Department of Education and the State Board of Education supports a positive approach to behavior that uses proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, and improves student achievement for all students. When teachers and administrators implement evidence-based positive behavior supports with fidelity, a safe and orderly school environment is created that is conducive to learning and students are able to achieve without the constant interruptions that occur when teachers are required to address discipline on the classroom.

However, at times, some students exhibit behaviors which place themselves and others in imminent danger. Schools must implement proactive strategies and interventions to reduce the likelihood of these situations, and they must have clearly identified responses to address such situations when they occur. Additionally, schools should have policies in place that address the responses needed to ensure the safety of all students and staff.

Restraint and Seclusion Policy

A **Restraint and Seclusion Policy** is defined through written policies and procedures that define appropriate means of restraint and seclusion to provide for a safe and orderly education. These policies and procedures should apply to all students in the local school district and must not focus on one or more subgroups of students.

In accordance with MS. Code Ann. §§37-9-69 and 37-11-57, it is recognized that staff may intercede in situations wherein students are displaying physically violent behavior or is deemed to be a danger to themselves or others. State Board policy positively prohibits the use of excessive force, or cruel and unusual punishment regarding student management. Under no circumstances shall restraint or seclusion be utilized as a punitive measure.

This policy in no way shall inhibit the right of staff to reasonable self-defense in accordance with the provisions of the 5th and 14th amendments to the Constitution of the United States nor negate the obligation of the district to provide a safe work environment.

Definitions:

1. Physical Restraint is defined as “the use of physical force, without the use of any device or material that restricts the free movement of all or a portion of a student’s body.” Physical restraint does not include briefly holding a student’s hand or arm to calm them or escort them to another area. A physical restraint shall be removed as soon as the student is calm.
2. Physical escort is the temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose in inducing a student who is acting out and able to respond to such physical prompt, to move to a safe location.
3. Mechanical restraint is defined as “any device that attaches to a student’s body that restricts movement and cannot be removed by the student.” Examples include: straps,

tie downs, boards, and harnesses. Handcuffs are also considered mechanical restraints, but may be used by certified school resource officers, as defined in MS Code Ann. §§37-7-321 and 37-7-323. Except for certified school resource officers, the use of mechanical restraints is prohibited in Mississippi Public Schools.

Devices not considered mechanical restraints include: adaptive equipment, protective devices, or assistive technology devices documented in a student's individualized education plan (IEP), Section 504 plan, behavior intervention plan, or otherwise prescribed for the student by a medical or related service provider, seatbelts, and other safety equipment when used to secure students during transportation.

4. Chemical restraint is defined as “the administration of medication for the purpose of restraint.” Chemical restraint does not apply to medication prescribed by and administered in accordance with the directions of a licensed physician. The use of chemical restraint is prohibited in Mississippi Public Schools.
5. Seclusion is defined as “the confinement of a student in an enclosure from which the student's egress is restricted.” Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques is physically present in the same unlocked room as the student, in-school tutorial, detention, or alternative school.
6. Individualized Education Plan (IEP) means a written statement for a child with a disability that is developed, reviewed, and revised accordance with State Board Policy 7219§§300.320-300-324.
7. Section 504 Plan is defined as an individualized plan of accommodations and modifications to provide a free appropriate public education to a student who has a disability that substantially limits a major life activity. A 504 plan spells out the modifications and accommodations that will be needed for a student to have the opportunity to perform at the same level as their peers.
8. Behavior Intervention Plan (BIP) is plan of action for managing a student's behavior. The BIP includes a set of strategies and supports intended to increase the occurrence of behaviors that school personnel encourage and to decrease behaviors that school personnel want to lessen or eliminate.

General Procedures:

1. Physical restraint is considered to be an emergency response after all other verbal de-escalation measure have failed in effectiveness based on the following criteria:
 - a. **The student or other person is engaged in actions that would constitute a danger to themselves or others;**
 - b. **The student or other person is engaged in actions that would constitute potential or actual destruction of property;**
 - c. **To remove a non-compliant student or person from the scene of an incident;**
 - d. **The restraint should be removed as soon as the student is no longer a danger to themselves or others.**
2. When using physical restraint for students who are a danger to themselves or others, staff should take precautions necessary ensure the safety of the student and the staff

members engaged in restraining the student. Physical restraints that restrict the flow of air are prohibited in all situations. When deemed it is necessary to restrain a student who is a danger to themselves or others, the following procedures should be used:

- a. **Restraint should be conducted by staff who are trained in the restraint procedures adopted by the school district;**
 - b. **Staff should carefully observe the student throughout the restraint to observe the student's physical and emotional status;**
 - c. **Restraint shall be immediately terminated if the student appears to be, or claims to be, in severe stress;**
 - d. **The restraint should be removed as soon as the student is no longer a danger to himself/herself or other;**
 - e. **As soon as possible after the restraint is removed, the staff should discuss the incident leading up to the restraint and discuss alternative behaviors that could have been utilized;**
 - f. **When the student is able, he/she should be returned to the instructional activity, or to a less restrictive environment;**
 - g. **Parents must be notified within one school day of the incident.**
3. School districts that permit restraint and seclusion must ensure that staff members are trained in the use of restraint. This training should be provided as a part of a program which addresses a full continuum of positive behavioral intervention strategies, crisis intervention, and de-escalation techniques.

Absent a clear and present danger to health or safety, physical restraint may only be practiced by staff trained in the physical restraint approach adopted by the local school district. The Mississippi Department of Education does not endorse a particular training program. The local school district shall select programs that are founded on evidence based techniques that focus on:

- a. **Certification for school personnel and recertification as required by the training program;**
 - b. **Preventing the need for restraint;**
 - c. **Training in first aid;**
 - d. **Identification of antecedent behaviors;**
 - e. **Use of positive behavior supports, de-escalation, and conflict management;**
 - f. **Keeping staff and students safe during required restraints.**

Local school district administrators should monitor the use of physical restraint to ensure fidelity of implementation. Additional and follow-up training should be provided on an ongoing basis and any situations in which procedures are not followed should be immediately addressed.

4. Behavioral intervention must be consistent with the child's right to be treated as an individual. Schools should implement an evidence-based system of positive behavioral intervention and support. Elements of the system of support should include universal screening to identify potential students, teaching school-wide expected behaviors and social skills, and a system to monitor the effectiveness of the interventions and supports.
 5. Behavioral strategies, in conjunction with the school-wide system of behavioral interventions should be used to help identify the causes of dangerous behavior and could reduce the need for restraint or seclusion. Information on a student through interviews,

observation, and records help identify the causes of the dangerous behavior and should guide the development of a behavioral plan for the student. A complete plan should include:

- a. Addressing the characteristics of the setting and the event;**
 - b. If possible, removing the antecedents that triggered the event;**
 - c. Adding antecedents that promote appropriate behavior;**
 - d. Teaching appropriate behaviors to replace the dangerous behaviors.**
6. The use of seclusion occurs in a specially designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion shall cease once the student regains control of his or her behaviors.

Only school personnel trained on the use of restraint and seclusion should be used to observe and monitor these students. Staff engaged in monitoring students should have knowledge of effective restraint and seclusion procedures, emergency procedures, and knowledge as to how to effectively debrief students after the use of restraint or seclusion.

7. The room used for seclusion must not contain any objects or fixtures with which a student could be harmed. Additionally, the room must provide adequate lighting and ventilation.
8. The room used for seclusion may not be locked and staff must be present to monitor the student's safety and to know when the student has regained control of their behavior.
9. School personnel may use seclusion to address a student's behavior:
 - a. If the student's behavior unreasonably interferes with the student's learning or the learning others;**
 - b. If the student's behavior constitutes an emergency and seclusion is necessary to protect a student or other person from imminent, serious physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate;**
 - c. After less restrictive or alternative approaches have failed or have been determined to be inappropriate.**
10. Each time a student is placed in restraint or seclusion, the incident must be documented in the student's educational record. The documentation must be available to the parent or guardian, and the parent or guardian must be notified verbally or in writing by the next school day, unless the student's behavior plan, IEP, or Section 504 Plan requires some other arrangement. This documentation should be provided using an incident report that is completed for each student in each instance in which the student is restrained or placed in seclusion. This report must include the following:
 - a. Date;**
 - b. Student's name, age and grade level;**
 - c. Ethnicity, sex, and non-disable/disabled status;**
 - d. Location restraint;**
 - e. Precipitating behavior/antecedent;**
 - f. De-escalation efforts tried;**
 - g. Type of restraint used;**

- h. **The student's behavior and physical status during the restraint/seclusion;**
- i. **Total time spent in restraint or seclusion. The student shall not be kept in seclusion for more than 20 minutes. If additional time is needed, school personnel must reassess the student and document why the extra time is needed, or after this time, if the physical behavior is still manifested, the student should be assessed for transport to a medical facility for evaluation by a physician and the parent notified;**
- j. **Injuries to student or staff;**
- k. **Staff participating in the restraint/;seclusion;**
- l. **Staff signatures;**
- m. **Name of school employee that the parent can contact; and**
- n. **Date and time parent was contacted.**

After an incident of restraint or seclusion, all school personnel involved in the incident and appropriate administrative staff shall participate in a debriefing session for the purpose of planning to prevent or least reduce the reoccurrence of the event. The debriefing session shall occur no later than five school days following the imposition of physical restraint or seclusion.

- 11. If restraint or seclusion is used for a student who is not identified as a student with a disability, the student shall immediately be referred to the school's intervention team. The team shall determine if the student shows a pattern of behavior that would indicate the need for an intervention plan.
- 12. If restraint or seclusion is used for a student with a disability, and the student's IEP, Section 504 Plan, or behavior intervention plan does not include the use of restraint or seclusion, the IEP or 504 team shall meet, within 10 school days of the incident to consider:
 - a. **The need for a functional behavioral assessment;**
 - b. **Developing appropriate behavioral interventions;**
 - c. **Implementing a behavioral intervention plan.**

Administrative Procedures

- 1. Local school districts that utilize physical restraint and seclusion for all students must develop written policies and procedures that govern its use. The written policies and procedures must be designed to ensure the safety of all students, school personnel, and visitors and include the following provisions:
 - a. **Staff and faculty training on the use of physical restraint;**
 - b. **Parental notification when physical restraint is used to restrain their student not to exceed one school day from the use of the restraint;**
 - c. **Documentation of the use of physical restraint or seclusion by staff or faculty participating in or supervision the restraint or seclusion event;**
 - d. **Procedures for the periodic review of the use of restraint and seclusion policies;**
 - e. **Procedures by which a parent may submit a complaint regarding the physical restraint or seclusion of their child;**
 - f. **Procedures for reporting the use of restraint or seclusion to the local board of education.**

2. The policies and procedures should be reviewed with all staff on an annual basis.
3. Teachers and other district personnel should be trained on how to collect and analyze student data to determine the effectiveness of these procedures in increasing appropriate behavior.
4. All parents should receive, at least annually, written information about the policies and procedures for restraint and seclusion issued by the local education agencies code of conduct, student handbook, or other appropriated school publication.
5. A review of the use of a restraint and seclusion process must be conducted to determine if a revision of behavioral strategies in place to address dangerous behavior or if positive behavioral strategies are not in place when:
 - a. **There is repeated use for an individual student;**
 - b. **Multiple uses within the same classroom;**
 - c. **Used multiple times by the same individual**
6. School districts should not only establish and disseminate policies and procedures on the use of seclusion and restrain, but also should periodically review and update them as appropriate. The school district or school should maintain records of its review of seclusion and restraint data and any resulting decisions or actions regarding the use of seclusion and restraint.
7. In any situation in which a student is a danger to themselves or others, and it becomes necessary to contact law enforcement or emergency medical personnel, nothing this policy guidance should be construed to interfere with the duties of law enforcement or emergency medical personnel.

Source: Miss Code Ann. §§37-9-69; 37-11-57; 37-7-321; 37-7-323 (Adopt 6/2015)

Office of Safe and Orderly Schools

State Board Policy 4013

Restraint/Seclusion Reflection

Types of Restraints:

1. **Physical Restraints** – the use of physical force without the use of any device or material that restricts the free movement of all or a portion of a student’s body. A physical restraint shall be removed as soon as the student is calm.
2. **Mechanical Restraints** – any device that attaches to a student’s body that restrains movement and cannot be removed by the student. Handcuffs are also considered mechanical restraints but maybe used by certified school resource officers.
3. **Chemical Restraints** – the administration of medication for the purpose of restraints; however this restraint does not apply to medication prescribed by a licensed physician.

Note: Restraints should be conducted by staff who are trained in the restraint procedures adopted by the school district. Restraints should be removed as soon as the student is no longer a danger to himself/herself or others. District must formulate a policy regarding restraints and seclusion.

Seclusion:

1. Seclusion is the confinement of a student in an enclosure from which the student's egress is restricted. Seclusion does not include situations which a staff member trained in the use of de-escalation techniques is physically present in the same unlocked room as the student (IST, detention or Alternative school).
2. IEP-for a child with a disability is revised in accordance with State Board Policy 7219 300.320-300.324.
3. Section 504 accommodation and modification to provide a FAPE to a student who has a disability.
4. BIP – Behavior Intervention Plan-action for managing a student's behavior. Behavioral strategies in conjunction with the school-wide system of behavioral interventions should be used to help identify the cause of dangerous behavior and could reduce the need for restraints or seclusion.
5. The use of seclusion occurs in a specially designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion shall cease once the student regains control of his or her behavior. Only, school personnel trained on the use of restraints and seclusion should be used to observe and monitor these students.
6. The room used for seclusion must not contain any objects or fixtures with which a student could be harmed. Additionally, the room must provide adequate lighting and ventilation.
7. The room used for seclusion may not be locked or staff must be present to monitor the student's safety and to know when the student has regained control of their behavior; school personnel may use seclusion to address a student's behavior.
8. Each time a student is placed in restraint or seclusion, the incident must be documented in the student's educational record, must be available to the parent or guardian and they must be notified verbally or in writing by the parent or guardian and they must be notified verbally or in writing by the next school day, unless the student's behavior plan, IEP, or Section 504 Plan requires some other arrangement (use an incident report for documentation).

Note: TST – if restraint or seclusion is used for a student who is not identified as a student with a disability, the student shall immediately be referred to the school's intervention team.

If restraint or seclusion is used for a student with a disability, the student's IEP, Section 504 Plan, or behavior intervention plan does not include the use of restraints or seclusion, the IEP or 504 team shall meet, within 10 school days to consider the need of a BIP, FBA or develop appropriate behavior interventions.

Administration:

- **should inform all staff with procedures regarding restraints and seclusion**
- **should inform parent of the district's policy**
- **should provide documentation of the use physical restraint or seclusion**

Safety Inspections

The school safety director and risk management are authorized to enter, inspect, and investigate at any time, any work site or establishment to insure that all safety rules and regulations are being followed. Principals and department heads are expected to cooperate.

Regular site inspections are the responsibility of the site administrator. Inspections may vary in type and frequency. Inspections may be conducted on an area basis, or an entire facility basis, or on a specific operation basis. The site administrator, the district safety director, and risk management may conduct them with or without advance notice.

Safety citations may be issued to Principals department heads, supervisors, or employees for unsafe acts or for allowing unsafe conditions to exist. Recipients of safety citations are subject to disciplinary action, which shall be determined and assessed by the Risk Management Director.

Scheduled inspections are conducted no less than twice yearly by the district safety director. Equipment such as boilers and fire extinguishers will be inspected at required intervals as required by state law. Results should be submitted to the district safety committee. Personal protective equipment will be inspected constantly to make certain that it is in safe working condition. Intermittent inspections are conducted by site administrator or department supervisors and are held on irregular intervals. These inspections serve to determine the need for regularly and are held on irregular intervals. These inspections serve to determine the need for regularly scheduled inspections in a particular department or work area.

Monitoring inspections are designed to observe equipment that is in continuous operation and are conducted by department supervisor.

Special inspections are held when new equipment is installed or during construction of new buildings or during the remodeling of old buildings, or because some change has created new hazards. Special inspections are the responsibility of the site administrator or the department supervisor.

Record Keeping

The following records must be retained for a period of not less than one year:

- **Injury and Accident Reports**
- **Accident Investigation Forms and Reports**
- **Inspection Reports and Follow up Reports**
- **Training Records**
- **Safety Citations or Disciplinary Actions regarding unsafe practices**

Accident Investigation

The first step in preventing a recurrence of an accident is to investigate and analyze one that has happened and take positive action to remove its causes. The injured employee's immediate supervisor should investigate each accident. These findings should constitute a portion of the complete accident report. The investigator should:

- **Determine the act or condition that triggered the accident.**
- **Cite any procedure or action that was not in accordance with standard safety policies.**
- **Indicate any corrective or disciplinary action that would prevent another accident of this type.**

Accident Reports – Employees and Students

Accident reports are required for any accident occurring on school property or at school activities. All accidents, illnesses, and/or injuries shall be reported immediately to the appropriate principal, manager, or supervisor who will complete and forward an incident/accident report to the Washington County School District Workers' Compensation Coordinator. The same report may be used to report incidents where hazards exist but where no injury or damage has occurred. Accident reports involving employees should be filed in the Workers' Compensation office and accident reports involving students should be filed in the Superintendent's Office. There are a number of forms, which may be used to report accidents (Appendix I-A, I-B and I-C are recommended), but the items listed below should be considered minimum information:

- **Name, age, sex of the injured person.**
- **Occupation at time of accident-What he or she was actually doing.**
- **Nature and exact description of injury.**
- **Date and time of accident.**
- **Estimate of number of days that will be lost as a result of accident.**
- **Description of accident: Identify objects, operation, or substances most closely associated with the occurrence of the accident.**
- **Unsafe acts or conditions that contributed to the accident.**
- **Corrective action proposed in order to prevent the re-occurrence of a similar accident.**
- **Remarks, comments, or sketches.**
- **Date report was completed.**
- **Signature of supervisor.**
- **Signature of safety coordinator.**

Suggested Steps For School Crisis

Crisis Procedure Checklist

1. Determine the facts surrounding the crisis even, level of crisis and potential impact.
2. Request emergency services.
3. Notify other schools likely to be affected by the crisis.
4. Alert administration: superintendent and district personnel.
5. Communicate with Psychological/Social s\Services Crisis Team Leaders about the crisis.
6. Assemble a brief Local Crisis Team. Request that team members carry out pre-planned responsibilities.
7. Designate rooms and spaces for counseling, media, and crisis coordination.
8. Determine what information will be shared and with whom.
 - a. **Memos, meetings, personal contact with faculty**
 - b. **Letters to parents**
 - c. **Fact sheet to secretary**
 - d. **Statement for media**
9. Debrief at the end of each day with all crisis team members (mid-day on the first day).
10. Schedule additional planning sessions.
11. Plan for parent/community meetings.

CRISIS CHECKLIST FOR OTHERS

Edna M. Scott Elementary School

Assistant Principal/Lead Teacher

- _____ 1. Determine facts with Principal.
- _____ 2. Notify crisis team.
- _____ 3. Communicate with teachers.
- _____ 4. Supervise pick-up area.

Custodians

- _____ 1. Secure all areas.
- _____ 3. Check bathrooms and halls.

Hall 5 & 7
Hall 2 & 4
Hall 1 & 3

Medical Personnel

- _____ 1. Administer First Aid.
- _____ 2. Determine need for additional medical attention.
- _____ 3. School Nurse.

Secretary/School Personnel In-Charge (Certified)

- _____ 1. Request emergency services.
- _____ 2. Alert administration – Superintendent and District personnel.
- _____ 3. Communicate with assistant principal per instructions.

- _____ 4. Taking incoming calls – share information per instructions.
- _____ 5. Keep available – personal data for students.
- _____ 6. Keep available – personal data for teachers.

Leland School Park

Assistant Principal/Lead Teacher

- _____ 1. Take charge of students.
 - _____ a. Make sure students are moved to the secured designated areas.
 - _____ b. start accountability of students, substitute teachers, and teachers.
- _____ 2. If there are parents checking out students.
 - _____ a. Make sure secretary is using proper procedures according to district policy.
- _____ 3. Check building after complete evacuation.
 - _____ a. Make sure all students are accounted for.
 - _____ b. Make sure students are not used as messengers.
- _____ 4. Provide the principal with an oral report, followed by a written report, on things encountered during the crisis situation.
- _____ 5. Inform Lead Teacher of where to send any emergency personnel.
- _____ 6. Maintain multiple copies of school floor plans for emergency personnel.
- _____ 7. Give frequent updates on developments in relation to the crisis situation.
- _____ 8. If the situation was witnessed by students or staff, inform the staff of the facts once the situation is resolved.

Counselor

- _____ 1. Have the documental file on all resource people to be used in a crisis situation.
- _____ 2. Assist secretary in monitoring phone calls.
- _____ 3. Provide counseling for all students that are directly involved with an injured child.
- _____ 4. Provide counseling to students and parents, if a request is made, counseling for a crisis situation (check, grievance, depression, etc.)
- _____ 5. Provide principal with an oral report of contacts and follow-up made as necessary as soon as the crisis situation is over, followed by a written report.
- _____ 6. Provide guidance and support for the suspect's family.
- _____ 7. Give frequent updates on developments in relation to the crisis situation.

Lead Teacher

- _____ 1. Post direct oncoming emergency personnel.
- _____ 2. Assist teachers and students to pick up a point.
- _____ 3. Act as a go between teachers and Principal to insure teachers have their class in the proper designated area (Assistant Principal).
- _____ 4. Keep accountability of students, teachers, and substitute teachers (Assistant Principal).
- _____ 5. Provide the Principal with an oral report, followed by a written report, on things encountered during the crisis situation.
- _____ 6. Give frequent updates on developments in relation to the crisis situation.

Teachers

- _____ 1. Have in their possession the roll books to be able to account for all students.
- _____ 2. Remain in the secured designated area with the students until properly released by the proper school officials.
- _____ 3. Report all infractions to the assistant principal pertaining to the crisis situation.
- _____ 4. Do not use students as messengers.
- _____ 5. Release no information to anyone during or after a crisis situation until cleared by the principal. Remember the privacy law.

Medical Personnel

- _____ 1. Provide first-aid to all injured students in a timely manner.
- _____ 2. Maintain the first-aid station until such time that the EMTs arrive.
- _____ 3. Create and maintain a file of possible personnel that can assist in the first-aid station in a crisis situation.
- _____ 4. Give frequent updates on development in relation to the crisis situation.
- _____ 5. Provide the principal with an oral report.

Secretary/District Staff - (Certified In-Charge)

- _____ 1. Maintain a portable file on students that can be carried with employee in a crisis situation.
- _____ 2. To follow district policy check-out procedures in a crisis situation.
- _____ 3. Follow the directions of the principal or lead teacher during a crisis situation.
- _____ 4. Do not release any information to any party at any time.
- _____ 5. Make an oral report to the Principal/Lead Teacher of any problems encountered in a crisis situation.

Custodians

- _____ 1. Be knowledgeable of school board policies as it relates to handling students,
- _____ 2. Follow Leland School Board Policies regarding disciplinary action, questioning of students, and student taken into custody.
- _____ 3. Maintain security in and around the school campus in a crisis situation.
- _____ 4. To report to the Principal as soon as the crisis situation is over, reports will include students apprehended and/or removed (by name) from campus by law enforcement agencies.
- _____ 5. Provide the Principal with an oral report with security suggestions for re-opening of school.

Other Staff

- _____ 1. Report to designated secured area.
- _____ 2. Remain in designated area until requests to move are given by the Principal/Assistant Principal/Lead Teacher.

Leland High School

Principal/Assistant Principal

- _____ 1. In charge of students in a crisis situation (make sure students are in the secured, designated area).
- _____ 2. If there are check-outs, be responsible for seeing the secretary uses proper procedures for checking out students according to board policy.
- _____ 3. Check building after complete evacuation to make sure all students are accounted for.
- _____ 4. Provide Principal with an oral report, followed by a written report, of all things encountered during the crisis situation.

Counselor/Lead Teacher

- _____ 1. Have a documented file on all resource people to be used in a crisis situation.
- _____ 2. Provide counseling for all students that are directly involved with an injured child.
- _____ 3. Provide counseling to students and parents, if a request is made.
- _____ 4. Provide the Principal with an oral report, followed by a written report, of contacts and follow-ups made as necessary as soon as the crisis situation is over.

Secretary

- _____ 1. Maintain a portable file on students that can be carried with him/her in a crisis situation.
- _____ 2. Follow district policy for checking students out.
- _____ 3. Follow the directives of the Principal/Lead Teacher or the Principals designee.
- _____ 4. Do not release any information to any party at any time.
- _____ 5. Make an oral report to the Principal/Lead Teacher or the Principals designee of any problem(s) in procedures encountered during the crisis.

Teachers

- _____ 1. Have in their possession the roll books to be able to account for all students.
- _____ 2. Remain in the secured designated area with his/her students until properly released by the proper school official.
- _____ 3. Report all infractions to the Assistant Principal/Lead Teacher pertaining to the crisis situation.
- _____ 4. Do not use students as messengers.
- _____ 5. Release no information to anyone during or after crisis situation until cleared by the principal.

Custodian

- _____ 1. Be knowledgeable of school board policies as it relates to handling students.
- _____ 2. Maintain security in and around the school campus in a crisis situation.
- _____ 3. To report to the Principal as soon as the crisis situation is over, reports will include students apprehended and/or removed (by name) from campus by law enforcement agencies.

- _____ 4. Provide the Principal with an oral report, followed by a written report, of things encountered during the crisis.

Other Staff

- _____ 1. Report to designated secured area and remain until the crisis is over.
_____ 2. Do not release any information to anyone during or after the crisis until cleared by the Principal.

Leland Career & Technical Center

Counselor

- _____ 1. Create and maintain a portable file, that is up-dated, on all students that attend the Leland Career & Technical Center. A daily check of the absentee report must be done and a file placed in the portable file until the end of the school day.
_____ 2. Maintain a portable file on all authorized persons to check students out.
_____ 3. Supervise the secretary in checking out students and to assure that school board policies are being followed with the use of proper forms.
_____ 4. Maintain the designated area for students until properly checked out.
_____ 5. Create a resource team, counselors-ministers, etc., you can call on should we need to offer service to students and parents.
_____ 6. Release no information to any outside person(s) until cleared by the Director.
_____ 7. Report to the Director any and all problems or occurrences that took place in the setting as soon after the crisis. The oral report is to be followed by a written report to the Director before they leave for the day.

Special Population Teachers

- _____ 1. If the situation allows it, check all resources and other areas for students and make sure all students are in the designated student assembly area.
_____ 2. Report to the designated assembly and hold all students until the Counselor calls for them to be released.
_____ 3. Take any student needing first-aid to the Aide Station/Office and turn them over to the district Nurse.
_____ 4. Release no information to any outside person(s). All reports will be released by the Director/Superintendent. No other person is authorized to release information.
_____ 5. Remain on duty until released by the Director.

Secretary

- _____ 1. Maintain a portable file on all students enrolled at the Vocational Center.
_____ 2. Check out students following the district guidelines for student dismissal.
_____ 3. Release no information to anyone at any time. The Director/Superintendent will release all information.
_____ 4. A certified staff member will be assigned to take the leadership role in the Office Operation (Special Populations Teacher(s)).
_____ 5. To remain on duty until released by the Director/Superintendent
_____ 6. To maintain an updated portable file on all students and to include a current absentee report.

Teacher

- _____ 1. To report to designated student assembly area with your assigned students.
- _____ 2. To seat your students in an area so you can properly supervise them at all times.
- _____ 3. To have in your possession, the class roll book and a note pad to document calls to release students to the office for checkout. Students will only be released when the Office calls for them.
- _____ 4. To remain on duty and the students' assemble area until released by the Director/ Superintendent.
- _____ 5. To release no information to anyone at any time. All reports will be given by the Director/Superintendent.

Custodian

- _____ 1. To establish security of the Center.
- _____ 2. To secure the East and West rear gates.
- _____ 3. To provide security at the main entrance of the building.
- _____ 4. To be knowledgeable of the district guidelines in managing students.
- _____ 5. To provide the Director with a written document on their findings, students removed from the site by law enforcement agencies, and a plan for the reopening of the Center.
- _____ 6. Brief the Director/Superintendent before releasing any information to an outside source.

Accident with Severe Injuries of Several Students

On Campus

- _____ 1. Call **911** for emergency assistance.
- _____ 2. Assess injuries.
- _____ 3. Assist nurse.
- _____ 4. Notify Superintendent.
- _____ 5. Convene crisis team.
- _____ 6. Remove uninjured students from accident site.
- _____ 7. Notify parents of the nature and the extent of their child/children's injuries; specify where their child/children is/are located.
- _____ 8. Counsel witnesses and close friends of the injured.
- _____ 9. Notify siblings of the injured on campus and counselors at other schools where siblings attend.
- _____ 10. Inform teachers and all students of the accident.
- _____ 11. Ask teachers to refer distressed students to the counselor.
- _____ 12. Provide accurate information to those answering the questions of other parents or the community.
- _____ 13. Prepare of statement for the media.
- _____ 14. Visit injured students at the hospital.
- _____ 15. Debrief crisis teams.
- _____ 16. Log all activities and decisions for future reference.

Measures are being taken to prevent future incidents and to all for questions and discussion.

- * Do not investigate or attempt to verify information'
- ** It might be best to send the accused employee to the Central Office. Also it may be best to place him/her on administrative leave with pay until the investigation is complete.
- *** Always use "alleged" or "allegation" regarding accusation.

Altercation or Violence between Ethnic Groups or Gang Members

- _____ 1. Notify local law enforcement agency/call **911**.
- _____ 2. Request assistance from Central Office.
- _____ 3. Reestablish order with assistance from available staff.
- _____ 4. Assess danger: injuries, number of students involved, location of altercation, presence of weapons.
- _____ 5. Provide first aid to injured students. Call paramedics if injuries require further medical attention (**911**).
- _____ 6. Notify Superintendent.
- _____ 7. Ask witnesses to describe what led to the altercation.
- _____ 8. Prepare plans to prevent titillation or further campus violence.
 - a. Remove graffiti on school property, e.g. restroom walls or playground areas.
 - b. Enforce dress code policy in order to reduce the easy identification gang members.
 - c. Notify probation officers (**378-2142**) if any students involved are on probation.
 - d. Ask student leaders to recommend ways to resolve the issues.
 - e. Facilitate discussion between gang or ethnic groups.
 - f. Conduct workshop for students and faculty around ethnic or gang related issues.
- _____ 9. Ask parents of involved students to come to school. Request assistance from local law enforcement if needed. Discuss concerns leading to the violence. Follow disciplinary procedures to address any offense such as aggravated assault, possession of weapons, etc.
- _____ 10. Prepare a statement for the media in conjunction with the police.
- _____ 11. Prepare a fact sheet for telephone inquiries.
- _____ 12. Reassure parents, students, and faculty that appropriate steps are being taken to ensure safety.
- _____ 13. Debrief crisis team.

Assault of A Student On Campus

Assisting the Victim

- _____ 1. Provide medical attention if there are injuries.
- _____ 2. Notify Superintendent.
- _____ 3. Notify local law enforcement.
- _____ 4. Unless injuries require immediate attention of a doctor or indicate transfer to a hospital, keep the student in school if at all possible.
- _____ 5. Notify victims parents.*
- _____ 6. Provide counseling for the victim and his/her family if possible.**

If the Assault Is a Rape

- _____ 1. Contact the Central Office first – establish facts.
- _____ 2. Contact the Police (911), security, and the victim's parents.
- _____ 3. Report information only to those directly involved with the victim's safety and well being.
- _____ 4. Allow the school professional support to accompany the victim and police/parents to the hospital.
- _____ 5. Expect and prepare for questions from the media.
- _____ 6. Reassure concerned parents regarding safety precautions at school.*****
- _____ 7. Meet with parents and teachers of victim to plan for his/her return to school.
- _____ 8. Log all activities.

Managing the Alleged Assailants

- _____ 1. Notify the police (**911**) of Youth Court (378-2142).
- _____ 2. Detain suspect until police arrive.
- _____ 3. If alleged assailant is a student, notify his/her parents and request a conference.
- _____ 4. Follow Leland School Board policies regarding disciplinary action, questioning of students, and students taken into custody.
- _____ 5. Provide guidance and support for the suspects family.

* Anger at the school may be anticipated.

** Help the victim regain a sense of security. Do not blame the victim. Respect the family decision not to accept outside counseling and such matters are not to be shared beyond the immediate family.

*** A community or parent meeting may be need to be scheduled if concern is widespread and cannot be resolved in individual exchanges.

**** Additional support or counseling from school counselors may be desired, or a school transfer may be considered to be in the best interest of the child.

NOTE: School personnel are sometimes among the first to learn of sexual assaults which have occurred off campus. If the assault is recent, follow steps listed under Rape. Please notify the Superintendent first.

Bomb Threat

- _____ 1. Document the threat (e.g., time and date, exact words the caller used, description of the voice you heard, sex, age if apparent, tone, dialect, and background noises.
- _____ 2. Notify Superintendent, who will contact the police (**911**) if necessary.
- _____ 3. Have your team inspect the building.

NOTE: Evaluate the threat. On the basis of evidence, experience, and judgment, decide whether the threat is credible.

- **Evidence**
 - Signs of illegal entry
 - Report of missing chemicals

- **Experience**
 - Other threats have been hoaxes
 - Tests are scheduled for the day
 - Caller was obviously a youngster, giggling in the background
 - Unexplained student unrest
 - Senior skip day
- **Judgment**
 - Based on all available information, the threat is no credible

Please come up with a signal to dismiss students other than using the signal used for a fire or tornado drill.

Bomb Found

- _____ 1. Call the police (**911**) and then notify the Superintendent.
- _____ 2. Evacuate the building(s) starting with the rooms nearest the device. *
- _____ 3. Do not reenter the building until you have been advised to do so by the Police.
- _____ 4. Prepare a statement for the media.
- _____ 5. Provide a fact sheet to help the school secretary and others answering questions of concerned parents, including location of evacuated students. (Here you need to designate a point to have students evacuated on your campus. This information must be on your map plan.

*** At no time should school personnel handle the device. Do not use two-way radios or portable phones in the area. Do not attempt to dismantle or remove the device.**

Child Abuse or Neglect

- _____ 1. Ensure an oral report is made to the Department of Human Services as soon as you become aware of suspected abuse or neglect. **DO NOT WAIT.**
- _____ 2. Do not attempt to verify information.
- _____ 3. Permit interview with the child by authorized, properly identified officials. All Department of Human Services personnel have identification.
- _____ 4. Do not notify parent.*
- _____ 5. Ensure that the person who originally suspected abuse or neglect files a written report to the Department of Human Services.
- _____ 6. Provide follow-up counseling when appropriate.
- _____ 7. Document actions and decisions for future reference.

*** Parents will be notified by the investigators. Principal will be informed that this has been done before the child is released.**

Suicides

- _____ 1. Verify information from reporting source (family, witness, police, etc.)
- _____ 2. Notify Superintendent.
- _____ 3. Convene local crisis team if needed.

Environmental Hazard: Release of Hazardous Material Spill or Leak of Toxic Substance

Exterior Release

1. Verify information.
2. Call **911** for emergency assistance. Ask for advice whether to evacuate or shelter in-place.
3. Provide for emergency medical care.
4. Convene local crisis team.

Note: Buses have to be readied if you are to be evacuated: Call (662) 820.6533, Wendell Thomas or (662) 686.5000, Superintendent King to get buses to your site. Pre-plan a pick-up point for quick and easy evacuation away from the wind flow. Have students and teachers ready when buses arrive. Time is a major factor in these cases.

5. Notify the school nurse.
6. Keep your emergency list or numbers with you for contacts from other sites.
7. Set up communication as soon as you reach your site. Give the Superintendent an all clear call and location of your students as soon as you arrive.
8. Call media to get help notifying parents when and where children will be released.
9. Log all activities and decisions for future reference.

Note: Teacher should have an emergency file to keep with them at all times. Phone numbers of students' parents, roll books to assure all students are accounted for and where, and should be ready to remain with student until an all clear has been given. Secretary should have a check-out binder to check students out on site if the students are to be released on site. Principal should have a cellular phone on site for communication.

Explosion, Fire, Plane Crash into Building

1. Sound the fire alarm. Evacuate the building immediately.
2. Contact emergency service (**911**).
3. Extinguish fire when it can be done safely.
4. Provide first aid.
5. Alert Central Office.
6. Convene local crisis team.
7. Shut off all main gas supply to your campus if there is a broken gas line in your building.
8. Set up incident command center with communication capability on site if needed.
9. Keep a list of hospitalized persons and the places which students or staff are being evacuated.
10. Keep students and staff away from the building until area is cleared and safe.
11. If building cannot be reentered, relocate to a pre-determined location. Call for buses for transportation (**662) 820.6533, Wendell Thomas or (662) 686.5000, Superintendent King**
12. Prepare media statement.
13. Ask for media assistance in notifying parents and disseminating information about procedures for releasing students from school.
14. Make sure secretary has the proper student checkout forms to release students on site.

15. Contact Maintenance Department to repair damage area, erect barricades, deodorize, etc.
16. Determine the needs to reopen school as soon as possible.

School Bus Accident

1. Verify the report with the police/state patrol. Determine who has been injured, extend of injuries, and the hospital where the students/teachers have been transported.
2. Prepare a list of the injured students/teachers, parents/families emergency phone numbers for contacts (the hospital can help you with the information on any transfers that may have been made from their site). Always keep a roster of all student/teachers on every trip.
3. Ensure that all minor injuries are treated.
4. Call the **Transportation Director** right away at **(662) 820.6533, Wendell Thomas** or daytime **(662) 686.5000, Superintendent King** or night **(662) 820.6535**.
5. Prepare a fact sheet for telephone inquires and for future references.
6. Prepare a statement for the media.

School Bus Driver

1. You are to talk to the investigating officer only.
2. You are to make sure all uninjured students are kept in a safe place and that you seek, from the district, transportation for these students to be transported home. If the officer on site provides transportation by means, you are to call the district as directed above and inform us of the location you are being transported.
3. As soon as possible after the incident get a BAT (Breath Analyzing Test) done. This will secure this district from further litigation.
4. Write down all information you can think of for future reference. It is better to write down as soon after rather than to forget some of the details. Submit your notes to the transportation director.

Serious Illness of Student or Faculty Member

1. Confirm the information from the family of the person ill.
2. Inform the school staff after the appropriate permission is granted.
3. Plan with students and teachers about sharing information.
4. Provide study materials for home or hospital-bound statement.
5. Regularly update faculty and classmates on the condition of the person who is ill.
6. Make plans for the return of the individual to school, or for saying good-bye should withdrawal or resignation become necessary.

Taking Hostages or Sniper Gunfire

1. Call **911** for emergency assistance.
2. Convene local crisis team.
 - a. **Assess the situation (weapons, number of students, location, closest exit)**
 - b. **Secure the school building. Keep all students away from the area. Lock all doors.**
 - c. **Inform staff through code to keep all students in the classroom and away from windows. Hold class bells. Turn bell system off.**

School Level Code (All Schools)

Verbal	-	Stay in Room/Lockdown (SEVERE)
Verbal	-	Lockdown/Move Only following Principal's Directions
Verbal	-	Move to a Safe Area following Principal's Directions
Verbal	-	Back to Normal Movement

Central Office

Personnel will follow the District's Superintendent's directives as to reporting or not to report to any school. The Superintendent will notify you.

Special Service

Personnel will assist the school that has the problem. These personnel are to report to the building level principal and follow their guidelines. You are to remain on site until released by the district's Superintendent. No information is to be relayed by you to any outside person(s).

*Check points for police to command.

Please use symbols to designate places and a floor plan key to explain your symbols. Once your plans are completed, you need to create folders to pass to those who will assist you in times of an emergency. Do not wait for further directions.

1. Set-up an incident command center with communication on site.
2. Remain available to law enforcement and negotiators.
3. Keep in constant contact with the District Superintendent.
4. Have an attendance roster available to use as a checklist when releasing students. Always use the district adopted forms for releasing students. Those picking up students must sign the release form. Ask teachers to remain with their students until the situation is resolved or students are released to their parents. Use prearrange evacuation site to release students to parents if necessary.
5. Keep in constant contact with the District Superintendent
6. Prepare a statement for the media. Prohibit media access to students in the school building. This contact tends to be disruptive.
7. Prepare a fact sheet for phone calls from parents and community.
8. Plan for any outside resource persons you may need.
9. Log all activities and decisions for future reference.

Weapons on Campus

1. Confiscate weapons, if at all possible.
2. Call **911**.
3. Hold expulsion hearing with parents and appropriate personnel.
4. Expel students from school for remainder of the school year.

5. If the weapon is used or discharged, follow steps 2 through 4. Always get the weapon if possible.
6. Make sure all other students are secured.

Tornado, Sever Storm, Flood

1. Contact emergency service (911).
2. Convene local crisis team.
3. Turn to battery power radio/your weather alert radio for information.
4. If funnel cloud is sighted-by your trackers/move staff and students to the hallway and away from windows and doors.

Special Note: If our area is under the warning and weather is fast moving, you probably should move the students to the hallway right away. Time is most important here. It is very important to keep the students very quiet. You must be able to hear.

5. If the storm is accompanied by severe flooding, relocate students and staff to area safe from flooding until further instructions are received.
6. Prepared special needs students and personnel for evacuation.
7. Evacuate area bearing the full force of the wind.
8. Prepare for emergency action (e.g., medical triage, evacuation, etc.)
9. Confer with Area Director.
10. Set-up incident command center with communication capability on site.
11. Keep a record of those persons who have been hospitalized or evacuated and where they have been taken.
12. Convene Crisis Team.
13. Log all activities and decisions for future reference.
14. Prepare media statement.
15. Ask the media for assistance in notifying parents and disseminating information about procedures for releasing students.
16. Always debrief your staff and crisis teams.

Special Note: Do not allow students or staff to remain in auditoriums, gymnasiums, or other rooms with large roof spans.

Edna M. Scott Elementary: Areas like the Music Room.

Leland School Park: Areas like the Cafeteria, Band Hall and Library are also areas to avoid.

Leland High School: Areas like the Cafeteria, Music Room, Technology room and Library. Always remember these areas,.

Medical Emergencies Supplies and Equipment

Supplies for First Aid Station

1. Band-Aids
2. Steri-pads gauze pads 2 X 2 ; 4 X 4
3. 1 dozen gauze rolls, 2: by 4yds
4. Adhesive tape, 1" and 2"
5. Tongue depressors
6. Magazines for splints for arms

7. Splints (made from wood from district maintenance)
8. 2" ankle wrap elastic bandages
9. Ampoules ammonia inhalant
10. Eye irrigating solution
11. Instant squeezable cold packs
12. Scissors, small sharp
13. Splinter forceps
14. Forehead thermometer
15. Safety pins
16. Phisoderm
17. Red crows first aid manual
18. Sanitary napkins
19. Household bleach
20. Plastic straws for measuring bleach
21. Tylenol
22. Sterile Eye patches
23. Kleenex
24. Warm blanket
25. Flashlight with batteries
26. Box of baking soda
27. Universal antidote. To be for medical personnel's use only.
28. Rubbing alcohol
29. Tube of Neosporin
30. Kopectate and spoon
31. Stretcher
32. Paper, pens, etc.

Emergency Equipment for Each School

1. Axe
2. Blankets
3. Bullhorn battery operated, extra batteries
4. Manual can opener
5. Crowbars
6. Cups, paper or plastics
7. Fire Extinguisher
8. Flashlights with extra batteries
9. Hammers
10. Water hose
11. Knives
12. Masking Tape
13. Pails
14. Plastic garbage bags, one per child for rain protection
15. Plastic water containers (know where you can get some ASAP)
16. Containers to boil water in (know where you can get some ASAP)
17. Rope
18. Hand saws and Chain saws (know where you can get some ASAP)
19. Shovels
20. Drop cloths
21. Toilet Paper
22. Batter operated transistor radio
23. Walkie-talkies (know where you can get some ASAP)

What to do when employee is Injured

1. Apply first aid as needed.
2. Arrange for medical treatment. (Check your staff personnel files for suggestions)
3. Obtain accident facts from employees.
 - a. **Date**
 - b. **Time**
 - c. **Place**
 - d. **Witnesses**
 - e. **To who first reported and when**
 - f. **Detailed description of accident**
 - g. **Check accident site and complete accident report form**
 - h. **Notify Central Office**
4. Investigate third party liability
5. Promptly report the claim. The Central Office is the area to report to.
6. Look out for litigation
7. Be sympathetic

Special Note: It is very important for each school site to have a person trained in CPR. The Red Cross and sometimes the hospitals offer this training for \$15.00 to \$30.00. It would be good for all of us to use some of our Vending monies to get a person trained.

8. Watch for panic and try to control it.
9. Watch for shock, cover the person with a blanket to keep them warm.
10. Do not leave the injured or ill person until EMT's have taken charge. Then send someone from your staff with them if at all possible. **DO NOT FORGET THE SCHOOL NURSE.**

Categories for Emergencies

Category 1

Emergency or Life Threatening – Always call 911

Types of Emergencies:

a. Respiratory Failure

Normal breathing stops or breathing is so decreased that oxygen intake is not sufficient to support life.

If respiratory failure is suspected, begin artificial resuscitation immediately.

b. Cardiac Arrest

Patient is not breathing and a pulse cannot be felt in the carotid artery. Begin CPR as you have been instructed.

c. Obstructed Airway (conscious victim)

As long as good air exchange continues, allow and encourage the victim to persist with spontaneous coughing and breathing efforts.

**As long as good air exchange continues, allow and encourage the victim to persist with spontaneous coughing and breathing efforts.
Do not interfere with the victim's attempts to expel the foreign body.**

Complete Obstructed Airways

- a. Give reassurance and initiate Heimlich Maneuver with victim standing or sitting, stand behind and wrap both arms around the victim's waist. Place thumb side of fist against victim's abdomen above the naval and just below the tip of the breastbone grasp your fist with the other hand and press into the victim's abdomen with four quick upward thrusts. Continue this procedure until effective or the victim becomes unconscious. Call 11 at the onset for proper back-up should your attempts fail.

Obstructed Airway (Unconscious Victim)

- a. **Call 911**
Get personnel who have experiences in this area to work in getting the foreign body removed from the victim's throat if possible. Time is very important here.

Bleeding-Excessive External

Apply firm and constant pressure by hand over a gauze pad or clean cloth to the site of the bleeding. Apply pressure bandage when active bleeding is controlled. If no evidence of fracture, elevate the extremity. If bleeding is determined to be arterial, apply pressure point technique. Compress the main artery supplying blood to the extremity against the underlying bone and nearby tissue. A tourniquet should only be used for life threatening severe hemorrhage and should only be used as instructed in a certified course.

Anaphylaxis-acute Allergic Reaction

Call 911- move allergen if possible. Monitor airway-Victim may be in shock and skin color may be molted-blood pressure may be low and hives may develop-initiate artificial ventilation-elevate head and shoulders.

Neck or Back Injury

Call 911- DO NOT MOVE THE VICTIM OR ALLOW HIM TO MOVE. If he/she complains or pain in the neck or back or has tingling numbness of feel or hands or inability to move an extremity, cover, keep warm, and await for EMTs.

Updating the Crisis Management Plan

Safety Committee is to be organized and operational at each school campus and shall meet at least twice each school year. Safety Committee members shall conduct safety meetings at least once per year with overall district safety committee. All existing and potential exposures, causes of previous accidents and prevention of the same shall be discussed and procedures put into place to prevent these problems from recurring. All safety needs of the school shall be discussed in this meeting and documented. A roster of attendance and minutes shall be kept for all in attendance and topics discussed.

Before the end of May, the District Safety Committee shall conduct an internal inspection to detect unsafe work conditions and practices which may exist. A safety report shall be due in the Superintendent's Office by the last teacher workday of each school year. The report shall include documentation of all employee accidents which have occurred at each school during the school year. Attached to this report shall be copies of all reports made to the District Safety Committee during the school year.

The Superintendent and the District Safety Committee shall meet annually to review reports from each school and revise the safety plan where needed.

Responsibilities of Personnel During and After Emergency

Principals (MS Code 37-9-15)

The principal/designee is responsible for the overall direction of emergency procedures at the school site. The principal will:

- Develop an emergency procedures plan designated to minimize injury and the loss of life and to protect property for his/her school site.
- Arrange for a faculty meeting during the first month of school for the purpose of reviewing the validity of the plan and to update the staff regarding new procedures.
- Post in the school office a chain of command including the names and phone numbers of the person to succeed the principal in the event of his or her absence or incapacitation.

Principal
Assistant Principal
Lead Teacher
Secretary

- Maintain a list of first aid providers for his/her site.

Coach
P.E. Teacher
SRO
Nurse

- Direct evacuation of building in accordance with procedures.
- Arrange for transfer of students and other individuals when their safety is threatened by a disaster.
- Ascertain names of injured and send staff member with students if transported from school.
- Keep the names of students who are picked up by parents or person acting for the parents.
- Notify the Superintendent's office.
- Prepare fact sheet to help those answering phones.
- Communicate event to district media spokesperson.
- Notify first aid providers to report to site of emergency

- Take any other steps deemed necessary to ensure the safety of students, staff and other individuals.
- Maintain control and accountability of students and staff.
- Assist as directed by the Superintendent.

Assistant Principals (MS Code 37-9-15)

- Help secure buildings.
- Assure that multi-handicapped students are accounted for and safe.
- Report injuries and damage to the principal.
- Coordinate communication between principal, faculty, and staff.
- Communicated with parents.
 1. Phone calls should be brief and professional
 2. Use lists to contact parents of the students involved.
 3. Give them factual information.
 4. Provide them with the locations on campus that they have access to.
 5. Give them the names of the spokesperson that will be keeping them informed once they have arrived on campus.
 6. Advise them to only give information to school and EMS officials.
- Assist as directed by the Principal.

Teachers

Teachers will:

- Provide for the supervision of students and will remain with students until directed otherwise.
- Direct evacuation of students in their charge to designated areas in accordance with school crisis response plan.
- Render first aid if necessary.
- Take grade book and call roll after evacuation.
- Report missing students and staff to principal.
- Assist as directed by the principal.

Counselors/Psychologist

Counselors/Psychologist will:

- Maintain list of high-risk students throughout the year.
- Identify at risk students in current emergency.
- Provide assistance to students and staff.
- Communicate with parents
- Designate a location for counseling center
- Assist as directed by the Principal.

Custodians/Maintenance

Custodians/Maintenance will:

- Be responsible for the use of emergency equipment for the handling of school supplies.
- Survey and report damage to the principal
- Assist rescue operations as directed.
- Assist fire-fighting efforts until regular fire-fighting personnel take over.
- Control main shut-off valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Assist in disbursement of supplies and equipment.
- Conserve usable water and other supplies.
- Assist as directed by the Principal.

Secretarial Staff

The secretarial staff will:

- Be responsible for reporting emergency. Call **911**.
- Take enrollment cards and sign-out sheets for off-site student release.
- Recorder.
- Utilize telephones and monitor emergency radio broadcast.
- Assist as directed by the Principal.

Class List General

- Office Manager/Office secretaries manager this responsibility.
- Pull list(s) of those classes involved and make 5 copies.
- Check absence/special/schedules to affirm who is in attendance in affected classes.
- Collect parent contact numbers.
- Check list with school nurse.
- Lists should remain with School Law Enforcement Officials at all times.

Food Services

Food Service personnel will:

- Food Service Director – notify
- Be responsible for reporting emergency. Call **911**.
- Communicate with Superintendent.
- Assist with making sure students/staff are safe, if present

School Nurse

The School Nurse will:

- Report to the emergency scene.

- Provide first aid services to injured/casualties in a secure location.
- Provide information to school officials.
- Provide information to emergency personnel.
- Assist as directed by the principal.
- Establish triage as needed and coordinate medical evacuation.

School Resource Officer

The Security Director will:

- Report to the emergency scene.
- Provide cell phones as needed.
- Help control the flow and direction of traffic.
- Help secure student, staff, and visitors involved with emergency.
- Help conduct interviews with witnesses and those involved with the crisis.
- Assist as directed by the principal.
- Prepare and serve food to students and staff when necessary during an emergency.
- Assist as directed by Principal.

Bus Drivers

The Bus Drivers will:

- Supervise students if emergency occurs while students are on the bus.
- Transport students and staff to new location when directed.
- Assist as directed by the Principal.

Central Office Staff

The Central Office Staff will:

- Assist in all emergencies.
- Set up an emergency communication post at the Central Office.
- The Central Office will notify the proper MDE Departments.

Coordinator of Public Relations

The Public Relations Coordinator will:

- Prepare statement for the media
- Aid the Principal in preparing fact sheet to help those answering phones.
- Develop accurate and complete information regarding the incident and will coordinate with the Superintendent the release of all information.
- Facilitate and conduct conferences.
- Maintain communication post at the Central Office during emergency incident.

Operations Director

The Operations Director will:

- Report to the emergency scene.
- Provide cell phones as needed.
- Help control the flow and direction of traffic.
- Help secure student, staff, and visitors involved with emergency.
- Help conduct interviews with witnesses and those involved with the crisis.
- Assist as directed by the Principal.

Medical Emergency (Call 911)

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

Emergency Procedure:

- Call **911**. Make sure the **911** operator understands that there is a medical emergency. If possible, stay on the line until you are instructed to disconnect by the **911** operator.
- Be prepared to state the nature of the emergency and location. Provide emergency medical personnel with any known information about the health concerns of the individual, medications, allergies, health care provider, etc.
- Principal will contact the parents and inform them of any first aid or illness that occur while the child is at school.
- Administer first aid.
- Do not give medication by mouth unless specifically ordered to do so by the physician and appropriately signed authorizations from the parent and physician are on file.
- First aid provider will stay with the student until dismissed to the parent or until returned to the classroom.
- In the event that a student is transported to a health-care facility, the principal will designate a school staff person to stay with the child until the parent is present.
- No seriously ill or injured student should be allowed to go home without being accompanied by a responsible adult.
- A student should not be left at home unattended.
- All medical incidents should be documented.

Emergency Management Director (Superintendent)

The Leland School District emergency management director will assist school officials in disaster planning. This assistance will include the four phases of emergency management, which are:

- **Mitigation:** Activities, which eliminate or reduce the probability of disaster.
- **Preparedness:** Activity, which can be taken prior to a disaster to save lives and minimize damage.
- **Response:** Activities that follow a disaster and are designed to prevent loss of lives and property, relieve suffering, and provide emergency assistance.

- **Recovery:** Short and long-term activities which return systems to normal or improved standards.

The emergency management director will also organize other resources at Leland School District as needed to assist the school district in disaster planning or response. Responsibilities include:

- **Collection, analysis, and dissemination of information concerning potential disasters.**
- **Establishment of warning system to assure school officials receives immediate word of any situation that may cause a threat to the school or their students.**
- **Assistance in training of school personnel who may require special training as a result of their disaster response assignment.**
- **Assistance in dealing with state or federal officials during the recovery phase.**

General Crisis Procedures

1. Call **911**
2. Give police your name, school name and location, situation and then stay on line.
3. Announce Code, repeat 3 times. Stay calm.
4. Designate command center to Crisis Response Team through 2-way radios/individual room calls.
5. Secure CRT binder and set plan in action according to situation at hand.
6. Call – Superintendent's Office at **(662) 686.5000**
7. If necessary notify **Mr. Johnnie Lee Vick**, at **(662) 686.5020** of additional staff needs.
8. Document the entire incident. Include names, times, steps taken and results. Refine this information in the post intervention.
9. Conduct emergency staff meeting to facilitate flow of information.

Command Center

1. Site administrator conducts operations from one location and does not leave that location.
2. Crisis Response Team members should report immediately to Command Center and initiate responsibilities.
3. Secure CRT binder. (This contains specific member assignments, maps of school, evacuation plan, emergency numbers and master keys).
4. If EMS officials replace CRT members they should await further instructions from site administrators.
5. Follow through with designated PARENT waiting area.
6. Follow through with designated PRESS/MEDIA area.
7. Facilitate distribution of maps, keys, assignments, and information and communication devices from a central location.
8. Facilitate district participation and flow of information with EMS officials.
9. No unauthorized individuals should be allowed in the command center.

Communication

The Superintendent will be the official spokesperson for the district. The Superintendent's designee will be responsible in the Superintendent's absence. Comments in a crisis situation will be made under the supervision of the Superintendent.

The boardroom will be the location for the emergency communication post. Interviews will not be conducted at the school site. Media permission to interview students must be given by parents and be conducted off site.

Leland School District Accident Investigation Report Form-1

Accident Investigation Report

Date: _____ Time: _____

Employee Involved: _____ Age: _____

Position: _____ Date Employed: _____

Supervisor: _____ Department: _____

How long was employee performing this operation? _____

Was the employee instructed? _____

Did the accident result in injury? _____

Nature and extent of injury? _____

Date injury reported: _____ Loss of Work Days: _____

If so, when, and by whom? _____

How did accident occur? _____

Cause of accident: _____

Recommendations to prevent a recurrence: _____

What action has been taken? _____

Signed: _____ Department: _____

Safety Committee Comments: _____

Recommendations: _____

Signed: _____ Department: _____

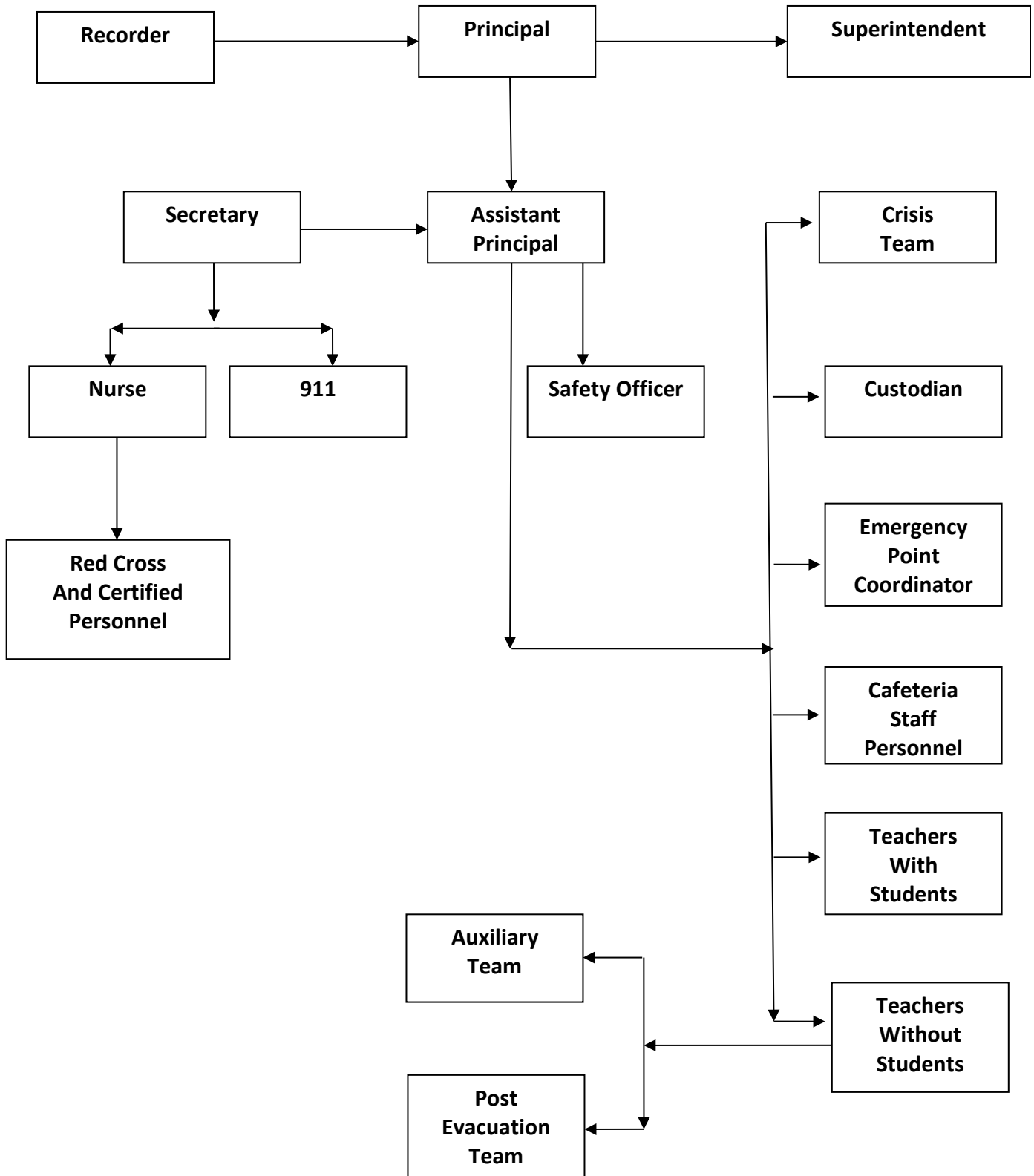
Executive Special Orders: _____

Leland School District Accident Investigation Report Form-2

Causes	Definition of Cause	Suggested Corrective Measures
1. Environmental	Hazardous process; management failed to make adequate plans for safety.	A. Job analysis B. Formulation of safe procedure
2. Equipment Defective Through Use	Machines or equipment that have become rough, slippery, sharp-edged, worn, cracked, broken, or otherwise defective through use or abuse.	A. Inspection B. Proper maintenance
3. Improperly Guarded Equipment	Machines or equipment that are unguarded or inadequately guarded.	A. Inspection B. Checking plans, blueprints, purchase orders, contracts, and materials for safety C. Include guards in original design, order, and contract D. Provide guards for existing hazards
4. Equipment Defective Through Design	Failure to provide for safety in the design, construction, and installation of building, machinery, and equipment, too large, too small, not strong enough.	A. Source of supply must be reliable B. Checking plans, blueprints, purchase orders, contracts, and materials for safety C. Correction of defects
5. Unsafe Dress or Apparel	Management's failure to provide or specify the use of goggles, respirators, safety shoes, hard hats, and other articles of safe dress or apparel.	A. Provide safe dress or apparel or personal protective equipment if management could reasonably be expected to provide it B. Specify the use or non-use of certain dress or apparel or protective equipment on certain jobs
6. Unsafe Housekeeping Facilities	No suitable layout or equipment that are necessary for good housekeeping-shelves, boxes, bins, aisle markers, etc.	A. Provide suitable layout and equipment necessary for good housekeeping
7. Improper Ventilation	Poorly ventilated or not ventilated at all.	A. Improve the ventilation
8. Improper Illumination	Poorly illuminated or no illumination at all.	A. Improve the illumination
9. Behavioristic Lack of Knowledge or Skill	Unaware of safe practice, unpracticed, unskilled, not properly instructed or trained.	A. Job training
10. Improper Attitude	Worker was properly trained and instructed, but s/he failed to follow instruction because s/he was willful, reckless, absentminded, excitable, or angry.	A. Supervision B. Discipline C. Personnel work
11. Health Impairments (Physical)	Worker has poor eyesight, defective hearing, heart trouble, hernia, etc.	A. Pre-placement physical examinations B. Periodic physical examinations C. Appropriate job assignment of employees D. Identification of workers with temporary health impairments

Leland School District Accident Investigation Report (3)

Incident Command System School Level



Leland School District Crime Scene Management

The purpose of this policy and procedure is to secure and restrict access to a crime scene in order to preserve evidence in cases of crimes occurring on school property.

How to avoid contaminating crime scene evidence

Crime scenes often have some of the most important evidence, evidence that is critical in criminal cases. Only trained professional, should collect and preserve the evidence. Crime scene Investigators say the biggest problem that they encounter is, crime scene contamination. Therefore, before the professionals arrive, it is paramount the crime scene remains as uncontaminated as possible.

There are steps that can be taken by people who are the first to arrive at the scene to help to protect the evidence. School Resource Officers are trained by the Department of Education in securing any school crime scene.

Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival. This should be the School Resource Officer, Assistant Principal or Lead Teacher.

The acronym **“RESPOND”** should help Leland High School Personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words **R**espond, **E**valuate, **S**ecure, **P**rotect, **O**bserve, **N**otify and **D**ocument.

Respond

- Personal safety – Your safety come first! You can’t help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not? School Emergency Response Team should be calling 9-1-1 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don’t touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- School Resource Officer/Police/Sheriff Departments will adjust the perimeter if they need to.

Protest

- Safe guard the scene – limit and document any people entering the area.
- Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe

- Write down your observations – These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used a later date in criminal court.
- Record detailed information – don't rely on your memory.

Notify

- Call **911** (Police/Sheriff Department/EMS/Fire Personnel), if not already called or there.

Document

- Take good notes – Such as: time, date, people at scene, weather, doors open or closed, lights on or off and position of furniture.
- Be prepared to provide your notes and information to police.

Abduction/Student Runaway

Definition: Abduction occurs when a person unlawfully and without consent restricts another person's movements, and there is knowledge by the person of the restriction and a substantial interference of the liberty of the person restricted. This does not have to be removal of a person from the site but can be the detaining of a person on a school site **by an** unauthorized person. Abduction also occurs when a stranger or family member abducts student.

Definition: Runaway occurs when student runs away from the school building during school hours.

Emergency Procedure:

- Call **911** for immediate assistance. Identify yourself, the school, and nature of the emergency. Give all the information available, i.e., description of the child and the abductor, names if you know them, description of the vehicle when appropriate, as well as the place and time the student was last seen. If possible, stay on the telephone line until you are instructed to disconnect by the emergency operator.
- The principal will safeguard siblings at any/or all schools.
- The principal will have security secure the area of conflict to prevent contamination of site evidence.
- The principal will assist law enforcement (have a copy of the student's file and pictures, if available).

- The principal will notify the superintendent's office who will immediately notify the proper departments (security coordinator, crisis coordinator, and public relations coordinator).
- The crisis coordinator will assess needs and convene the crisis management team if necessary.
- The principal will notify parent(s) of the situation and steps being taken.
- The principal will keep witnesses separated to prevent sharing information.

Plan of Action:

- The principal will meet with faculty, if possible. Advise teachers about sharing information with students.
- A member of the crisis team will visit missing child's classroom.
- The crisis team or the school counselor will provide counseling when necessary.
- The public relations coordinator will prepare statement for the media.
- The principal will prepare a fact sheet to help those answering phones.
- Teachers will prepare a fact sheet to help those answering phones.
- The school counselor will provide follow-up counseling as needed.
- The principal will document actions and decisions concerning abduction incident.

Accident/Serious Injury/Illness

Definition: An accident occurs when an individual is unintentionally injured or an emergency where one or many are sick or injured.

Immediate concern is to aid the injured or sick student, staff member, or visitor.

Emergency Procedure: Administrator

- If serious contact or have someone call **911** immediately.
- The principal will assess nature and extent of injuries.
- The principal will contact first aid providers.
- First aid responders will initiate prompt first aid/medical services with the following:
 - **Check person for airway blockage, breathing, etc.**
 - **Control severe bleeding, treat for shock if necessary.**
 - **Check for poisoning or ingestion of chemicals.**
 - **Provide CPR/first aid as necessary until back up medical services arrives at the scene.**
- Call **911** for emergency assistance. Alternate emergency numbers:
 - **Delta Regional Medical Center** (662) 378.3783
 - **Ambulance** 911

- School security will remove uninjured students from accident site. If evacuation is necessary, verify that all students and staff are out of the building at a distance for maximum safety.
- If evacuation is necessary, each teacher must take class list and grade book.
- The principal will notify the Superintendent's office who will immediately notify the proper departments (security director, crisis coordinator, and public relations coordinator).
- The crisis coordinator will convene local crisis team, if needed.
- The principal will notify parents of the nature and extent of injury.
- The public relations coordinator will prepare statement for the media (if needed).
- The principal will document actions and decisions concerning accidents.

Note: Proper Protective Equipment Must Be Worn At All Times.

After Hours Emergency Plan

Definition: This plan should address all functions (PTA/booster club meetings, outside agencies using school facilities, school activities, etc.) performed after normal working and office hours. Further defined as an emergency occurring before or after the regular school day.

General Procedure:

All facilities that have functions or personnel working after regular school hours need to devise an emergency plan that addresses this particular situation, especially notification of building/facility occupants. The specific procedures to be implemented should be those identified based on the nature of the incident and cited elsewhere in this publication.

When an emergency occurs, follow the procedure as specified in this manual for the particular type of incident.

Notify: Leland Police Department at (662) 686.7233

Altercation: Violence between Two or More Individuals

Definition: an altercation occurs when there is a fight between two or more individuals. The fight might include fist fighting or the use of weapons. **(MS Code 97-3-7)**

Emergency Procedure: Teacher and Staff

- Notify a principal immediately
- Walk briskly to fight location-Do not run.
- Ask for assistance from nearby staff members.
- Instruct students to disperse.

- Yell out to combatants, names and order them to stop. Use ladies or gentlemen if students' names are not known.
- Approach students from the side. Restrain in accordance with policy. Do not step between combatants.
- Separate all combatants and refer to an administrator.
- Principal will assess danger and request assistance from law enforcement if necessary.
- All staff are obligated by law (**MS Code 37-9-14**) to pitch in and take an active role in ceasing any and all hostile activities.
- The principal will notify the Central Office of all fights.
- The principal will notify the Police and youth court of all fights.
- The public relations coordinator will prepare a statement for the media if needed.

Plan of action to prevent retaliation or further campus violence:

- Custodial staff will remove graffiti on school property.
- Administration/faculty will enforce dress code to reduce gang identification.
- The principal will notify probation officers, as necessary.
- The principal will notify parents of involved students and have them come to the school to discuss concerns leading to the violence.
- The school will enforce a zero tolerance policy concerning violence and threats of violence.
- Report all rumors of violence to principal.

Assault of a Student

Definition: Physical assault is considered to be any intentional act of hitting, pushing, sexual assault, scratching, biting, kicking, or any other such physical contact engaged in, by, or directed toward another student, staff, or visitor to the facility, which results or is intended to result in death, physical injury, or emotional damage. (**MS Code 97-3-7**)

Emergency Procedure:

- The principal will notify law enforcement by calling **911** or **Sheriff's Department at (662) 334.4523**, or the **Police Department at (662) 686.7233**.
- The principal will notify the victim's parents.
- The first aid responder will provide medical attention if there are injuries.
- The principal will protect the identity of the victim.
- The school counselor and/or the crisis team will provide counseling for the victim and the victim's family.
- If the alleged assailant is a student, the principal will notify his or her parents and request a conference.
- The principal will follow board policy and the due process procedures regarding disciplinary action, questioning of student, and students taken into custody.
- The principal will notify the Superintendent's Office.
- The principal will document actions and decisions concerning assault incident.
- Must notify law enforcement, Youth Court and the parents of the assault (**MS Code 37-9-14**)

Bomb Threat

(MS Code 97-37-21)

Utilize Bomb Threat Report Form

Definition: A bomb threat usually occurs when the school receives an anonymous telephone message advising that a bomb has been placed somewhere on the school site.

A bomb threat may be a prelude to attempted robbery, hostage taking, kidnapping, or just a student trying to get out of a test at school. However, a threat must be taken seriously at all times.

Most bomb threat telephone calls are very brief; the message is stated in a few words and then the caller hangs up the telephone. Every effort should be made to obtain detailed information from the caller, such as the five questions listed below. If possible, use the **BOMB THREAT** form to record information and record identifying qualities of the caller.

1. **When is the bomb going to explode?**
2. **What kind of bomb is it?**
3. **What does the bomb look like?**
4. **Where did you place it? (Attempt to get the caller to identify the building or location).**
5. **Why did you place the bomb in the school?**

Emergency Procedure:

- Clerical staff will immediately notify the principal/designee of the bomb threat.
- Clerical staff will document the threat (use the bomb threat checklist).
- The principal will notify law enforcement by calling 911 and security coordinator.
- The principal will decide whether to evacuate immediately and search the facility or to make a preliminary search prior to any other action.
- Principal will instruct teachers and staff as they are evacuating their classrooms and building, they must watchful for anything that they don't recognize as being "normal", i.e. briefcases, bags in unusual places, pipes laying in unusual places. If they don't observe anything unusual in the classrooms, close the door after the last student is out. (The closed door will indicate the police that nothing unusual was observed in the classroom).
Do Not Lock The Doors!
- The principal will evacuate the building, if warranted (1500 feet or more).
- A search team composed of police officers and staff members will conduct a visual or foreign to the normal operation. Do not handle the item under suspicion.
- The principal will notify the Superintendent's Office who will immediately notify the proper departments.
- The principal will be responsible for controlling the use of two-way radios and cell phones during a bomb threat.
- The principal will be responsible for developing and maintaining a visual search plan designed to meet the specific needs of his or her building.
- The principal will be responsible for conducting a search plan drill at least once each semester.
- The clerical staff will close all vaults and secure all records.
- Secretarial staff will take enrollment cards and sign-out sheets for off-site student release.

- Teachers will take class roll and notify the principal if someone is missing.
- The principal will make the decision for the students and other personnel to re-enter the building. If possible, the principal should seek the advice of Policy/Fire Departments.
- In the case of inclement weather or delayed re-entry into the school building(s), the principals will notify the transportation department of the need for buses to transport students/staff to a predetermined location. The predetermined location is on the **LHS Practice Football Field**. The Superintendent/designee must be informed prior to moving students/staff to predetermined location.
- Public relations coordinator will prepare statement for the media.
- The principal will prepare fact sheet to help those answering phones.

What not to do if a bomb is found:

- Do not touch suspected explosives.
- Do not move suspected bombs.
- Do not place suspected bomb in water.
- Do not cut or pull any wires attached to suspected explosives.
- Do not attempt to cut strings, pull fuses, or release hooks attached to a suspected device.
- Do not use or pass metallic tools near suspected bombs.
- Do not smoke or allow open flames near suspected bombs.
- Do not use two-way radio or cellular phones near scene of suspected bomb.
- Do not investigate a suspected bomb too closely. Leave that no experts!

What to do if a bomb is found: (MS Code 97-37-25)

- Evacuate the area **IMMEDIATELY** according to school plan.
- Secure a perimeter of 1000 feet or more around the location.
- Call **911**. Make sure the 911 operators understand that you located a suspected explosive device. If possible, stay on the line until you are instructed to disconnect by the **911** operators.
- The principal will notify the Superintendent's Office who will immediately notify the proper department.
- Members of the explosive ordinance disposal team will remove the bomb.
- The principal will document actions and decisions concerning bomb incident.

Bomb Threat Call Procedure

(Front side of yellow card) Form (1)

Leland School District

The yellow call procedure and checklist cards are available from the LSD administrative offices.

Bomb Threat Call Procedure

**** Do Not Give Out Your Name to Caller****

Questions to Ask Caller..... Complete as Caller Responds.

1. When is 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? _____ No _____ Yes (If No, who did)? _____

Why? _____

7. What is your
name? _____

8. What is your
address? _____

Sex of Caller: _____ Age: _____

Race: _____

Length of Call: _____

(Over)

Bomb Threat Checklist

(Back side of yellow card) Form (2)

Leland School District

Checklist

Caller's Voice (Check all that apply)

_____ Calm	_____ Laughing	_____ Lisp	_____ Disguised
_____ Angry	_____ Crying	_____ Raspy	_____ Accent
_____ Excited	_____ Normal	_____ Deep	_____ Familiar
_____ Slow	_____ Distinct	_____ Ragged	_____ If voice is familiar, who did it sound like? _____ _____ _____
_____ Rapid	_____ Slurred	_____ Throat Deep	
_____ Soft	_____ Nasal	_____ Breathing	
_____ Loud Cracking	_____ Stutter		
_____ Voice			

Background Sounds:

_____ Street Noises	_____ House Noises	_____ Factory Machinery
_____ Crockery	_____ Motor	_____ Animal Noises
_____ Voices	_____ Music	_____ Office Machinery
_____ PA System	_____ Clear	_____ Static
_____ Local	_____ Long Distance	_____ Booth

Other _____

Threat Language:

_____ Well Spoken (Educated)	_____ Foul	_____ Incoherent
_____ Taped	_____ Irrational	_____ Message Read by Caller

Remarks: _____

Report call immediately to Principal/Designee.

Completed checklist immediately after bomb threat and give this card to Principal/Designee.

Date: _____/_____/_____

Call received on Phone Number: _____ Location: _____

Name: _____ Position: _____

Building Collapse

Definition: A building collapse occurs when the structural integrity of the building is lost due to over stressed conditions.

Emergency Procedure:

- Principal will initiate evacuation plan.
- Teachers will call roll to account for all students and report missing students to the principal.
- The principal will call 911 and describe what has happened.
- The principal will contact first aid responder to provide first aid if necessary.
- The principal will notify the Superintendent's Office who will notify the proper departments.
- In the case of inclement weather or delayed re-entry into the school building(s), the principals will notify the transportation department of the need for buses to transport students/staff to a predetermined location. The predetermined location is **LHS Practice Football Field**. The Superintendent/designee must be informed prior to moving students/staff to predetermined location.
- Secretarial staff will take enrollment cards and sign-out sheets for off-site student release.
- Public relations coordinator will prepare statement for the media.
- The principal will prepare fact sheet to help those answering phones.
- The principal will make the decision for the students and other personnel to re-enter the building only after being advised to do so by the civil defense office and/or the school architect/engineer.
- The principal will document actions and decisions concerning building collapse incident.

Building Evacuation Plan

The principal will update and post evacuation plans in each room of his or her building annually. This plan will be used for fire, bomb threat, explosion, loss of a building's structural integrity, hazardous materials and other crises requiring evacuation.

Evacuation is considered a last line of defense and should only be implemented when the life and/or health of students, employees, guests, or visitors is threatened. Exits are highly visible and exit pathways labeled with appropriate EXIT signs. Know the route to the nearest exit from your location. In the event of a fire or other condition which necessitates evacuation of the building, do the following as outlined in site/school specific evacuation plans:

Emergency Procedure:

- Students and staff will calmly and quickly move to assigned evacuation locations.
- Teachers will follow students out and stay with students.
- Stay together and gather at a safe distance (minimum 500 feet for fires and 1000 feet for bomb threats) from the building at designated gathering points. See the plan for each location.
- Teachers will call roll to determine if any students are missing.
- Teachers will report missing students to principal.

- If it cannot be determined that all persons have safely exited the building, the responding, fire team, or other designated emergency response team must be notified.
- Unattached students will report to the nearest teacher. Teachers should note student additions and send this information to principal.
- Secretarial staff will take enrollment cards and sign-out sheets for off-site student release.
- Designate a specific location for medical personnel to conduct triage.

Training

School Principals and Department Heads shall ensure that employees receive information and training on the elements of the emergency crisis and response plan during orientation and at least annually thereafter. Training shall include, but not be limited to:

- School/facility layouts and escape routes
- Awareness of handicapped individuals who may need extra assistance
- Hazardous areas to be avoided during emergencies.
- Rooms and other spaces that need to be checked for visitors and employees who may be trapped or otherwise unable to evacuate the area during an emergency.
- Any duties/responsibilities the employee may have in support of plan.

Goggle Maps

Edna M. Scott Elementary School Location

404 East 3rd Street
Leland, MS 38756
(662) 686.5013

 Leland Elementary School
LELAND ELEMENTARY ACCELERATED SCHOOL



Map data ©2016 Google 20 ft



 402 E 3rd St, Leland, MS 38756

 (662) 686-5013

[Add missing information](#) 

Edna M. Scott Elementary School

Evacuation: A minimum safe distance of 500 feet is required during fire evacuation, 1000 feet for bomb threats and other hazards. Student and staff must all be accounted for during evacuations. Fire evacuation routes must be posted in each classroom.

On-Site Evacuation Location

(i.e. fields, parking lot, etc.)

Leland High School Practice Football Field

Alternate Location

Inclement Weather

Leland School Park Gymnasium

Off-Site Evacuation

Leland High School Game Field behind Leland Career & Technical Center

Inclement Weather

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)

Family Reunification Point

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)
(See Map)

EMSES - - New Zion Baptist Church
420 S. Broad St.
Leland, MS 38756

LSP - - Pleasant Spring Baptist Church
108 George Holloway Jr. Drive
Leland, MS 38756

LHS - - St. Peter Baptist Church
701 Main St.
Leland, MS 38756

Google Map
Buster Morlino Center
4168 Old Hwy 61
Leland, MS 38756

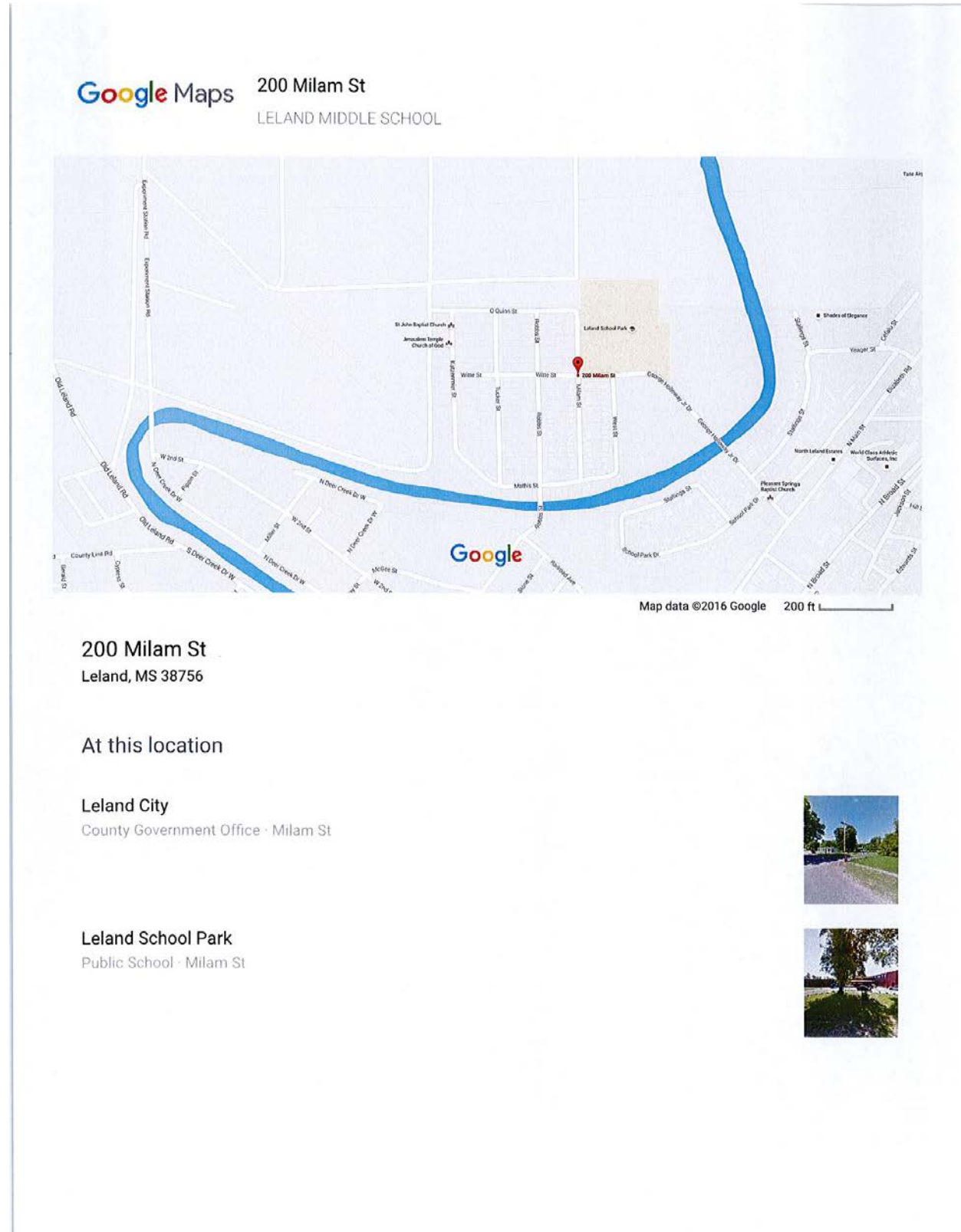


Goggle Maps

Leland School Park

200 Milam Street

Leland, MS 38756



Leland School Park Location

Evacuation: A minimum safe distance of 500 feet is required during fire evacuation, 1000 feet for bomb threats and other hazards. Student and staff must all be accounted for during evacuations. Fire evacuation routes must be posted in each classroom.

On-Site Evacuation Location (i.e. fields, parking lot, etc.)

Leland School Park Practice Football Field

Alternate Location **Inclement Weather**

Leland High School Gymnasium

Off-Site Evacuation

Leland High School Game Field behind Leland Career & Technical Center

Inclement Weather

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)

Family Reunification Point

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)
(See Map)

Goggle Map
Buster Morlino Center
4168 Old Hwy 61
Leland, MS 38756



4168 Old Hwy 61
Leland, MS 38756


Goggle Map


Leland High School

408 East 4th Street
Leland, MS 38756

Google Maps

Leland High School


A Google Map showing the Leland High School area. The map features a large blue body of water (Deer Creek) running diagonally across the lower half. Several streets are labeled, including E 3rd St, E 4th St, E 5th St, N Deer Creek Dr E, S Deer Creek Dr E, and others. A red pin marks the location of Leland High School. Other nearby locations like Leland Elementary School and Southern Baptist Church are also indicated. The map includes a scale bar for 50 feet and a copyright notice for 2016 Google.


A photograph of Leland High School. The image shows a large, modern school building with a long, low profile and a series of windows. The building is surrounded by a well-maintained lawn and several large, mature trees that provide shade. A paved walkway leads towards the entrance of the school.


Leland High School

1 review

High School

 404 E 3rd St, Leland, MS 38756

 leland.schoolfusion.us

 (662) 686-5000

Leland High School Location

Evacuation: A minimum safe distance of 500 feet is required during fire evacuation, 1000 feet for bomb threats and other hazards. Student and staff must all be accounted for during evacuations. Fire evacuation routes must be posted in each classroom.

On-Site Evacuation Location

(i.e. fields, parking lot, etc.)

Leland High School Practice Football Field

Alternate Location

Inclement Weather

Leland High School Gymnasium

Off-Site Evacuation

Leland High School Game Field behind Leland Career & Technical Center

Inclement Weather

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)

Family Reunification Point

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)
(See Map)

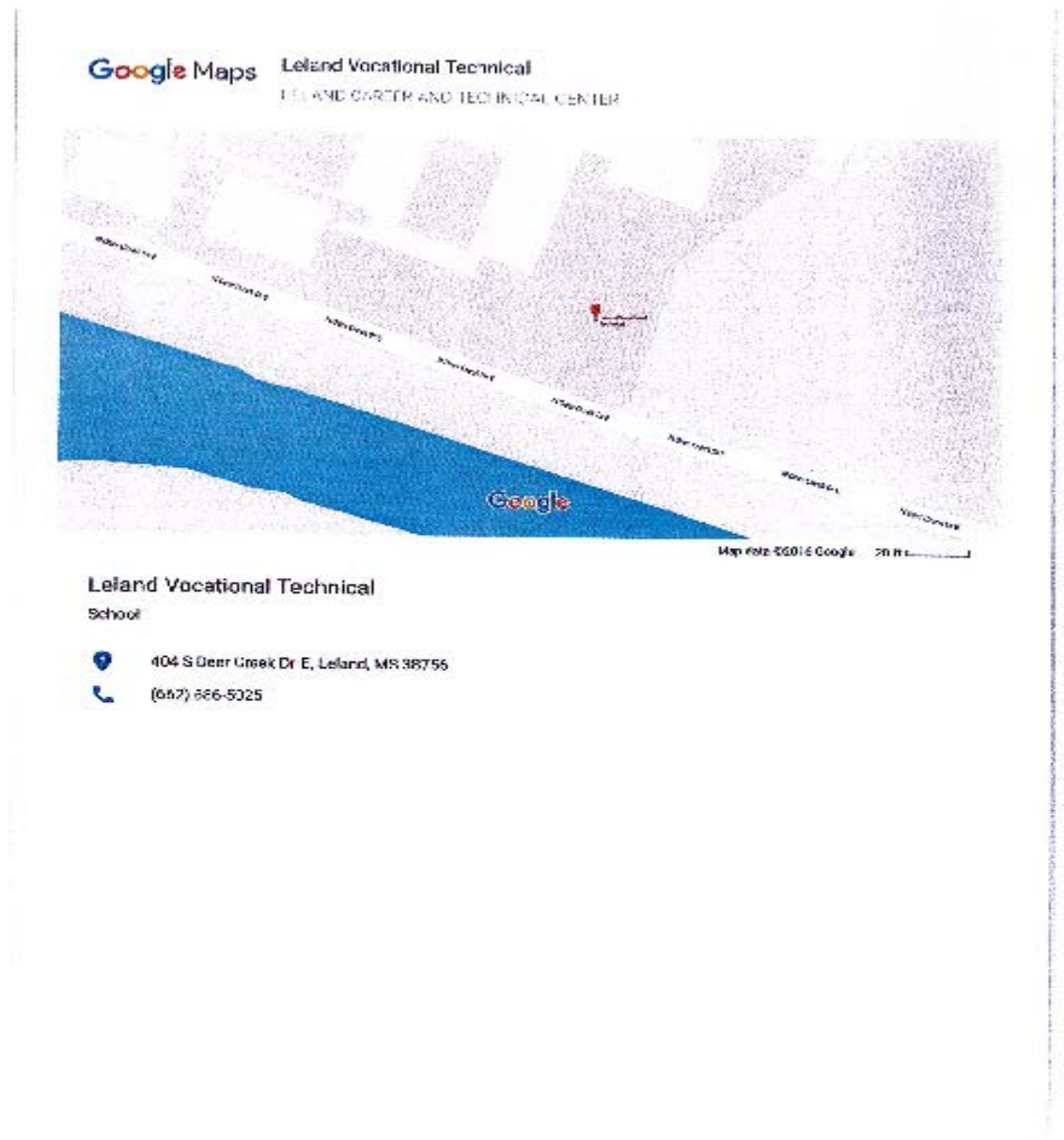
Goggle Map
Buster Morlino Center
4168 Old Hwy 61
Leland, MS 38756



Goggle Map

Leland Career & Technical Center

404 South Deer Creek Drive
Leland, MS 38756



Leland Career & Technical Center Location

Evacuation: A minimum safe distance of 500 feet is required during fire evacuation, 1000 feet for bomb threats and other hazards. Student and staff must all be accounted for during evacuations. Fire evacuation routes must be posted in each classroom.

On-Site Evacuation Location (i.e. fields, parking lot, etc.)

Leland High School Practice Football Field

Alternate Location **Inclement Weather**

Leland High School Gymnasium

Off-Site Evacuation

Leland High School Game Field behind Leland Career & Technical Center

Inclement Weather

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)

Family Reunification Point

Buster Morlino Center
(4168 Old Hwy 61, Leland, MS 38756)
(See Map)

Goggle Map
Buster Morlino Center
4168 Old Hwy 61
Leland, MS 38756



4168 Old Hwy 61
Leland, MS 38756

Bus Accident

Emergency Procedure:

- Bus driver will stay with students.
- Bus driver will ensure that law enforcement is notified.
- Bus driver will ensure that transportation supervisor is notified.
- Bus driver must immediately check all students passengers for injury and ask whether anyone is hurt or injured. If so, first aid shall be administered, if appropriate.
- The students should be evacuated from the school bus in accordance with standard procedures only if the condition or position of the school bus creates a further hazard to the student passengers.
- Transportation supervisor will go to the scene of accident.
- Transportation supervisor will notify Central Office and building principals. Central Office will notify public relations, security coordinator, director of operations, and crisis management team coordinator.
- Principal will go to the scene of accident if students are injured.
- Principal or designee will notify parents.
- Principal will send staff member with the injured students if transported from accident site.
- Principal and supervisor of transportation will make list of all students on the bus at the time of accident.
- Principal and supervisor of transportation will document actions and decisions concerning bus accident.

Caring for Special Needs Students

The schools in the Leland School District prepare students with disabilities for disasters and/or emergencies through frequent training drills to alleviate safety problems in the event of a real emergency. Teachers and principals' responsibility has greatly increased as students move into least restrictive environment (LRE).

To ensure the safety of differently able students, we realize the critical need for principals and teachers to have emergency procedures for students who need assistance to evacuate.

The following procedures should be followed:

1. Make sure students with disabilities understand and will carry out actions required in an emergency. Each school is required to provide 30 minutes of safety instruction and conducts at least one fire drill a month.
2. A team will be in place to assist students with disabilities during the emergency. A team of adults has been organized to help meet the need of the special needs children to ensure better student safety. This team is made up of teacher, aides, and the school nurse.
3. Select a classroom that is close to an exit for location to place students with disabilities. Special attention is given to handicap accessibility of nearby exits to ease emergency evacuations for students in wheelchairs and braces.
4. Determine the ways students need help during and after an emergency based upon one or all of the following.

- **Difficulty hearing a warning or instructions concerning evacuations**
- **Difficulty with a seeing-eye or hearing-ear dog that may become confused during emergency**
- **Difficulty operating a wheelchair or walker**
- **Difficulty understanding instructions while under stress, or having an illness aggravated by stress**

A list is maintained in the principal's office and the nurse's station of important items that a student might need in an emergency, such as medication administration, phone numbers for the parent or doctor, or special equipment needs. Special medical alert tags are also available that identify the student's needs in case of injury or the inability to communicate.

Individuals Requiring Special Assistance During Emergency Form

Name: _____ Homeroom/Location: _____

Assistance Required: _____

Person Assigned to Assist: _____

Special Issues/Notes: _____

.....

Name: _____ Homeroom/Location: _____

Assistance
Required: _____

Person Assigned to Assist: _____

Special Issues/Notes: _____

.....

Name: _____ Homeroom/Location: _____

Assistance Required: _____

Person Assigned to Assist: _____

Special Issues/Notes: _____

Child Abuse/Neglect

(MS Code 97-5-39)

Definition: Child abuse is an act of commission. Child neglect is an act of omission. An abused or neglected child (anyone under 18 years of age is defined as a child) whose health or welfare is harmed or threatened with harm when his or her parent, guardian, or other person exercising custodial control or supervision of the child inflicts or allows to be inflicted upon the child physical or emotional injury by other than accidental means; creates or allows to be created a risk of physical or emotional injury to the child by other accidental means; commits or allows to be committed an act of sexual abuse, sexual exploitation, or prostitution upon the child; abandons or exploits such child; or does not provide the child with adequate care, supervision, food, clothing, shelter, education, or medical care necessary for the child's well-being.

The most common forms of abuse are physical (i.e., assault or contact that causes physical injury or emotional injury; (abandonment; stalking, hate crimes, harassment) and sexual abuse (i.e., touching, handling, etc., of a child for lustful purposes sexual exploitation, e.g., pornographic photographic, rape, molestation, incest, prostitution).

A child's parent, guardians, or other person who has permanent or temporary care, custody, or responsibility for the supervision of a child, including school personnel, can cause abuse or neglect. Also, a stranger or someone outside the school setting can cause by another child or abuse. Regardless of who is reported to have caused the abuse or neglect, you should report it immediately to the proper authorities and let them handle the investigation.

In accordance with the laws of the State of Mississippi regarding child abuse, any person who has reasonable cause to suspect that child abuse or neglect is occurring shall report such information to the director of social services in the county in which the child resides.

Law from civil liability protects persons making reports if they act in good faith.

It is not necessary that one have absolute proof before reporting. It is the responsibility of the Department of Human Services to make its own investigation.

Procedure:

Faculty and staff member should call **1.800.222.8000** – Washington County Department of Human Services at **(662) 378.0300**.

If the telephone number is busy, keep calling until you talk with someone at the agency, do not wait until the next day.

Provide the following information:

- Name of child.
- Name of child's parent, address, telephone.
- Child's age.
- Name and address of person whom you suspect is responsible for the abuse or neglect.
- Any other pertinent information.
- Do not notify the suspected abusers.

- Faculty and staff members should inform the principal of the report in writing, including date and time of the report.
- Principal shall permit interview with child by authorized, properly identified officials.
- School counselor will provide follow-up counseling, when appropriate.
- The principal will document actions and decisions concerning child abuse/neglect incident.

Confrontation with Person in Possession of a Weapon

(MS Code 37-11-18)

Definition: An armed offender is a person possessing a weapon capable of deadly force, whose intent is to pose a threat, inflict harm, or carry out a personal objective. The armed person may be a student, staff member, parent, or community member.

A weapon is any instrument, which may produce bodily harm or death. Weapons include, but are not limited to, any knife, firearm, air gun, sword, spear, ax, tomahawk, club, explosive device, fireworks or other incendiary device, throwing instrument, firearm silencer, ammunition, blackjack, night stick, screwdriver, homemade weapon, or any other device classified as an unlawful weapon, or which may produce bodily harm or death, or any instrument possessed with intent to use for the above purpose.

Emergency Procedure: Administrator

- Immediately report situation to principal.
- The principal will determine if the situation is an emergency.
- Call **911**. Make sure the **911** operator understands that there is an armed person inside the school; and give his or her last known location; give a description and any other information you may have. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
- Notify all teachers that you have an emergency situation. Pass the emergency signal over the PA system and then announce "Please keep all students inside your classroom until further notice". All classroom doors should be locked at the sound of the emergency signal.
- Students and staff should move away from doors and glass.
- Notify the Central Office immediately; they will notify the proper departments.
- Notify all students outside their classroom (including those outside the school building) to report to the nearest safe classroom. All students should be brought into a locked area.
- Teachers should call roll and list the names of missing students on index card to be reported to principals later. Also list the names of students in room and not on roll, to be given to the principal later.
- If the hostage taker or armed person can be contained in one section of the building, students and staff should be evacuated from the building to a designated safe area.
- Students and staff will not reenter the building until the building has been evaluated and determined safe by the police department.
- If safely permits, a staff member should be directed outside the building to warn all approaching visitors of the danger.

- Do not attempt to disarm any individual with a weapon.
- Do not panic. Establish a psychological advantage by remaining calm.
- Do not make threats, challenges, or in any way antagonize the person in possession of the weapon.
- Constantly assess the situation. Does the individual vacillate concerning the intended use of the weapon, or does he/she seem to want attention?
- Do not condone the individual's actions.
- In a calm voice and mannerism, try to talk to the individual. Make reasonable suggestions. For example, if other individuals are present, request that they be allowed to leave the area.
- Observe the weapon carefully and try to obtain enough information about it so that a description can be given to school security/law enforcement officers.
- Attempt to isolate the individual if possible.
- Move slowly and with confidence.
- Comply with the individual's demands as long as they are reasonable.
- The principal will document actions and decisions concerning weapon incident.

Death of a Student/Staff Member at School

Emergency Procedure:

- Principal will call **911**. Make sure the **911** operator understand that there has been a death at your school.
- If possible, stay on the line until you are instructed to disconnect by the **911** operators.
- The building principal should be notified as soon as a death occurs and should document all information as soon as it is available.
- This principal will notify the Superintendent's Office that will immediately notify the proper departments.
- The crisis coordinator will convene the local crisis team, if needed.
- The principal will notify the deceased person's next of kin.
- The principal will responsible for controlling the release of all information concerning death of staff member or student.
- The details of funeral should be shared with the entire staff.
- The deceased family's wishes should be followed and the school liaison appointed by the principal should be in direct contact with family.
- Issues regarding confidentiality and student's right to privacy should be maintained.
- Security personnel will secure the area and clear effected classroom(s) hallway(s) of students.
- The personal belongings of the deceased should be removed and protected so that they can be given to the family at a later date.
- Dispel rumors and refer all rumors to the principal so that they can be addressed in the debriefing session.
- Evacuate the immediate area, segregate witnesses and protect the scene of the event.

Death of Student of Faculty Member Outside of School

Emergency Procedure:

- The principal should initiate a chain phone calling system to inform all faculty and staff members of the tragedy and schedule an early morning meeting (faculty and staff). The phone call and morning meeting reduce the risk of faculty arriving at school unprepared. The purpose of **the faculty/staff meeting is three fold:**
 1. **To be sure faculty members are informed of the incident.**
 2. **To ensure that faculty/staff members know the facts surrounding the incident so they can dispel rumors and horror stories that may crop up during the day.**
 3. **To announce any special schedule and/or events of the day.**
- Assemble the school district's crisis counseling team and other resource persons so they can plan to assist at the school.
- Substitute teachers, as necessary, need to be scheduled. They, too, need training before meeting with students.
- An end-of-the-day meeting should be held to evaluate and debrief the day's procedures as well as to identify further concerns for the days to come.

Classroom Procedures:

- The principal should announce the death of the teacher/student and the known facts of the death of the first class of the day (or to the entire student body). Teachers should follow-through on the announcement as dictated by reaction by students in their respective classes.
- Although distraught, faculty and staff members should remain as calm as possible and serve as a "source of strength" for students. Teachers, dealing with their own grief, may not know what responses to offer or may try to do too much. Students rarely expect perfect answers or controlled indifference, but find teachers most helpful as emphatic listeners. Do not attempt to explain why a person dies (or has committed suicide).
- In the case of a suicide situation, simply say, "Sometimes a person becomes distraught and depressed. When this occurs, she/he oftentimes can't see a resolution to a problem or situation) other than taking his or her own life. There is an overwhelming feeling of hopelessness. This is tragic. If you are ever in a similar situation, discuss your problem(s) with someone you trust-preferably an adult (with counseling training). NO problem is as great that you should consider committing suicide".
- Refer all rumors to the principal so that they can be addressed in the debriefing session.
- Not all students will grieve or respond to death/suicide in the same manner. Some will want to relieve the hurt by discussion, others by avoiding the issue. Each person will experience a grieving process that is "normal" for him/her. These reactions are typical and should be affirmed by teachers/counselors. Time should be allowed to express their grief reactions in the classrooms and discussions. Students should be allowed to express their grief and discuss openly their feelings, fears, and concerns that surround the events.

- Teachers should refer to the crisis counseling team any student who appears to have difficulty coping with the death of the teacher/student. (Teachers must know the location of the special crisis center which they can send extremely upset students throughout the day for special counseling or help in dealing with the tragedy).
- Funeral arrangements should be explained and students should be informed that they will be allowed to attend the funeral if they have a note from home. The administration of a school might consider holding a memorial assembly program based on the students' response to the death. (Some authorities do not support having a memorial program when death results from suicide. (If a memorial program is conducted, the emphasis should focus on how to develop appropriate coping strategies. The act of suicide should not be glorified).
- The school should return to its regular schedule, even abbreviated as it relates to activities and assignments, as soon as possible. Teachers need not turn class sessions into group therapy or recreation times, but may scale down expectations in response to change in energy levels.
- The personal belongings of the deceased should be removed and protected so that they can be given to the family at a later date.

Days Following a Death/Suicide Procedure:

- Individual and group responses to loss may remain intense for extended periods. Teachers should remain on the lookout for students who might show signs of depression related to the recent death/suicide. These students should be referred for counseling. Parents of the depressed students should be contacted and invited to a special meeting to help their children understand and cope with his or her feelings. Warning signs that could suggest further difficulty for their children might be discussed, as well as sources for help.
- It is necessary for teachers and counselors to be alert for months after a suicide. Some students will deal with the loss and grief immediately, while others will let it fester and grow within themselves for months. The aftermath of suicide will often continue for up to two years. It is important that "high risk" students be carefully monitored for at least six months, with less intense, but continual, concern for one to two years thereafter.
- Suicide is on the rise, and it is unfortunate that school systems need to plan in advance for this type of event, but they must! Post-vention taken seriously can aid the students, staff, administration, and community in dealing with such a tragedy. Suicide post-vention, when carefully dealt with and openly planned for, can help prevent further tragedies in the aftermath of suicide.

Media Coverage Procedure:

- The Superintendent will be the official spokesperson for the district. All staff members should refer news personnel to the Superintendent or his designee.
- It is extremely important to have honest, accurate coverage of the incident reported to the media. Any personal references to the deceased should be checked and cleared with the family to avoid any problems in the community. The school's sympathy should be reported, but, regarding a suicide situation, the idea should be conveyed that a life was cut short that could have been saved if the individual had reached out for help. Do not allow student interviews by the media without parents' permission and then only off campus.

Earthquake

Definition: An earthquake is the oscillating movement of the earth's crust caused by the rupturing of great masses of rock miles beneath the surface of the earth. This generally takes the form of slipping or sliding along a rupture plan (a weakness in the earth's crust) called a fault. There are three major types of earthquakes: Volcanic, Plutonic and Tectonic. Tectonic is the most common and most destructive.

Earthquakes can occur at any time with no advance warning. The onset of a large earthquake is initially signaled by a deep rumbling or by disturbed air making a rushing sound. Probably the most disheartening feature in the aftermath of a damaging earthquake is the reported occurrence of after shocks.

Emergency Procedure:

- Students and staff should stay put until tremors stop.
- Students and staff should duck and cover until tremors stop.
- Students and staff should take cover under desks and tables, against inside walls, or under doorways.
- Students and staff should be alert for possible after shocks.
- Shut off any electrical and gas operated appliances.
- Students and staff should evacuate the building through nearest safe exit if instructed to do so. The earthquake evacuation signal in **FIRE DRILL SIGNAL**.
- Students should avoid overhead wires and utility poles.
- Teachers should call roll and report missing students to the principal.
- The secretarial staff will take enrollment cards and sign-out sheets for off-site student release.
- Unattached students should report to the nearest teacher. Teachers should report student additions to the principal.
- The principal will make the decision for the students and other personnel to re-enter the building only after being advised to do so by the civil defense office and/or school architect/engineer.

Emergency Release of Students

An emergency team is designated at each location for the release of students during an/or after an emergency.

The functions of the team are as follows:

1. Account for all students and staff. Get injury and missing persons report from each teacher and report to Emergency Operations Coordinator. (See forms)
2. Check student emergency card for name of persons authorized to pick up student (See form)
3. Release student only to an authorized person.
4. If in doubt, ask for identification.
5. Complete Student Release Log. (**See form**)

Leland School District

Emergency Team at Student Reunification Site Form

Team Leader:

* _____

* _____
(Alternate)

Team Member(s):

* _____

* _____

* _____

* _____

* _____

* _____

Location:

* _____
(Inside)

* _____
(Outside)

Functions:

1. Account for all students and staff. Get injury and missing person report from each teacher and report to EOC.
2. Check student emergency card for name of person(s) authorized to pick up student.
3. Release student only to an authorized person.
4. If in doubt, ask for identification.
5. Complete Student Release Log.

**Leland School District
Crisis Site Student Release Form**

Student's Name:_____

Teacher:_____ **Grade:**_____

Student Release Requested by:_____

Proof of Identification:_____

If the person requesting release is not listed on the Parental Permission for Student Release Form, release of the student will be denied until direct parental contact has been made.

Student's Status:

- | | |
|----------------------------------|--|
| <input type="checkbox"/> Present | <input type="checkbox"/> Receiving First Aid |
| <input type="checkbox"/> Absent | <input type="checkbox"/> Evacuated to Emergency Department |
| <input type="checkbox"/> Missing | |

Requester's Signature:_____

Destination:_____

Date:_____

Time:_____

Staff member approving release (Please Initial):_____

(Signature)

Leland School District

Crisis Site Status Report/Missing/Injury Form

To: _____ From:(Name) _____ Location: _____

Date: _____ Time: _____ Person in Charge at Site: _____

Employee/Student Status:

	Absent	Injured	Number Sent to Hosp/Med	Dead	Missing	Unaccounted For (Away from Site)	Number Released to Parents	Number Being Supervised

Structural Damage: Check damage/problem and indicate location(s).

Check √	Damage/Problem	Location(s)
	Gas Leak	
	Water Leak	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling	
	Other (List)	

**Leland School District
Parental Permission
Emergency Release List for Parents**

Student Name: _____ **Teacher Name:** _____

Parent Name: _____ **Phone Number:** _____

Parent's Signature: _____

Names of person(s) I will allow my child to go with in case of Emergency.

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

Name: _____ **Phone Number:** _____

It is important for you to send the completed form back as soon as possible. Your child's teacher will keep this with his or her emergency kit, and it will only be used in emergencies.

Thank you so much for taking the time to complete this form and returning it to your child's teacher

Explosion

Definition: An explosion is a sudden violent release of energy from its contained environment.

Emergency Procedure:

- The principal will determine if the explosion endangers the school population.
- The principal will notify law enforcement by calling **911**.
- The principal will evacuate the building, if warrant (1000 feet or more).
- The principal will notify the Superintendent's office who will immediately notify the proper departments.
- First aid responder will render first aid, if necessary.
- The clerical staff will close all vaults and secure all records
- The clerical staff will take the check out cards for off campus check out of students.
- Teachers will take class roll and notify the principal if someone is missing.
- The principal will make the decision for the students and other personnel to re-enter the building. If possible, the principal should seek the advice of Police/Fire Departments.
- In the case of inclement weather or delayed re-entry into the school building(s), the principals will notify the transportation department of the need for buses to transport students/staff to a predetermined location. The predetermined location is **Leland High School Practice Football Field**. The superintendent/designee must be informed prior to moving students/staff to predetermined location.
- Public relations coordinator will prepare statements for the media.
- The principal will prepare fact sheet to help those answering phones.
- The principal will document actions and decisions concerning explosion incident.

Fallen Aircraft (Call 911)

Definition: A fallen aircraft emergency occurs when an aircraft falls near a school or on a portion of the school building.

Emergency Procedure:

- Call **911**. Make sure the **911** operator understands the nature of the emergency. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
- Keep staff and students at a safe distance, upwind from the fallen aircraft. Note in case of jet aircraft, the minimum safe distance is 1000 feet.
- Notify the Central Office immediately; they will notify the proper departments.
- Take actions as necessary to prevent injury or death to survivors.
- Determine if the aircraft is military or civilian.
- Render first aid, if necessary.
- The principal will document actions and decisions concerning fallen aircraft.

Fire

(Call 911)

Definition: A fire occurs when combustible materials ignite in the presence of oxygen and heat. A fire, in the building, or on the premises requiring evacuation.

Emergency Procedure:

- Sound the fire alarm or fire drill bell. This will implement the fire drill evacuation procedures.
- Call **911**. Make sure the **911** operators understand the nature of the emergency. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
- Evacuate immediately. Exit through the nearest safe exit using all available doors.
- Secretarial staff will take enrollment cards sign-out sheets for off-site student release.
- Teachers will follow students out and stay with students.
- Teacher will call roll and report missing students to the principal.
- Notify the Central Office immediately. They will notify the proper departments.
- Students and staff should not return to the building until Fire Department officials declare the area safe.
- Any fire at a school facility must be reported to the Fire Department, even if it is a very small fire or the fire has already been extinguished.
- The principals will update and post evacuation routes in each room annually.
- Extinguish small fires if it is possible to do so without endangering lives, but notification of the Fire Department is mandatory for all fires.
- Render first aid, if necessary.
- The building principal will be responsible for conducting one fire drill each month after the first month of school.
- The principal will document actions and decisions concerning fire incident.

Insert Evacuation Plan here and in each classroom and hallways

Hazardous Material Incident

Definition: A hazardous material is any substance chemical, biological, radiological, or explosive in a quantity of form, which may be harmful to humans, domestic animals, wildlife, economic crops or property when released into the environment.

Hazardous materials are commonly used and transported through Washington County therefore, hazardous material accidents may occur as the result of human error or natural disaster.

Disasters involving hazardous materials are likely to happen without warning. They are usually confined to a localized area and action should be taken to contain resultant spills as promptly as possible.

Within The Facility Hazardous Materials Release

Emergency Procedure:

- Evacuate the contaminated area and seal it off.
- Attempt to identify the chemical.
- Determine the hazard level presented as reflected in the MSDS sheet.
- The principal will notify the Superintendent's Office who will immediately notify the proper departments.
- If decontamination can be conducted with school assets, do so.
- If not, Call **911**. Make sure **911** operators understand that there is a hazardous materials emergency. If possible, stay on the line until you are instructed to disconnect by the **911** operators.
- The principal will initiate evacuation plan, if necessary. The Alert Signal is: **FIRE DRILL SIGNAL**.
- If necessary, evacuate the school site.
- The principal will notify the Superintendent's Office who will immediately notify the proper departments.
- Transfer to school-site must be approved, in advance, by the Superintendent/designee or local authority having jurisdiction (i.e., fire department, civil defense, law enforcement).
- Off campus alternative site: **Leland High School Football Field**.
- If evacuation becomes necessary, each teacher should call roll to account for students under his or her supervision and report missing students to the principal.
- Secretarial staff will take enrollment cards and sign-out sheets for off-site student release.
- The building shall not be re-entered until authorization is given by the fire department.
- First aid providers will render first aid if necessary.
- The principal will document actions and decisions concerning hazardous materials incident.

Hostage (MS Code 97-3-53)

(911)

Definition: Hostage-taking is a violent criminal offense involving the holding of individual(s) hostage, or exercising or attempting to exercise control over the individual(s) by the use of force or threat of force, or by other violent behavioral/verbal actions, which if carried out, would result in a departure from the organization's normal course of action by using the threat of violence to secure the fulfillment of certain demands. These situations are probably the least predictable and the most dangerous of the emergency situations that may confront the school principal.

Emergency Procedure: Teachers and Staff

- Call **911**. Make sure the **911** operators understand that there is a hostage situation. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
- Notify all teachers that you have an emergency situation. The emergency signal is **GO TO LOCKDOWN**. Please keep all students inside your classroom until further notice". All classroom doors should be locked at the sound of the emergency signal.
- Students and staff should move away from doors and glass.
- Notify the Central Office immediately; they will notify the proper departments.
- Notify all students outside their classroom (including those outside the school building) to report to the nearest safe classroom. All students should be brought into a locked area.
- Teachers should call roll and list the names of missing students on index card to be given to the principal later.
- If the hostage taker or armed person can be contained in one section of the building, students and staff should be evacuated from the building to designated safe area.
- Students and staff will not re-enter the building until the building has been evaluated and determined safe by the police department.
- If safety permits, a staff member should be directed outside the building to warn all approaching visitors of the danger.
- The principals will document actions and decisions concerning hostage incident.
- Don't attempt to negotiate with the hostage taker, leave this to the professionals.
- Don't allow any school or district leader on the phone with the hostage taker.

If Taken Hostage: Administrator

- Get word to the office (via word, note, or hand signals to passerby).
- If possible, remove students from the area.
- Do not try to disarm intruder.
- Keep calm.
- Direct students to be quiet and to sit away from intruder, windows, and exits.
- Police may be able to hear what is taking place and may enter the room at any time.

Intruder

Definition: An intruder is an individual in the building who has not followed established visitor procedures.

Any school personnel who observes a visitor in the building or on the school campus without a visitor's badge should call the office. The principal/designee will determine if it is a serious situation.

General Procedure: Teachers and Staff

- **Staff to stop strangers**
- **Inquire as to their business in building.**
- **Direct stranger to the office and explain visitor's policy**
- **If stranger refuses to cooperate break contact and call the office.**

Emergency Procedure: Administrator

- **Call 911. Make sure the 911 operator** understands that there is an intruder inside the school, whether the person is armed, his or her last known location, a description, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the 911 operator.
- Notify all teachers that you have an emergency situation. The emergency signal is **GO LOCK DOWN** please keep all students inside your classroom until further notice.
- Teachers will account for students and put a red card under the door if a student is injured or requires medical assistance.
- Teachers will put a green card under the door if all students are accounted for and OK.
- List the names of missing students on an index card. Security personnel will collect cards.
- Principal will notify the Central Office at 686-5000.
- The Central Office will notify public relations, security coordinator, director of operations, and crisis management team coordinator.
- All classroom doors should be locked at the sound of the emergency signal.
- Teachers and students should move away from door and remain quiet and seated.
- Notify all students outside their classrooms to report to the nearest safe classroom.
- All doors should remain locked. Students and staff should remain seated and quiet until the all-clear signal is given or other instructions are forthcoming.

Leland High School

Security Drill Procedures

SY 2020 - 2021

Fire Drill

Staff member is to take attendance prior to exiting the class room. Staff member is to quietly and expeditiously evacuate the building via the designated evacuation route (denoted by arrows on the evacuation plan) to designated safe area. Staff member is to take attendance at designated safe area and report to administration. Once the building has been declared safe to re-enter the staff member is to return to class and take attendance. Staff member is to resume instruction according to the plan of the day when the administration announces secure from the drill.

Tornado Drill

Staff member is to take attendance prior to exiting the class room. Staff member is to quietly and expeditiously align students in the hallway along the inner wall adjacent to the classroom. Staff member is to direct students to take a tucked position on the floor (face in toward knees and cover head) with backs toward the windows and report to administration. Once the building has been declared safe the staff member is to re-enter the classroom and resume instruction according to the plan of the day when the administration announces secure from the drill.

Earthquake Drill

Staff member is take attendance and remain in the classroom. Staff member is to quietly and expeditiously direct students to drop and cover; turn away from windows stay under cover (desk) until shaking stops: listen for instructions and report to administration. Staff member is to resume instruction according to the plan of the day when the administration announces secure from the drill.

Lockdown/Intruder Drill

Lock down code will be issued. Staff member is to immediately lock the door, close all blinds and remain in classroom. Doors are not be opened under any circumstances until notified by the proper authorities. Staff member is to quietly and expeditiously direct students to take a position along the wall and in the corner of the inner wall so as t not be visible from the hall view via door, windows, and ignore the bells. Staff member is to resume instruction according to the plan of the day when the administration announces secure from the drill.

Bomb Threat Drill

Bomb threats are generally received by telephone. The person receiving the call should remain calm and try to obtain as much information as possible. Using the designated Bomb Threat Checklist. Staff member is to inform the principal or the designated representative immediately.

Working with the Media

- Make sure all employees know the location of the emergency communication post so they can direct inquiries.
- Have at least two secretaries available to the coordinator of public relations.
- Have at least one cell phone available to the coordinator of public relations.
- Coordinator of public relations should maintain close contact with reporters.
- Build a positive relationship with the new media by providing information in an organized manner.
- Develop a list of newspapers and television and radio stations in advance, including the key contact people, phone numbers, and deadlines.
- Eliminate obstacles wherever possible.
- Plan to be quoted by name. Be very careful about going “off-the-record”.
- Never argue with a reporter about the value of a story.
- Keep a log of all facts given out with times they were released.
- Do not release the names of victims until you know for a fact the families have been notified.
- Never speak before you know what you want to say.
- Don’t play favorites among the media. Distribute information evenly.
- Never flatly refuse information. Always give a good reason why it isn’t available.
- Be sure facts are, indeed, factual.
- Always know to whom you are talking. Get the reporter’s name and phone number in case you need to contact him or her later.
- Never falsify, color, or slant your answers.
- Be especially alert about photographs. Have policy well established before the crisis.
- Have safety, labor, and employee records available for your reference if possible.
- Point up long safety records and any acts of heroism by employees.
- If damage must be estimated for the press immediately, confine statements to general description of what was destroyed.
- Accentuate the positive.

Superintendent or Designee will be the spokesperson for the district.

Media Staging Area

Location:

Leland School District Central Office

Natural Gas Emergency

Definition: A natural gas emergency occurs when natural gas escapes from its controlled environment.

Emergency Procedure:

- Call **911**. Make sure the **911** operator understands that there is a natural gas emergency. If possible, stay on the line until you are instructed to disconnect by the **911** operator.
- Call the gas company at **1 866.332.8767**.
- Custodians will shut-off gas and electricity.
- No smoking.
- The principal will initiate evacuation plan, in necessary. The alert signal is: **FIRE ALARM SIGNAL**.
- The principal will notify the Superintendent's Office who will immediately notify the proper departments.
- If evacuation becomes necessary, each teacher should call roll to account for students under his or her supervision and report missing students to the principal.
- Secretarial staff will take enrollment cards and sign-out sheets for off-site student release.
- First aid providers will render first aid if necessary.
- The principal will document actions and decisions concerning natural gas incident.

Public Assembly Emergency Plan

Definition: A public assembly is a meeting with an occupant load of 250 or more persons who are gathered in one area or place in a building.

Procedure:

- Principal will see that employees or other personnel serving at a public event are instructed and drilled in the duties they are to perform during an emergency evacuation.
- Principal or designee shall check all exits before public arrives to ensure that all exits are clear and unlocked from the inside.
- Smoking or the use of matches and lighters shall not be permitted in the assembly area.
- Flashlights shall be made available to employees to assist occupants in the evacuation in case the normal lighting and/or the emergency lighting fails.
- Prior to the beginning of an event the public address announcer will point out emergency exits and the need for aisles and exits to be kept open.
- The principal or designee will assist with crowd control.
- The principal or designee will determine when the occupant load is reached.
- The principal or designee will be available for emergency situations.
- The principal or designee will see that the emergency evacuation procedure is announced to the audience.

Emergency Procedure:

Should an emergency occur during an assembly, do the following:

- Initiate evacuation plan.
- Alert occupants. Our signal is **FIRE ALARM SIGNAL**. If situation warrants, initiate **LOCKDOWN**.
- Call **911**. Make sure **911** operator understands the nature of the emergency.
- If possible, stay on the line until you are instructed to disconnect by the emergency operator.
- Render first aid, if necessary.
- Notify the Central Office during the day **(662) 686.5000** and SRO after 5:00 p.m. at **(662) 822.2579**.
- If there is a power failure or an equipment failure, contact:
- Supervisor of Maintenance at **(662) 820.6533**.

Severe Weather

Tornado, Thunderstorm, Hurricanes, Severe Winds, Flooding

Definitions: A hurricane is a tropical cyclones with winds of at least 74 miles per hour. These winds assume a counter clockwise circular motion around the center of the lowest pressure (eye). As the hurricane develops, the circular motion becomes more violent and often reaches speeds greater than 100 miles per hour.

A severe weather alert occurs when the National Oceanic and Atmospheric Administration issues a severe thunderstorm warning, tornado watch, or tornado warning.

Severe weather watch means that weather conditions are such that a severe thunderstorm may develop.

Severe weather warning means that a severe thunderstorm has developed.

Tornado watch means that weather conditions are such that a tornado may develop.

Tornado warning means that a tornado has been formed and sighted.

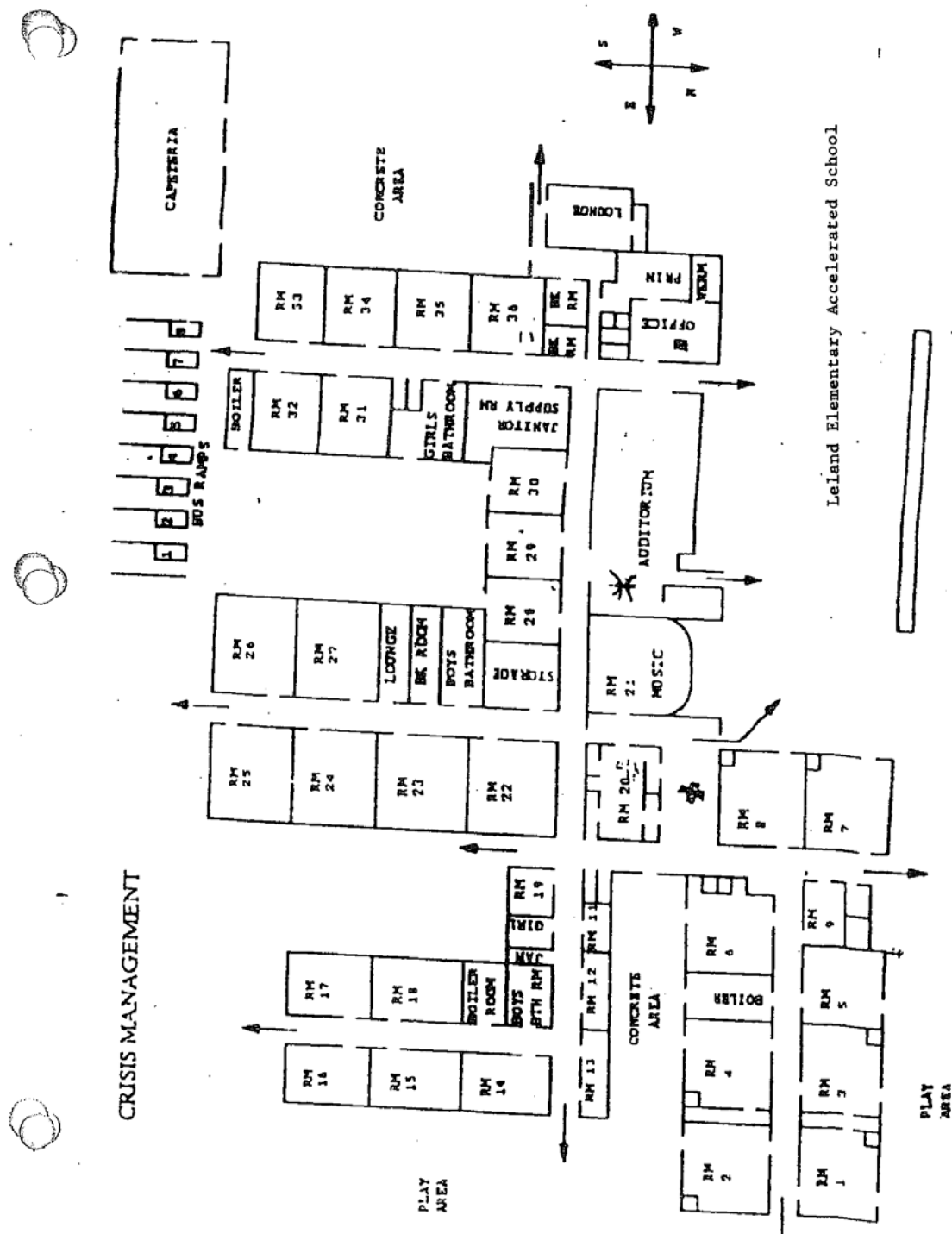
Emergency Procedure:

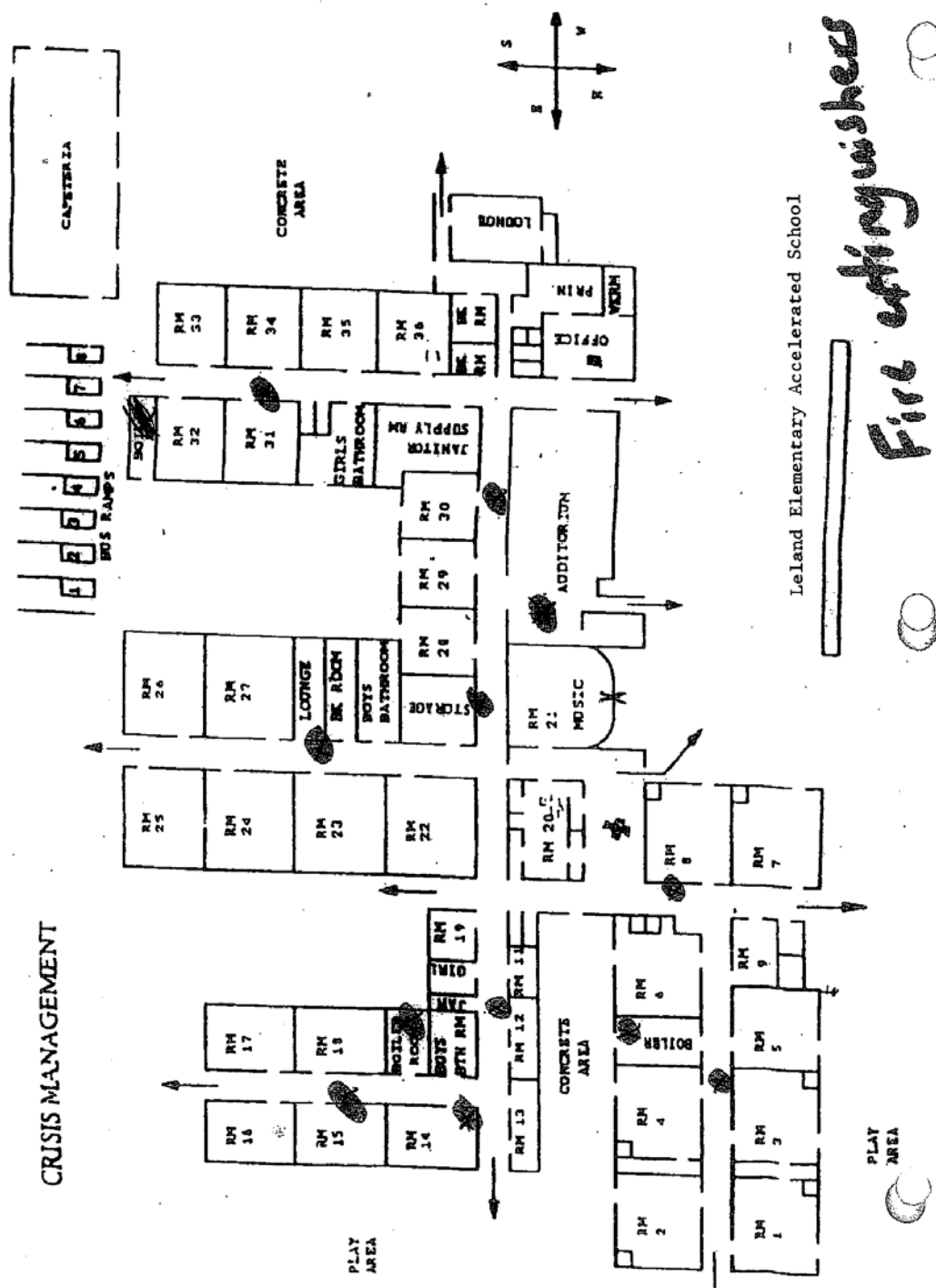
- During severe weather, the principal should review emergency procedures for his or her site.
- During severe weather, the principal should monitor appropriate weather radio systems.
- During severe weather watch, the principal should implement evacuation from outside portable buildings to a sheltered position inside the school building.
- Lightning is a threat during any severe thunderstorm. School personnel should move students inside to safety if lightning is occurring.
- During a tornado warning, students and teachers should move to areas offering the greatest tornado resistance (see school plan). Students and teachers should be seated on floor with their backs to corridor walls.
- During a tornado warning students and staff should avoid cafeterias, gyms, or any room with a wide free span roof.

- Teachers should check roll and notify the principal if someone is missing.
- The principal of each building will responsible for preparing and posting a tornado evacuation plan for each classroom.
- The secretarial staff will take enrollment cards and sign-out sheets for off-site student release.
- Officials in charge of athletic events should be aware of approaching severe storms or other weather-related emergencies. School officials should use the P.A. system to warn spectators of approaching severe weather. Game officials may stop play when unsafe weather conditions exist.

Edna M. Scott Elementary School

Plan of School





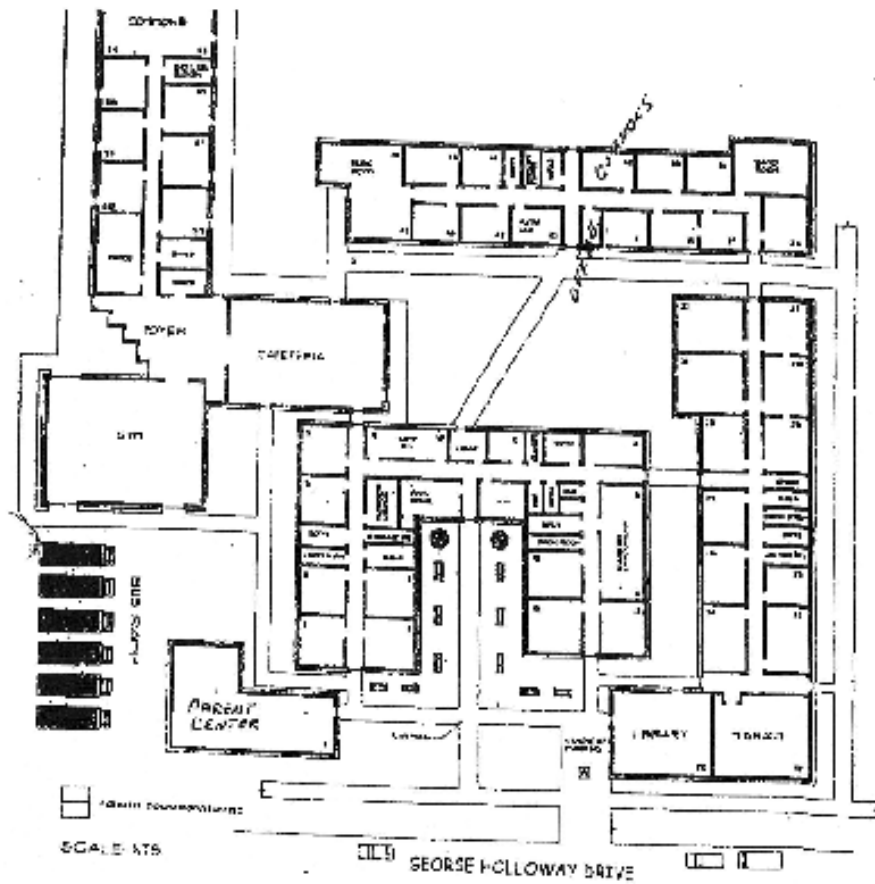
CRISIS MANAGEMENT

Leland Elementary Accelerated School

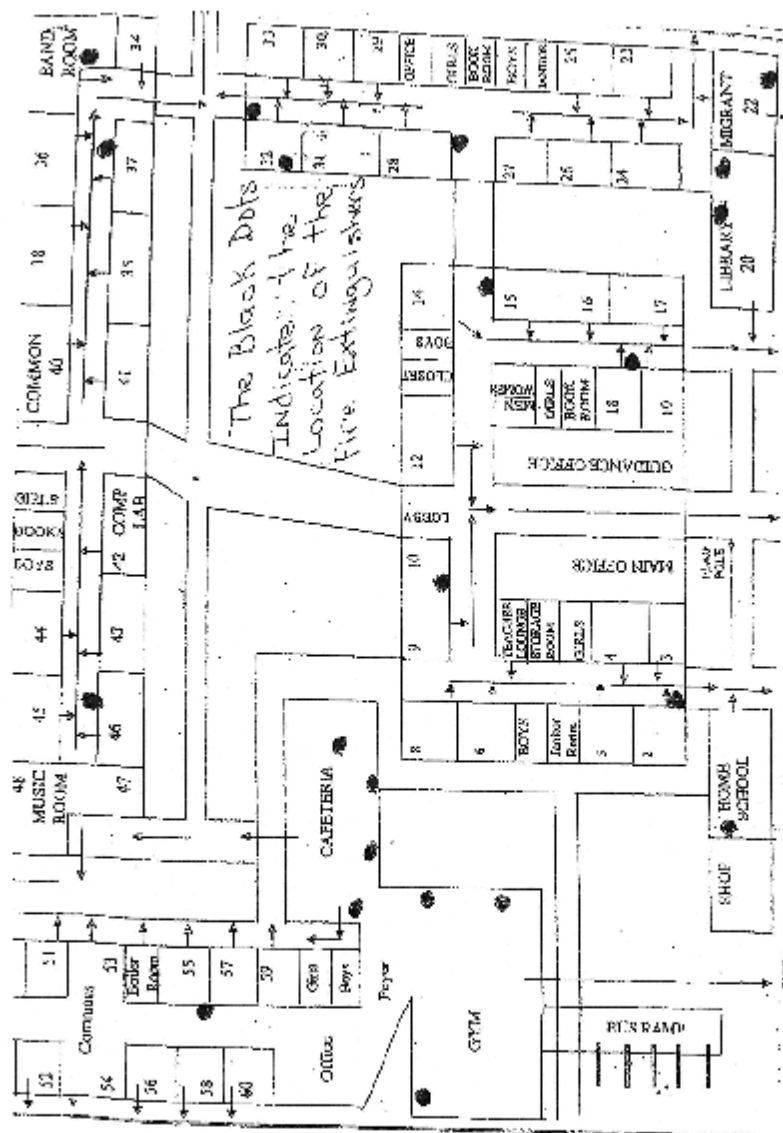
Fire exiting wishes



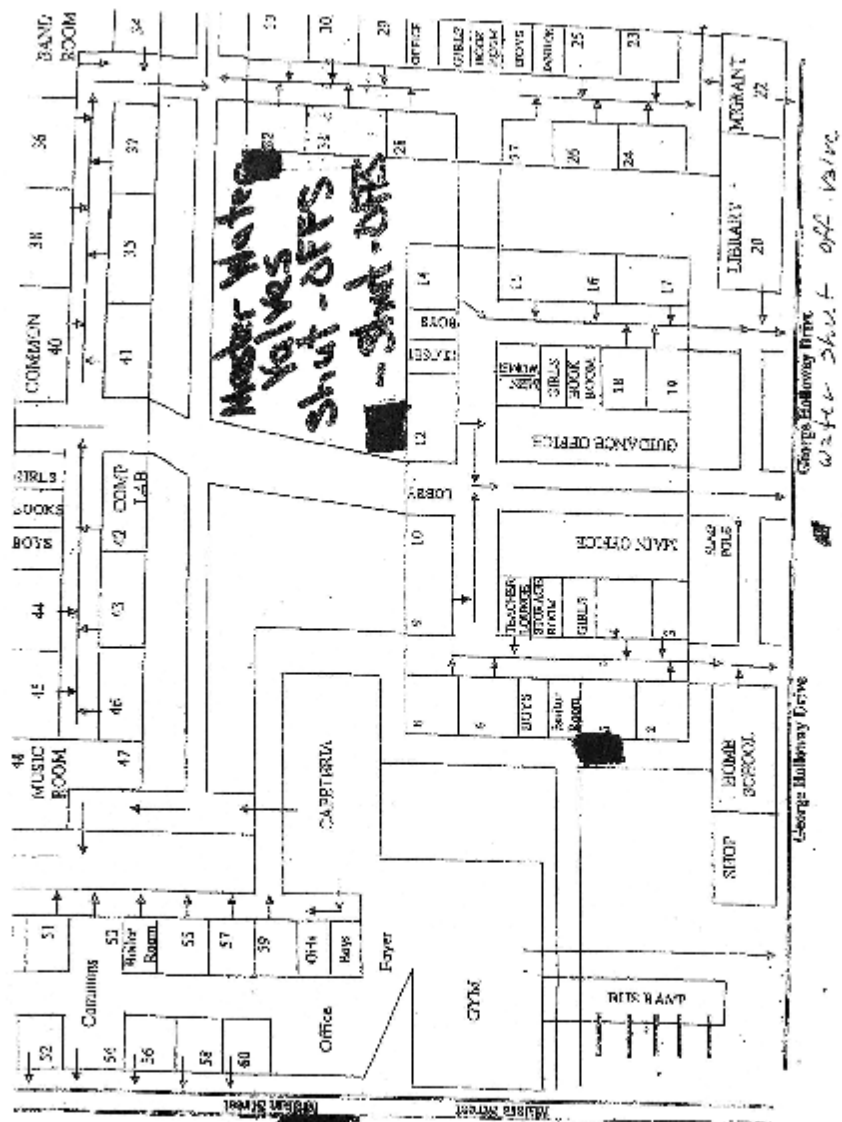
Leland School Park Plan of School



Leland School Park

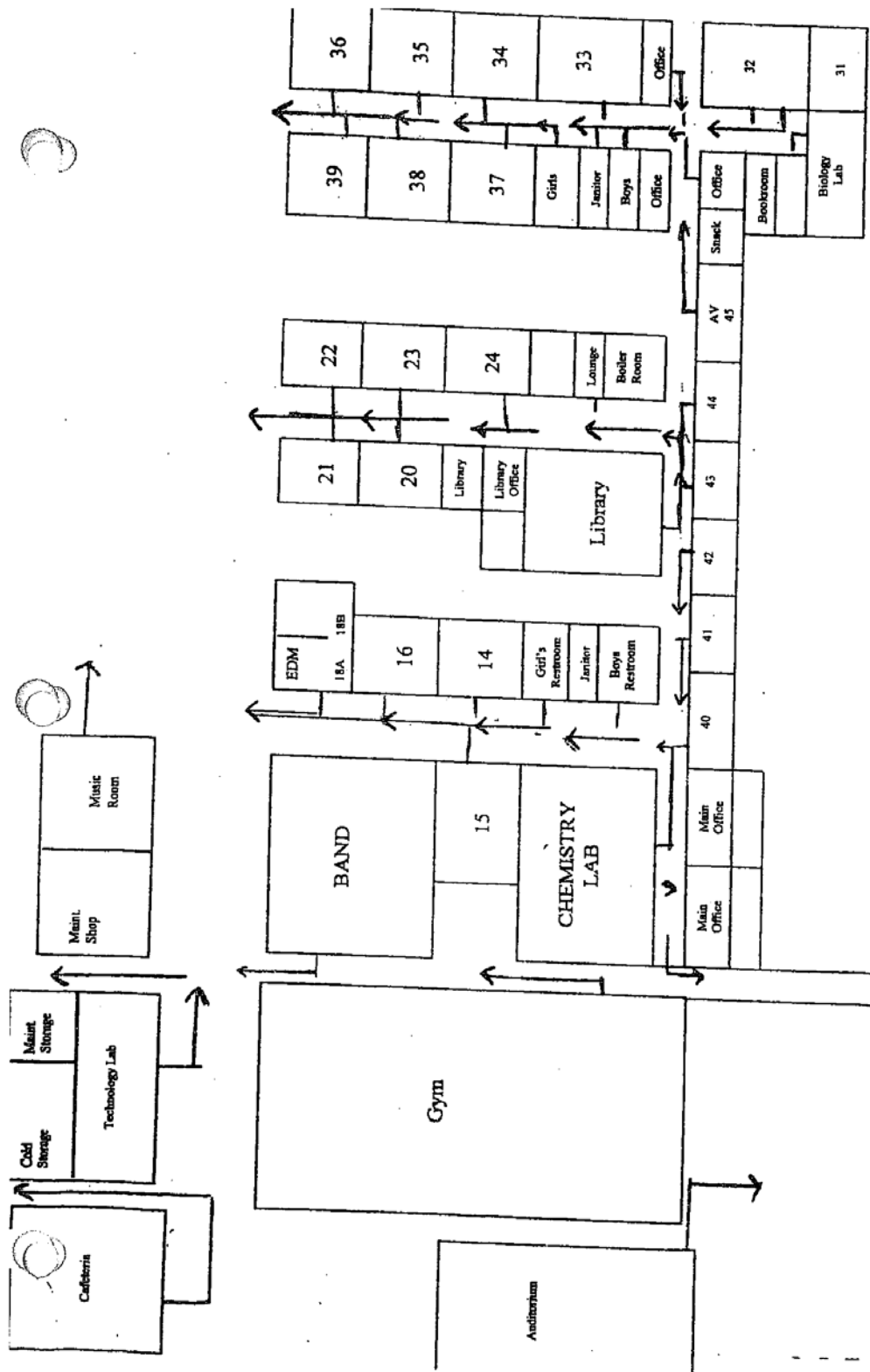


Ireland School Park



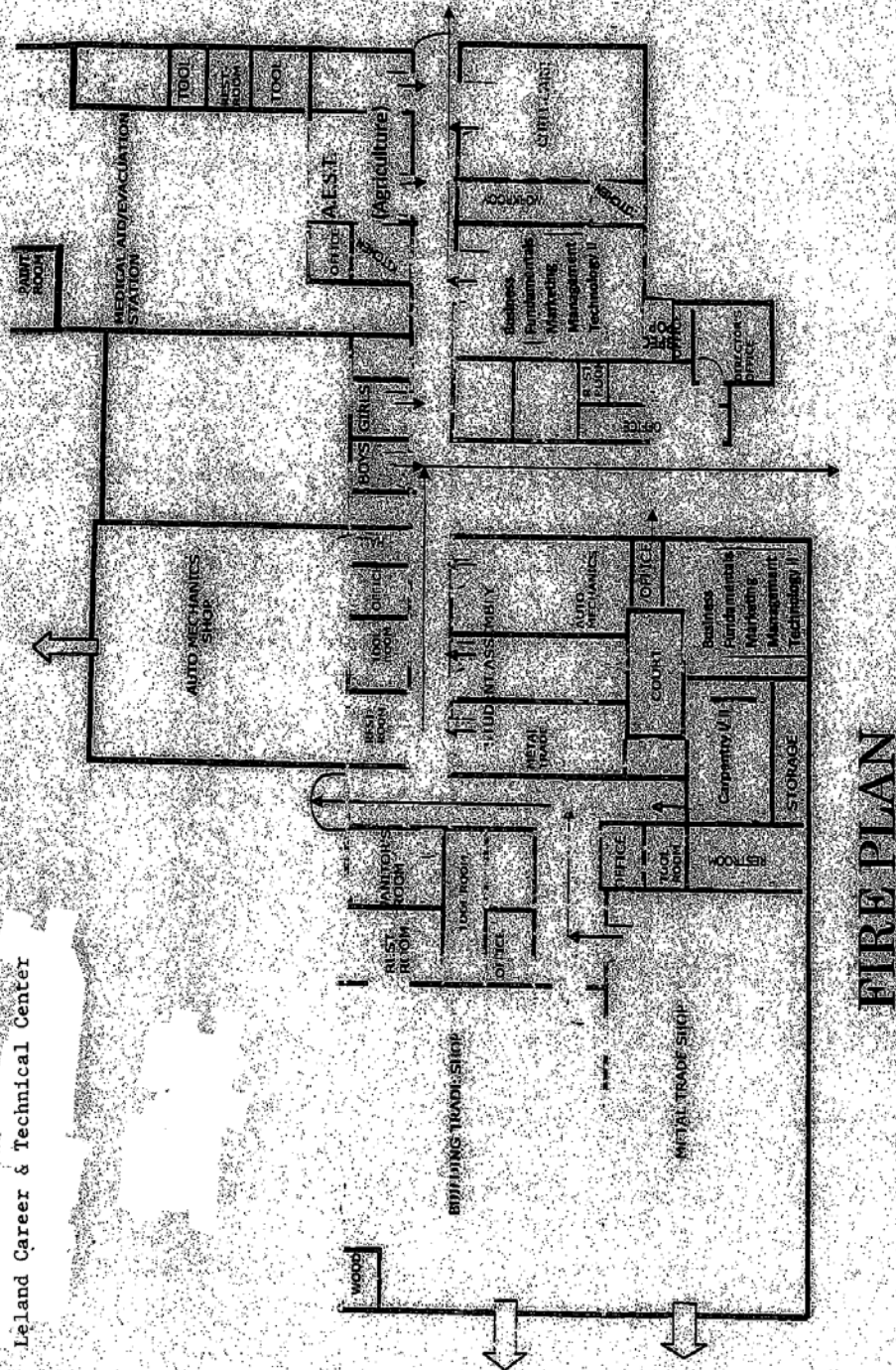
Leland School Park

Leland High School Plan of School



LELAND HIGH SCHOOL EMERGENCY EVACUATION

Leland Career & Technical Center Plan of School



TORNADO PLAN

*Shaded Red Areas Indicates Best Protection
During Tornado Alerts*

Leland School District Crisis Management Plan

Reviewed and Approved by:

School Resource Officer

Date

Superintendent

Date

Board Approval Date

LSD COVID – 19 Addendum