



Crisis Response Manual

A guide for Wendell School District
Wendell, ID 83355

Revised 2013

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General Information

The Wendell School District Crisis Response Plan

- Is designed to provide staff with clear, easy-to-read instructions for dealing with all types of crises
- Incorporates valuable crisis control advice from local Police and Fire personnel
- Should be accessible in school offices district-wide to anyone who needs it

Objectives of this Crisis Response Plan include

- Minimizing injuries and loss of life
- Providing maximum use of staff and facilities to care for crisis victims
- Protecting school property
- Encouraging each building to establish procedures and identify staff to assist and counsel students in crisis situations

Schools should fill in and report the following site level information to the district office annually.

- Building Crisis Team Assignments
- After hours phone tree
- Site map and evacuation sites
- Special Skills list (updated First Aide, CPR, and Languages)
- Who's in Charge Sheet

In addition, sites are responsible to accomplish the following:

- Hold a staff meeting(s) during the first month of school to explain the Crisis Response Plan and assign staff duties
- Teach all students the crisis response techniques outlined in the plan so they know exactly what to do during a crisis
- Conduct drills on a consistent basis to insure staff and students are prepared to fulfill their role in a crisis. Drills should be logged by office staff
 1. Fire Drill – 9 per year
 2. Lock Down Drill – 1 each trimester (one within the first quarter of school)
 3. Have a staff evacuation drill to evacuate sites before school starts
- Communicate with parents
 1. Include a general summary of the Crisis Planning information in Parent Handbook
 - Inform parents of evacuation site and procedures
 - Inform parents that in case of emergency, check the district website, check the district Facebook page, and watch for a text message or phone call through the district's Alert Communications System.
 2. Collect Emergency Dismissal Permission Forms (See Appendix B)
 3. Permission to develop Emergency Student Phone Trees
- 1. Use District Wide Photo Identification Tags

Emergency Phone Numbers

EMERGENCY	911
Ambulance (all calls)	911
Transportation (Bus)	536-2100
District Office	536-2418
Fire Department	536-5431
Health and Welfare Child Protection	800-600-6474
Idaho Power	800-488-6151
Intermountain Gas	877-777-7442
North Canyon Medical Center	934-4443
National Guard	886-482-7343
Poison Control Center	800-222-1222
Police – Idaho State	736-3060
Police – Wendell	536-2935
Sheriff – Gooding County	934-4421
South Central District Health	324-8838
Suicide Prevention Hotline	800-273-8255
Water	536-2714
Administration Cell Phone Numbers	
Superintendent of Schools	358-1473
Principal – Wendell High School	358-1452
Principal – Wendell Middle School	358-1449
Principal – Wendell Elementary School	358-1463

	Evacuation Site Phone Numbers	
Living Waters EF Church		536-6270
LDS Church		358-1449

Building Level Responsibilities

- Locate evacuation site
 - Contact responsible person at evacuation site and seek approval for use of facility in case of emergency
 - Secure key to evacuation site if possible
 - Notify District Office of evacuation site
 - Notify parents at the beginning of each year of evacuation site
- Have Flip chart for every classroom (Refer to Appendix A)
 - Using outline of the 4 basic scenarios in the appendix, create and post emergency flip charts in every room
 - Include the following
 - Class roll
 - Medical needs of students in the classroom (take precautions to insure confidentiality)
 - Evacuation route
 - Staff cell phone number list
 - List of assigned roles of Building Crisis Team
 - Emergency phone tree for staff and students in the classroom (enrollment sheets for students will suffice)
 - Red/Green cards for notification of missing or extra children
 - Pens/Markers
- Create Emergency Kits for classrooms. These kits should contain the following:
 - Flashlight and batteries
 - First Aid Kit (latex gloves and other supplies)
 - Water
 - Snack (for diabetic students)
 - Bucket
 - Markers, pens
- Create PRINCIPAL Crisis Kit and place in School Office, stored at the evacuation site. This kit should contain the following:
 - Responsibility checklist for Crisis Team
 - Crisis Manual
 - Bullhorn
 - Keys to all doors in the building
 - Classrooms and evacuation routes
 - Markers, notebooks, pens and duct tape
 - First Aid Kit
 - Master Student Roster
 - Home, work and emergency contacts
 - List of students with custody issues
 - List of students currently on meds
 - Other pertinent medical information
 - Staff Roster with special skills listed (CPR, languages, etc.) See Appendix B

- Create Crisis Teams within the building
 - 4-5 people with a variety of skills (See CRT, languages, etc.) See Appendix B
 - Practice scenarios on a regular basis
 - Assign specific roles to team members
- Determine First Aid and other skills of staff
 - Use Skills survey (Refer to Appendix B)
 - Report compiled information to District Office
- Have Bomb threat phone questionnaire in place under each phone that receives outside calls. (Refer to Appendix B)
- Update site maps with District and Emergency Services
 - On paper
 - Digital format
- Prepare Early Dismissal Procedures
 - Notify parents of plan
 - Arrange at the beginning of the year an alternate plan for each child (See Appendix B)
- Maintain emergency contact list for all building employees
 - Develop Staff After Hour Phone Tree
- Visitor Policy
 - All exterior doors marked
 - Training on how to greet staff
 - Every visitor greeted and issued a dated visitor pass
 - Procedures in place when visitors fail to comply
- Create and maintain Staff Phone trees
- Student Pick Up Policy
 - Aligned with District Rules and Regulations
- A plan in place for on going training
 - Certified staff
 - Classified staff
 - Substitutes
- Update plan and procedures annually in August

Who's in Charge When the Principal is Away?

The principal of a school is responsible for the students and staff in the building. Whenever the principal is absent from the building, a certified staff member must be designated to be responsible to make decisions during any crisis that may occur.

A list of people who may be designated for this responsibility should be posted in the office, staff lounge and in other appropriate locations. A list should also be filed at the District Office.

In the absence of the Principal, these people are designated to be responsible to make decisions during any crisis that may occur.

Building _____	Date _____
Name	Location

Give anyone who is designated as an authority a copy of the Crisis Manual or make sure they know where it is located. These people need to be familiar with the manual and how to use it.

**Please fax to Wendell Police Department 536-5527
Copies to be filed at School Office and District Office**

Building Level Crisis Response Teams

Team members are to be in place prior to crisis. They are to be aware of and trained in their responsibilities, coordination and supervision of all Crisis Response efforts.

- **Team Leader/Crisis Commander** (Principal or Building Administrator)
Phone(s) _____
 1. Coordinates overall crisis response efforts, will remain as Team Leader, will pass the Crisis Commander role over to Wendell Police or Fire Department as they arrive on the scene and request the position.
 2. Direct sub-teams and staff members as needed. (resources, information and/or assessment)
 3. Direct all sweepers and direct student movement as needed with Police and/or Fire Department help.
 4. Coordinate all auxiliary support services through team members and notify the Crisis Commander (Highest Rating Police Officer) of needs, concerns and results of actions as they occur.

- **First Aid Coordinator and Facilitator** (school nurse or trained staff/QRS)
 1. Coordinate the set up of first-aid station and first-aid team, lay out supplies for access as needed.
 2. Triage victims; sort out by injury, those who can be helped by level of training and supplies available.
 3. Notify Team Leader of major and moderate injuries that require further help.
 4. Log all injuries and treatments in the first-aid log.
 5. Coordinate medical needs with Police and/or Fire Department, emergency medical personnel and Team Leader
 6. Facilitate and document evacuation of the injured.

- **Damage Assessment Team** (custodian, maintenance and other staff)
 1. Meet with Team Leader and Crisis Commander on shut down of utilities and assessing damage to school and grounds. (water, electricity, sewage, gas and phones)
 2. Facilitate emergency supplies to assembly areas as needed.
 3. Document all damage and nature of damage. Notify Team Leader and Crisis Commander as needed.
 4. Report to Team Leader for any needed assignments.

- **Administrative/Communication Team** (administrators, deans, and secretaries for internal and external communication)
 1. Document and update all activities to Team Leader and Crisis Commander.
 2. Communicate proper location for media personnel.
 3. Communicate with parents and community as needed.
 4. Update staff and workers as information becomes available and as needed.
 5. Follow up on student movement and support as needed.
 6. Facilitate phone tree as needed.
 7. Communicate with District Office spokesperson as needed.
 8. Communicate with Bus Company and dispatch as needed.

The Role of School Administrators, Teachers, and Staff

1. Immediate Response

At the onset of a situation, the following things need to happen as close together as possible. Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.

- a. Get students out of harms way
- b. Contact the appropriate school authority (Building Administrator or Principal) or someone on the Crisis Management Team to handle the situation. Teachers should make decisions of lockdown or evacuation on their own only in life threatening situations, as specified in the school Crisis Management Plan.
- c. Define the problem. Assess whether anyone is injured and the severity of injuries. Take appropriate measures. Crisis Team Leader will determine whether lockdown or evacuation is necessary.
- d. Building Administrator will call 911 or have someone call 911 in immediate life-threatening situations. Notify the District Office.
- e. In the even a teacher cannot call or leave the classroom, send students for help only if absolutely necessary and if it does not put them in more danger than they would be by evacuating or remaining with their class.
- f. Crisis Team Leader, District Office Personnel and police officials will determine the appropriate level of involvement of the Crisis. Plans need to be in place to relinquish control when the incident commander from the local authorities ahs arrived on the scene.
- g. If appropriate, have appointed staff begin the calling/phone tree before phone lines get overloaded. If lines are immediately overloaded, then contact the designated alternative phone provider.
- h. Remain with students until notified by appropriate personnel on what actions to take. Teachers and staff who are not with children should serve in designated roles and/or take assigned action.
- i. Periodically update students and staff and keep the District Office informed of the Crisis.
- j. Prepare an informational letter to be sent home with students to inform parents what occurred and what action(s) were taken.

2. Implementing the Crisis Management Plan

Depending on the nature of the emergency, either law enforcement or the fire department will be in charge of the incident.

- a. Secure all areas for student and staff safety until the police arrive.
- b. Be aware that the site may be a potential crime scene. Avoid unnecessary tampering with or disturbing evidence. To the extent possible, leave all objects exactly as they are in order to protect evidence for law enforcement investigations. Discourage others from disturbing potential evidence.
- c. Communicate to emergency responders where the school staff command post is located.

- d. Direct families arriving on-site to pre-designated locations where they can receive information.
- e. Do not dismiss students to unknown care.
- f. In the case of a lockdown, have a sign-out sheet to monitor which students have been picked up by their parents/guardians. In the case of evacuation, have a location where parents/guardians go to sign-out their children. Upon an evacuation the students from the High/Middle School will go to the Presbyterian Church. Secondary route students will go to the Northwest end of the Football field and bused to the LDS Church on Idaho Street. The Elementary School will go to the LDS church on Idaho Street. Secondary route students will go to the Southeast play ground corner and bused to the Presbyterian Church.
- g. **Never speculate. Be sure to understand the circumstances surrounding the situation before saying anything about it., and to the extent practical, before taking action. Follow all rules about repeating or giving out information.**
- h. As appropriate, keep students informed about what is happening. Ensure that the same information is communicated to all students. If at all possible, update students in individual classrooms, not in a large group setting.
- i. As soon as possible take a head count to determine which students, staff and teachers are accounted for and which ones are not.
- j. To the extent possible, shield students from disturbing scenes. However, do not disturb crime scene evidence.

The Role of Students

Students should understand and follow all plans applicable to the given crisis situation. Students should not panic. In addition, they should be taught the following:

1. In the absence of adult direction, decide where it is safest to be and remain there.
2. If a violent situation occurs, notify the first available adult.
3. Share all relevant information with law enforcement, teachers, and school staff.
4. During and after the crisis, to the extent that it is safe, keep with you what is on your person, do not pick anything up, and do not go back for anything until after receiving permission.
5. Assist teacher and staff in quickly assessing who is accounted for and who is not.
6. If able, provide assistance to injured persons.
7. Calm and reassure fellow students.
8. Follow school, law enforcement, or other emergency response personnel directions about where to go or remain.
9. Do not speculate or perpetuate rumors to others.
10. Do not retaliate or take unnecessary chances.
11. Protect relevant evidence from contamination. Follow collection procedures to facilitate effective prosecution of perpetrators.
12. Before leaving with a parent/guardian make sure the student signs out on sheet (High/Middle School).

Crisis Assessment and Information Sheet

Brief description of crisis:

Actions completed:

Who is aware of the crisis?

Assessment of damage or harm:

To people:

Number of people involved:

How many not yet accounted for?

Injuries:

Evacuation necessary? Yes No

To Buildings:

Describe damage:

Further damage potential:

Other facilities at risk:

Forecast: What do you predict will happen in the next two hours?

News Media:

Are media on site? Yes No

Which media?

How many?

Check the resources you need:

___ Crisis Manager

___ Medical

___ Construction

___ Media Relations

___ Food Service

___ Insurance/claims

___ Other

___ Social/Guidance Counselor

___ Safety

___ Communications

___ Transportation

___ Clerical

___ Legal

Your name: _____ Time: _____ Phone Number: _____

FAX the complete form to the District Office as soon as possible to receive the appropriate assistance.

Building Level Crisis Response Team Members

School:

Crisis Team Leader:

Crisis Response Teams

First Aid Team

Communication/Admin. Team

Damage Team

1. _____
(Facilitator)

(Facilitator)

(facilitator)

2. _____

3. _____

4. _____

5. _____

Copies to be filed at School Office and District Office

Lockdown Scenarios

Demonstrations

Fighting

Hostage

Intruder

Shooting

Weapons

Copies to be filed at School Office and District Office

Level of Threat Assessing Checklist

Student Name:

Birthdate:

School:

Grade:

Administrator:

Date:

All threats made should be assessed and managed in a timely manner. A threat Assessment seeks to make an informed judgment about two questions: (1) CONTENT- how credible and serious is the threat itself? And (2) CONTEXT- to what extent does the person making the threat appear to have the resources, intent, and motivation, to carry out the threat? The National Center for the Analysis of Violent Crime (NCAVC) experience in analyzing a wide range of threats suggests that, in general, the more direct and detailed a threat is, the more serious the risk. A threat that is assessed as high level will almost always require immediate law enforcement intervention. Please remember that, although the content of the communication may lead one to believe that the threat is no serious, one must also assess the context in which the threat occurred. Regardless of whether the threat is rated low, medium, or high, if the context suggests a history of conflict and related violent behavior warning signs, assessment should be continued.

1. Low Level of Threat

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Threat lacks realism
- Content of threat suggests that person is unlikely to carry it out
- Context of threat suggests person is unlikely to have access to resources, lacks intent and motivation, and does not present with a history of conflict or related violent behaviors.

2. Medium Level of Threat

- Threat is more direct, detailed, and concrete than low level threat
- Wording in the treat suggest that the at-risk student has given some thought to how the act will be carried out.
- There may be indication of a possible place and time (though these signs still fall well short of a detailed plan).
- There is no clear indication that the at-risk student has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility- an allusion to a book or movie that shows the planning of a violent act, or a vague, general statement, about the availability of weapons.

3. High Level of Threat

- Threat is direct, specific, and plausible.
- Threat suggests concrete steps have been taken toward carrying it out. Examples include student statements indicating, acquisition or practice with a weapon and/or having the victim(s) under surveillance.
- Context of the treat suggests student has secured resources, has definite intent and motivation, and/or there is a strong history of conflict and previous high-risk behaviors.

Recommendation(s):

- Monitor Situation. Monitoring to be supervised by
- Notify district team and engage in comprehensive assessment (for medium and high levels of threat)
- Contact law enforcement
- Other: (specify)

Adapted from Broward County Schools Threat Assessment Procedures, 2012

LOCKDOWN PROCEDURES

Teachers:

- Scan hallway and direct all students and registered visitors into nearest room.
- Lock classroom door. Do not open door for any reason.
- Turn off lights
- Keep all blinds closed.
- Advise students of an emergency situation.
- Keep students away from doors and out of site lines of windows.
- Students remain quiet and orderly.
- Students should be in a protected position either:
 - On the floor near the wall furthest from the door.
 - Out of site lines of classroom windows.
 - Behind or under desks.
- Option: drop, cover, and hold.
- Update attendance and take note of missing or extra students.
- Keep phone and intercom clear until contacted (by office or authorized personnel).
- Wait for further instructions.
- Ignore all bells and fire alarms.
- All cell phones should be turned off.
- Classrooms will be released by law enforcement officers.
- If students are outside or on the playground, they need to wait for instructions from an adult and evacuate to predetermined area away from the building. High school and middle school go to northwest corner of the football field. Elementary school students go to the northeast corner of playground.
- As a **last resort and only when lives are in imminent danger**, attempt to disrupt and incapacitate the active intruder.
- At the conclusion of a lockdown/intruder crisis, law enforcement will coordinate how students will be released to leave the campus.

Office:

- Initiate lockdown procedures with intercom announcement by principal or designee.
- Secretary calls 911.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- When lockdown procedures are initiated at either the middle school or high school, the other school will also start lockdown procedures.

MODIFIED LOCKDOWN PROCEDURES

A Modified Lockdown is initiated to isolate students and staff inside the school from POTENTIAL dangers that may come into the school. Modified lockdown is typically used when possible events in the school or in the vicinity of the school may pose a threat. If any situation or incident in the Wendell School District poses an immediate or on-going threat to the health and safety of students and/or staff, the administration will first assess the potential threat. If the situation does pose a possible health or safety threat, the following procedure must be followed:

Teachers:

- Return to building from any outside areas if safe to do so.
- Direct all students in hallways to return to their assigned room.
- Lock classroom doors.
- Keep all blinds closed.
- Advise students of situation but reassure them by keeping calm.
- Continue regular allowed activities in the classroom.
- Supervise all student movements between rooms and limit unnecessary hall traffic.
- Do not open exterior school doors for any reason until an “all clear” is received.

Office:

- Initiate modified lockdown procedures with intercom announcement by principal or designee such as *“Our school is in modified lockdown. This is not a drill.”*
- Notify district office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
 - When modified lockdown procedures are initiated at one school, the other schools will also start modified lockdown procedures.
 - District office prepares a brief letter to parents explaining situation. Letter sent home to all parents in the district.
 - Email all district staff an overview of the situation to minimize misinformation.
- Secretary calls 911 (if needed)
- Lock all outside doors.
- Resume normal operations as soon as possible.
- Communicate
 - Notify district office when lockdown is terminated.
 - Consider a press release if event has drawn or may draw media attention.

LOCKDOWN PROCEDURES

Teachers:

- Fire alarm or announcement by principal or designee.
- Principal or designee will designate off campus evacuation if needed.
- Remain calm.
- Take grade book and Crisis Folder.
- Close doors and windows. Do NOT lock doors.
- Exit by designated route.
- Take attendance at evacuation site and establish the class's status.
- Show Green Card when all is clear and everyone is accounted for.
- Show Red Card if there are missing, extra, or injured students.
- Ignore all bells and wait for further instructions.
- If it is determined by proper authorities that the school buildings are safe to re-enter, lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
- Notify office of missing or extra students.

School Specific Off-Campus Evacuation Sties

Off campus evacuation is implemented after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required.

- Use the pre-designated evacuation routes to report to the assigned off-campus location.
- High School/Middle School proceed to the Presbyterian Church. A secondary route is proceeding to the northeast corner of the football field and then to the LDS church.
- Elementary School proceeds to the LDS Church with a secondary route proceeding to the east gates of the playground area to the Presbyterian Church.
- If it is determined it is not safe to return to the school building, law enforcement will coordinate how students will be released.

Office:

- Other than a fire alarm, initiate evacuation procedures with intercom announcement by principal or designee.
- Secretary calls 911.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- When off campus evacuation procedures are initiated at either the middle school or high school, the other school will also start evacuation procedures.

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Demonstrations

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

- Initiate lockdown procedures.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Allow no visitors to enter school property except those with proper identification determined by the school.
- Take steps necessary to assure the safety of students and staff.
- Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Police along with building administration will...

- Advise demonstrators their assembly is disruptive to the educational process and as such they are trespassing.
- Attempt to identify a leader and meet separately with the leader to see if the grievance can be addressed in a meeting at another time and location.
- Keep a log of names of individuals involved.

Students should only be dismissed when it is safe to resume schedule or when it is safe to board buses and leave school grounds.

Fighting

If a fight occurs where **weapons** are present or where the situation could become threatening to other students, initiate the following procedures:

- Call 911
 - Who and how many are involved
 - Specific location of occurrence
 - Number of wounded
 - Weapons involved
 - Any background information
- Initiate lockdown procedures
- Try to isolate the thread
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Gather witnesses in a secure area. Do not allow them to discuss the incident. Hold until the police can interview.
- Complete the Crisis Assessment and Information Sheet and fax it to the district office.

After crisis is over...

- The superintendent is the only source of information for the public or media.
- Hold a staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Hostage Situation

Teacher:

- Obey the suspect's commands. Don't argue or fight.
- Try to calm the suspect and listen to the complaints or demands.
- Keep students calm and don't allow them to agitate the suspect.
- If it is not possible to notify the school office, stay where you are, be calm and wait for help.
- Encourage suspect to release everyone.
- Establish rapport with suspect. Find out his/her first name and talk to him/her using his/her first name in your conversation.

Administration:

- Initiate Lockdown Procedures
- Call 911.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Complete the Crisis Assessment and Information Sheet and fax it to the district office.

After crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation form
- Hold a staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Intruder

- Initiate Lock down procedures
- Call 911
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Determine the whereabouts of the intruder and if he/she is armed.
- Isolate the area if possible.
- Complete the Crisis Assessment and Information Sheet and fax it to the district office.

If intruder is armed

- Wait for assistance from police
- Collect information
 - Last known location
 - Number, description, name
 - Type of weapon

After crisis is over...

- Prepare a written memo for staff and parents.
- Crisis Report/Evaluation.
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Shooting

- Initiate Lock down procedures
- Call 911
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Administer first aid to wounded if safe to do so.

After the crisis is over...

- Prepare a written memo for staff and parents.
- Crisis report/evaluation.
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief
- Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Weapons

If a student is suspected of having a weapon on campus, initiate the following procedures.

Teacher:

- Do not contact the student. **Wait** for an administrator or police.
- Do not try to retrieve the weapon.
- Do not restrain or discipline the students.
- If the student is in class and the weapon is concealed, the staff member should quietly send a sealed note to the office using a messenger. Include as much information as possible.
 - Name of student
 - Exact location of weapon
 - Type of weapon
 - Room number
 - Number of students in class
 - Demeanor of students
 - Any other useful information

Administration:

- Call 911
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Initiate lockdown only when student becomes a threat.**
- If student draws a weapon, see Hostage Situation

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Evacuation Scenarios

- Air Contamination**
- Fire/Explosion**
- Gas Leak**
- Hazardous Materials**

Evacuation Procedures

Teachers:

- ◇ Fire alarm or announcement by principal or designee.
- ◇ Principal or designee will designate off campus evacuation if needed.
- ◇ Remain calm.
- ◇ Take grade book and Crisis Folder.
- ◇ Close doors and windows. Do NOT lock doors.
- ◇ Exit by designated route.
- ◇ Take attendance at evacuation site and establish the class's status.
- ◇ Show Green Card when all is clear and everyone is accounted for.
- ◇ Show Red Card if there are missing, extra, or injured students.
- ◇ Ignore all bells and wait for further instructions.
- ◇ If it is determined by proper authorities that the school buildings are safe to re-enter, lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
- ◇ Notify office of missing or extra students.

School Specific Off-Campus Evacuation Sites

Off campus evacuation is implemented after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required.

- ◇ Use the pre-designated evacuation routes to report to the assigned off-campus location.
- ◇ High School/Middle School proceed to the Presbyterian Church. A secondary route is located to the northeast corner of the football field and then to the LDS church.
- ◇ Elementary School proceeds to LDS Church with a secondary route proceeding to the east gates of the playground area then to the Presbyterian Church.
- ◇ If it is determined it is not safe to return to the school building, law enforcement will coordinate how students will be released.

Office:

- ◇ Other than a fire alarm, initiate evacuation procedures with intercom announcement by principal or designee.
- ◇ Secretary calls 911.

Continued

- ◇ Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
- ◇ When off campus evacuation procedures are initiated at either the middle school or high school, the other school will also start evacuation procedures.

Controlled Evacuation

Controlled evacuations or partial evacuations may become necessary when only part of the building needs to be evacuated or when areas need to be secured before evacuation occurs.

- Initiate controlled evacuation through Police/Fire or School Staff.
- Take attendance and report missing children
- Wait for further instructions.

Air Contamination

If an odor of unknown origin or gas smell is noticed inside the building, the following steps should be taken

- Notify the fire department. Call 911 if it is an emergency.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- If the building is to be evacuated, areas closest to the odor should be evacuated first. Follow evacuation procedures.
- Staff Members should keep doors closed, unless advised not to by the fire department.
- If the contamination results from cleaning materials or pesticides in the building, refer to the Fire Department.
- If directed by the fire department, turn off the air circulation. To turn off air circulation in our building, here are the directions to turn off the air circulation.

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Fire/Explosion

- Initiate evacuation procedures through the fire alarm
- Call 911
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Check the building to ensure that everyone has evacuated
 - Teachers
 - Take grade book and Crisis Folder
 - Exit by designated route
 - Take Attendance
 - Report missing or additional students
 - Wait for further instruction

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Gas Leaks

The odor of natural gas may indicate a leak in the building, which may cause an explosion. Natural gas is mixed with Mercapton to give it odor. The gas goes up and the odor goes down.

- Call 911 to summon the Fire Department
- If determined necessary, follow evacuation procedures
- Refer to evacuation procedures as needed
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Avoid using electrical switches

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Hazardous Materials

A toxic spill is something that is accidentally spilled as part of the manufacturing process or in transportation, and which may be hazardous and requires precautions, including an evacuation.

- Call 911
- If emergency is determined, follow evacuation procedures.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.

- The main threat is toxic fumes.
 - If you are inside and the spill is outside...
 - Close all windows and doors. Seal gaps under the doorways and windows with wet towels/jackets and duct tape is available.
 - Close as many internal doors as possible
 - Turn off ventilation systems
 - Take shallow breaths through a cloth or towel
 - If you are outside and the spill is outside...
 - Move upstream or uphill. Move crosswind, never up or downwind
 - Don't touch or step in spilled material
 - If you are inside and the spill is inside...
 - Initiate evacuation procedures
 - Instruct children to breath shallow or into their coat sleeves or shirt sleeves

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Types of Hazardous Materials

Corrosives

Corrosives are substances that cause visible destruction or permanent changes of the skin tissue on contact. They are especially dangerous to the eyes and respiratory tract.

- Wash your eyes for 15-20 minutes if they are affected. Eyelids must be open. Use eyewash station if available, otherwise use drinking fountains or bottled eye wash solution located in the nurse's station.
- Do not rub the injured area.

Flammables

Liquids with a flashpoint below 100 degrees Fahrenheit and gases that burn readily are considered flammable.

- Initiate evacuation procedures
- Turn off main electricity and gas

Toxins

Toxins are poisonous substances

- Wash hands and any area of the skin exposed to the toxin
- Discard contaminated clothing or objects
- Contact physician

Reactives

Reactives are substances that can undergo a chemical or other change that may result in explosion, burning, corrosive or toxic conditions.

- Close all doors
- Evacuate the danger area
- Follow decontamination instructions from local fire or health authorities

With each exposure to hazardous material, contact the district office and complete the Crisis Assessment and Information Sheet and fax it to the district office.

Evacuation Scenarios - Weather

- Earthquake**
- Floods**
- Lightning**
- Snowstorms**
- Tornadoes**

Earthquake

If Indoors:

- Students should get under desks or tables. Otherwise, move them to an inside wall or under an inside doorway.
- Student should drop to knees with back to the windows and knees together.
- Make sure students place their heads close to their knees.
- Students should cover the sides of their heads with their elbows and clasp hands firmly behind their necks.
- Students need to close their eyes tightly.
- Be prepared to evacuate using the same evacuation plans that are used for fire drills except windows and doors may be left open.
- If no word is received, leave two minutes after the shaking stops. It is important to clear the building as quickly as possible.

If Outdoors:

- Direct students away from buildings, trees, poles, and overhead poles and wires.
- Direct students to lie down or crouch low to the ground.
- Have students cover the sides of their heads with their elbows.
- Students should close eyes tightly.
- Wait for further instructions.

Floods

Definitions:

FLOOD WATCH means conditions are favorable for flooding. Make staff aware, but take no actions.

FLOOD WARNING means rising water threatens to close roads, wash out bridges and inundate property.

If your school is in a designated flood prone area, evacuate to shelter on higher ground.

Evacuate with classroom crisis kits that include emergency supplies.

Lightning

- Remain inside the building
- If student are outside, bring them into the building as quickly as possible
- Avoid using telephones except in emergency

If you are outside and there is no time to reach a safe building or automobile...

- Avoid standing under natural lightning rods such as tall trees and poles
- Avoid hilltops, open fields and areas with water
- Move away from motorcycles, scooters, bicycles and metal playground equipment
- Drop to your knees and bend forward and put your hands on your knees
- Do NOT lie flat on the ground

Snowstorm

Definitions:

TRAVELER'S ADVISORY is issued when ice and snow are expected to hinder travel.

WINTER STORM WATCH indicates that severe weather is possible.

WINTER STORM WARNING indicates heavy snow, sleet or freezing rain is expected.

BLIZZARD WARNING indicates heavy snow and winds in excess of 35 miles per hour are expected.

Emergency Weather School Closure Procedures

The decision to close schools should be made as early as possible, preferably the night before. The decision to close schools will be made by the Superintendent with the recommendation of the Bus Administrator. Building administrator will be notified immediately so they can initiate staff phone trees. Official announcement will be made on local media as follows:

KMVT television, Channel 11

Times News @ magicvalley.com

KEZJ radio 35.7

KLIX FM (KOOL) radio 96.5

NewsRadio KLIX radio 1310

KSNQ radio 98.3

Tornado

Definitions:

TORNADO WATCH indicates that conditions are favorable for a tornado or severe weather.

TORNADO WARNING indicates that a tornado has been sighted in the area.

If inside:

- Move students away from all windows, doors, and outside walls.
- Student should protect their heads from falling objects or flying debris.
- Interior hallways on the lowest floors are the safest.
- Duck, cover, and hold

If outside:

- If time, student should seek shelter inside their classrooms.
- If unable to enter the building, students should lie flat in the nearest ditch, ravine, or low area.
- Students should not run.

Death Scenarios

- Homicide**
- Natural Causes**
- Suicide**

Serious Injury and/or Death

- Initiate lockdown procedures
- Secure scene
- Call 911
- Treat any injuries as needed and administer First Aid if possible
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- As Police are in transit, relay as much information as possible:
 - Is suspect still on-campus?
 - Where did he/she go?
 - Specific location of occurrence.
 - Number of wounded.
 - Type and location of weapon.
 - Any background knowledge of suspect.
- Wait for Police clarifications and instructions.
- Utilize Counseling Department.
- If safe, evacuate students from the area
- Separate witnesses as best as possible.

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Natural Causes

Notification of Student's and/or Staff Member's Death

- The principal should verify the report immediately to make sure it is correct.
- After confirming the report, the Building PRINCIPAL should immediately notify the District Superintendent's Office and the teachers who have worked most closely with the student.
- The principal should alert the teachers of any brothers and sisters of the deceased.
- Alert all other schools where siblings may be enrolled. The principal should notify other district schools, especially those that the student attended.
- Contact counselors to set up Crisis Team.

Staff Activity

- A staff meeting should be called as soon as possible to discuss procedures and to coordinate activities.
- Have classroom or homeroom teachers break the news to their students and encourage the students to talk about it. Do Not use the public address system for this purpose.
- The teachers should tell their students that counselors are available, and they may talk with them individually or in groups.
- After announcing the student's death, the teachers should be especially watchful for students who seem to be unusually affected, and who should be singled out for special counseling.
- If students become physically ill on hearing the news, they should receive prompt attention. Notify medical or counseling staff.
- Write a brief announcement to be sent home to parents, notifying them of the student death and, if possible, providing a listing of school activities related to the event.
- Make sure that the secretary and office aides are fully briefed so that they can provide prompt and accurate information to telephone callers, saving valuable time for the principal.
- Have list of substitutes available to take charge of classroom.
- Utilize Police public relations to answer questions about the death before rumors start.

Counseling

- Arrange to have counselors available to talk to individual students and groups as soon as possible after the announcement, and also on the day of the funeral.
- When talking to students, the counselors should ask if they know of other students who might need help. The students should be encouraged to seek out these classmates and bring them in for group counseling.
- Allow students to have lunch in their classrooms with counselors.
- Consider the needs of teachers who may require counseling. Someone, perhaps the principal, should be available to listen if they want to express their feelings.
- Contact the sponsoring agency to provide information so that the volunteers will be prepared to handle calls about the student death.

The Funeral/Memorial Service

- If the funeral/memorial service takes place during the school day, decide which staff members will attend and arrange for substitutes or other staff members to fill in for them.
- If children are to attend the funeral/memorial service during the school day, assist in arranging for parents to take them to the funeral and bring them back afterward. Students should not be permitted to go home while school is in session, except with special permission.

After the Funeral/Memorial Service

- Collect the student's personal effects, including books, papers, art work, and articles of clothing. Place them neatly in a suitable container, such as a storage box or large envelopes. The principal may wish to remove material that might upset family members.
- If there is a formal investigation of the death, make the student's school records and personal effects available to the investigator.
- About a week after the funeral, call the parents and ask when it would be convenient for you to return the student's personal effects. Do not require the parents to come to the school.
- If rumors persist concerning the student's death, deal with them as directly as possible. Have the teachers instruct their students on the importance of checking facts and on the harm that rumors can cause.
- Arrange with the central office for appropriate disposition of the student's cumulative folder, permanent record card, and other data. Refer to district procedure for handling memorial requests, such as plaques, paintings, or tree plantings.
- Arrange to have a consultant talk to staff and parents about how the situation was handled, and what can be done to help students to deal with death, whether it is a friend, a relative or the family pet.

Suicide Intervention

If a suicide occurs in school

- Call 911 medical services. Have as much information ready for Police as possible.
- Evacuate the room, leaving crime scene as is.
- Gather affected students in one room for care.
- Separate witnesses for Police questioning. Do not allow them to leave until Police arrive. Assign staff to stay with them.

Emergency Intervention with a Suicidal Student:

- Show concern but avoid being consumed by the student's emotional distortions.
- Listen with genuine interest. Ask the student questions in a calm, straightforward manner.
- Accept and encourage appropriate expressions of grief or anger.
- Help the student clarify the issues that are bothering him/her.
- Gather affected students in one room for care.
- Notify the principal and the student's parent or guardian.
- Call proper authorities or counselor
- Document actions taken.

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Complete the Crisis Assessment and Information Sheet and fax it to the district office.

Other Scenarios

- Accidents**
- Allergic Reactions, Poisoning, and Contagious Disease**
- Blood Borne Pathogen**
- Bomb Threat**
- Chemical and Biological Agents**
- Kidnapping**
- Rape**
- Utility Failure**
- Vandalism**

Accident

- I. If minor incident/injury
 - Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
 - Notify Building Administrator or person in charge
 - Principal will notify:
 - 1. School nurse
 - 2. Parents/guardians

- II. If incident involving injury
 - Notify Building Administrator or person in charge
 - Principal will notify:
 - 1. School nurse
 - 2. Superintendent
 - 3. Parents/guardians

- III. If incident is life threatening or medical assistance is necessary, call 911.

After the crisis is over...

- Follow Policy #420 Accident Reporting
- If a student is injured on campus, fill out the Student Injury form.

Allergic Reactions, Poisoning and Communicable Diseases

Allergic Reactions (Multiple Students)

- Administer First Aid (school nurse or QRU members)
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Call the South Central District Health Department
- Evacuate the affected area of the building

Food Poisoning (Multiple Students)

- Administer First Aid (school nurse or QRU members)
- Notify Poison Control Center
- Notify Nutrition Services
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.

Communicable Disease (Multiple Students)

- Notify School Nurse
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Call the South Central District Health Department.
- If several children come down with flu like symptoms, call Intermountain Gas Company. Check for carbon monoxide.

Blood Borne Pathogen

Protective Equipment

NSD provides personal protective equipment to the employees in areas where there is risk of exposure to blood and potentially infectious body fluids. Use equipment such as gloves and mouthpieces for resuscitation.

Employees working in the following areas are considered at risk for exposure: janitorial staff, staff in severe/profound and extended resource rooms, health office assistants, school nurses, PE teachers, coaches and administrators. In a crisis situation, all persons could be at risk for exposure.

NSD's infection control procedure requires employees to wash hands frequently. Hand washing is recommended after toilet, before eating, and immediately after touching potentially contaminated surfaces.

Contaminated sharp objects are not sheared, broken bent or recapped. They are deposited in the safety disposal containers provided in the school nurse's office. The sharp containers meet OSHA standards. They are puncture resistant, lead proof, labeled or color-coded and easily accessible.

Gloves, including hypoallergenic gloves, are available in work areas. Gloves should be worn whenever there is potential contact with blood or contaminated fluids.

Housekeeping

Housekeeping uses approved decontamination methods for cleaning up blood/body fluids. All potentially hazardous waste should be double bagged for disposal.

Laundry

All soiled laundry is transported in leak proof bags. Anyone handling soiled should wear gloves. This includes the following areas: athletics, resource rooms, food service, nurse's office, and janitorial areas.

Training

New employees should be informed about Infection Control, Universal Precautions, and Blood borne Pathogen Exposure Control during initial orientation.

School should provide an annual Infection Control Educational Program for each building which includes information about epidemiology, modes of transmission, disease-causative factors, prevention and control measures, Universal Precautions, blood borne pathogens, and occupational exposure.

Bomb Threat

The Building Administrator or PRINCIPAL must evaluate the seriousness of the threat. If time permits, the Building Administrator or PRINCIPAL, a representative from the District Office and the police will determine the seriousness of the threat.

- Notify Police
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.

Evacuation and Search

- Initiate off-campus evacuations procedures
- Students and staff do not take personal belongings such as back packs, purses, coats, etc.
- If time permits, staff should conduct a visual (DON'T touch, move or open anything!) search before evacuating the areas in which they are familiar.
 - If suspicious object is found
 - DON'T TOUCH OR MOVE IT!
 - Notify Building Administrator or Principal
 - If no suspicious object is found, notify Building Administrator or Principal.

If threat is received by phone

- Use Bomb-threat report form to collect information
- Dial *57 immediately after hanging up phone.

If threat is written

- Save all materials including envelope and container
- Avoid unnecessary handling of the paper

After crisis is over:

- Do a crisis report/evaluation
- Hold a staff meeting
- Confirm facts of the situation
- Dispel rumors
- Debrief

Chemical and Biological Agents

Follow these procedures in the event of a threat of any chemical or biological agent:

- Never open any letter or package until you have inspected it thoroughly.
Possible warning signs include:
 - Letters or packages with no return address or fictitious return address
 - Improper spelling of addresses, names, titles or locations
 - Unexpected envelopes from foreign countries
 - Postmark showing different location than return address
 - Distorted handwriting or cut and paste lettering
 - Unprofessionally wrapped packages or excessive use of tape, strings, etc.
 - Letters with out of state or out of country postmarks
 - Letters or packages that are discolored, oily or have unusual odor or ticking sound
 - Protruding wires or aluminum foil
 - Rigid, uneven, irregular or lopsided packages

- If you are suspicious of a letter or package or of contamination,
 - Do not shake or empty the contents of any suspicious envelope or package
 - Cover package or place it in a sealed plastic bag
 - Leave the room and close the door or secure the area. Do not allow anyone to enter.
 - Ensure that all people who have touched the letter wash their hands with soap and water to prevent spreading any powder to the face.
 - List all people who were in the room or area when the suspicious letter was identified. Do not allow anyone to leave the premises until authorities release the.
 - Turn off Heating/Air/Ventilation system

- Call Police/Fire Department
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.

Kidnapping

Kidnapping is when a child is removed from school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

- Check school records to determine if there may be a legal custody issue.
- Contact the teacher and seek information.
- Search the building.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Confer with Bus administrator.
- Call parents.
- Notify police if child is not found.

Note: if abduction is witnessed by staff, call 911 immediately.

Rape

- Offer the victim support and first aid, but avoid destroying any evidence until authorities arrive.
- Locate the student's or staff member's emergency information and notify the parent, spouse or other emergency contact.
- Call 911. Have ready as much information on the assailant as possible.
- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Call Child Protective Services if the victim is a student.
- Take steps to protect the victim's identity and right to privacy. Ask all involved not to share information with others.
- Designate a staff member closest to the victim to talk with her/him about types of support available.
- Accompany victim to the hospital, if appropriate.
- Provide victim with counseling support or contacts for follow-up community resources.
- Keep any records confidential.

Utility Failure

- Advise staff and students of the current situation if possible.
- Report failure to appropriate utility company.
- Report failure to District Office.
- Conduct class as usual until directed otherwise.
- Keep students in class and do not issue passes.
- Rooms with no outside sources of light may need to be relocated to other areas to continue class.
- In case of electrical failure, instruct staff to turn off as much electrical equipment as possible, especially computers.
- If early dismissal appears to be necessary, contact the District Office before initiating the process.

Vandalism

- Photograph any willful and malicious destruction of school property (e.g., graffiti, broken windows, etc.)
- For minor damage, simply note the time, date, and type of damage for your records.
- For serious acts of vandalism (e.g., hate crimes or gang-related activity), report them to The Wendell Police Department.
- Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively prosecute all vandals to convey that you will not tolerate this type of offense.
- Collect restitution by having the offender pay money or provide labor to clean and/or repair the damage.

Early Dismissal Procedures

- Notify District Office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
- Advise staff and students of current situation.
- Initiate calling parents phone and notifying the parents.
- Utilize District Superintendent to coordinate radio and/or announcements.
- Regular bus routes will operate normally. Students will be taken home on regular routes. Principals and staff will work to help notify parents of early release.
- Keep records of how and with whom students are dismissed from school.
- Students with parents unable to be contacted will be directed to the gym to remain under supervision of school staff until the end of school.

Communications

Staff members should refer reporters to the school and District Superintendent. Explain that this person will handle all the information for the news media. If you are designated to be a spokesman, the following checklist offers some brief guidelines.

A Checklist for Communicating with the Media in a Crisis

1. Be prepared. Be honest. Be Brief. Stress concern for student safety.
2. Be accessible. Stick to the facts.
3. Keep cool. Don't become defensive; don't lose your temper or argue.
4. Develop a written statement to be read and handed out.
5. Stress positive actions taken by the school.
6. Do not make statements about responsibility until all the facts are known.
7. Pause and collect your thoughts before you respond to reporters' questions
8. The interview is not over until the reporter leaves. Always be careful about what you say in the presence of a reporter before or after an interview – the microphone may still be on.
9. Don't respond to negative questions by repeating words that inflame the situation. *"Yes, it is a real tragedy..."*
10. Be alert to statements that begin:
 - *Isn't it true that...?*
 - *Aren't you really saying...?*
 - *How do you respond to...?*
 - *Are you aware that...?*
11. Avoid "what if" questions. You can't predict the future.
12. Do not say, *"No comment."* Instead, try, *"I will have to check into the matter. What is your deadline? And I will get back to you."*
13. There is no such thing as "off the record". While many reporters will honor this, you cannot assume that all reporters will.
14. Understand all the facts, especially technical ones.
15. If you update news media handouts during the day, be sure the time of release is at the top of the page.
16. Know what is being done to help staff and students cope with the situation (for example, the crisis team is in action).
17. After the incident, announce any changes made as a result of it.

Samples

Initial Announcement of Crisis Event

(Source: Association of California Administrators)

To:
From:

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

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

Announcement - Student Suicide

To be read to the students by the classroom teacher.

To: School Faculty

From: Principal

Subject: (Crisis)

Date:

John Doe committed suicide early Saturday morning. As a faculty we extend our sympathy to John's family and friends.

We encourage all students to consider the tragic nature of this death and to realize that death is final. John's death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.

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

Samples

Announcements – Student Death from Accident or Illness of Which Students May Be Aware

As many of you are aware, we were sorry to hear that _____, a student in the 11th grade of our school, died from injuries sustained in a car crash. The funeral arrangements have not been completed. As soon as we learn the funeral plans, we will announce them.

Those of you who want to discuss your feelings about _____'s death should obtain a pass from your teacher to go to the library. This help will be available throughout the day. Let us have a moment of silence... Thank you for your cooperation today.

Samples

Letters to Parents

Unexpected student death – elementary

(adapted from letter developed by Chesapeake Public Schools)

Dear Parents:

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

Today, at school, each teacher read a short message about _____ to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student who may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact the _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one.

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

The faculty, staff and students extend our heartfelt sympathies to the family and to all their friends. We at school will miss _____ very much. He was our friend and we loved him.

Sincerely,

PRINCIPAL of School

Samples

Letters to Parents

Bus Accident

(adapted from letter developed by Chesapeake and Hanover County Public Schools)

Dear Parents,

This morning, prior to school, there was an accident involving a school bus and an automobile. There were no injuries to the passengers of the car. The children on Bus #_____ witnessed the aftermath of the accident, but were not involved in it.

The children from the bus involved in the accident were taken to the library by the guidance counselors and administration. The children were asked if they were injured in any way and their parents were then contacted. Your child (because he/she witnessed the accident) may show delayed reaction to the accident. Please be alert over the next several days to symptoms of delayed reactions, including:

- A desire to be alone or unusually quiet
- Loss of appetite
- Problems with sleeping, nightmares
- Difficulty with concentration
- Crying
- Angry outbursts, short temper
- Headaches, upset stomach
- Depressed, sad

Your child may also exhibit some physical complaints. The school will be offering support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please don't hesitate to call if you have any questions or concerns. (Give school phone number).

Sincerely,

PRINCIPAL of School

Samples

Information Sheet to Share with Parents

Helping Your Child After a Disaster

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

- Excessive fear of darkness, separation, or being alone
- Clinging to parents, fear of strangers
- Worry
- Increase in immature behaviors
- Not wanting to go to school
- Changes in eating/sleeping behaviors
- Increase in either aggressive behavior or shyness
- Bedwetting or thumb sucking
- Persistent nightmares
- Headaches or other physical complaints.

The following will help your child:

- Talk with your child about his/her feelings about the disaster. Share your feelings, too.
- Talk about what happened. Give your child information he/she can understand.
- Reassure your child that you are safe and together. You may need to repeat this reassurance often.
- Hold and touch your child often. Spend extra time with your child at bedtime.
- Allow your child to mourn or grieve over a lost toy, a lost blanket, a lost home.
- If you feel your child is having problems at school, talk to his/her teacher so you can work together to help your child.

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

- Source: Association of California School Administrators

Samples

Student Sudden Death

Date

Dear Students and Parents:

On Friday, John Doe, a fifth grade student at (School) was in a terrible accident. Apparently, John was hit by a car that was speeding and had crossed over the median strip tot he wrong side of the road. John died instantly.

John's death is a tragic, emotional loss for the entire School family. I am sure all of us will make every effort to comfort and support John's family as they attempt to deal with this traumatic loss. There are not adequate words to express our sense of grief and sympathy for the family.

Because John's death is felt so deeply by so many, on Monday and thereafter as needed, we will bring in our crisis team to discuss this accident and loss with students and faculty.

We encourage each of you to discuss this loss with your child.

John's family, friends, and the school are suffering deeply. Please join us in supporting John's family.

Sincerely,

PRINCIPAL of School

Samples

Incident at School Re: Anthrax Hoax

Dear Parents and Guardians:

This letter is to inform you of an incident that occurred on our campus today. I want to make sure you have accurate information and dispel any rumors you may have heard about the incident.

We received a suspicious piece of mail containing a powdery substance that law enforcement and medical officials have determined to be harmless (or describe what it is). After receiving the (letter or package), we immediately alerted the police and a hazardous material response team came to our school to investigate (or describe the series of events that took place). The following precautions were taken:

1. The (letter or package) and immediate area were quarantined. Staff and student in adjacent rooms were evacuated to other parts of the building All who came in contact with the suspicious substance washed their hands with soap and water.
2. Based on consultation with law enforcement and public health officials, a decision was made that there was no need for further decontamination of persons or the office area due to the harmless nature of the substance.
3. (Add additional precautions taken or change those listed to steps taken.)

The health and safety of our students and staff is our top priority. Should we find that a deliberate hoax has been perpetrated against our school, we will ask law enforcement and the courts to prosecute anyone, adult or student, to the fullest extend possible under the law.

We ask your support in the following ways:

- Talk frequently with your children about what they are hearing and seeing on the news, at school or in the neighborhood.
- Discuss with them the seriousness of playing a prank, teasing or spreading rumors.
- Encourage them to report any suspicious activity to a trusted adult at school, or to you.
- You may call your school administrator directly or call the district's Silent Witness hotline at (your district's number).

If you have any further questions, please feel free to call my office. Thank you for your support and assistance in keeping our campus safe for everyone.

Sincerely,

PRINCIPAL

Source: NSPRA

Samples

Thank You Letter

Dear Faculty and Staff Members:

We would like to thank you for your support during the recent crisis at our school. Your professionalism and dedication were evident as we all worked to quiet and soothe scared students and allay their fears while still tending to instructional responsibilities.

We know that this has been an extremely difficult time for you as well as the students. Without your courage and concern, our school could not possibly have come through this crisis as well as we did.

Thank you once again. Your expertise and commitment have enabled all of us to work together as a team and overcome this tragic situation.

Sincerely,

PRINCIPAL

Source: Norfolk City Public School, Norfolk, VA

APPENDIX A

- Classroom Crisis Flip Chart Information
- Masters for Classroom Crisis Flip Chart

Classroom Crisis Information

The Crisis Folder should also include:

- Class roll
- Staff Cell Phones
- Pen and Marker
- Medical Information on Students (Steps to insure confidentiality should be taken)

EMERGENCY PROCEDURES FLIP CHART

Wendell School District

MODIFIED LOCKDOWN PROCEDURES

A Modified Lockdown is initiated to isolate students and staff inside the school from POTENTIAL dangers that may come into the school. Modified lockdown is typically used when possible events in the school or in the vicinity of the school may pose a threat. If any situation or incident in the Wendell School District poses an immediate or on-going threat to the health and safety of students and/or staff, the administration will first assess the potential threat. If the situation does pose a possible health or safety threat, the following procedure must be followed:

Teachers:

- Return to building from any outside areas if safe to do so.
- Direct all students in hallways to return to their assigned room.
- Lock classroom doors.
- Keep all blinds closed.
- Advise students of situation but reassure them by keeping calm.
- Continue regular allowed activities in the classroom.
- Supervise all student movements between rooms and limit unnecessary hall traffic.
- Do not open exterior school doors for any reason until an “all clear” is received.

Office:

- Initiate modified lockdown procedures with intercom announcement by principal or designee such as *“Our school is in modified lockdown. This is not a drill.”*
- Notify district office.
 - District Superintendent should be the only source of school district information released to the media.
 - Superintendent/district office will notify principal of other buildings.
 - When modified lockdown procedures are initiated at one school, the other schools will also start modified lockdown procedures.
 - District office prepares a brief letter to parents explaining situation. Letter sent home to all parents in the district.
 - Email all district staff an overview of the situation to minimize misinformation.
- Secretary calls 911 (if needed)
- Lock all outside doors.
- Resume normal operations as soon as possible.
- Communicate
 - Notify district office when lockdown is terminated.
 - Consider a press release if event has drawn or may draw media attention.

Lockdown Procedures

- Lock door (scan hallway and direct all students into nearest room)
- Advise students of current situation, if appropriate.
- Keep students away from doors and windows.
- Update attendance. Take notes of missing or extra students.
- Keep phone and intercom clear until contacted (by office or authorized personnel).
- Wait for further instructions.
- Option: Drop, cover, and hold.
- Keep blinds closed. Students should be in a protected position either on the floor near the wall furthest from the door OR behind or under desks.
- If students are outside or on the playground, they need to wait for instructions from an adult and evacuate to a predetermined area away from the building.

Evacuation Procedures

- Fire Alarm, Police/Fire Department, and School staff
- Take a grade book and Crisis Folder
- Exit by designated route
- Take attendance
- Report missing or additional students
- Wait for further instructions

School Specific Evacuation

- Evacuation Site: High/Middle School to the Presbyterian Church, Secondary route Northeast corner of the football field to L.D.S. Church on Idaho Street via bus. Elementary School L.D.S. Church on Idaho Street, secondary route Southwest corner to Presbyterian Church via bus.
- Other Procedures: Wait for further instructions.

Natural Disasters

Earthquake

If indoors:

- Get under desk or table. Otherwise, move to inside wall or under an inside doorway.
- Drop to knees with back to the windows and kneed together
- Place your head close to knees
- Cover the sides of your head with elbows
- Clasp your hands firmly behind your neck
- Close eyes tightly
- Wait for instructions. Be prepared to evacuate, if instructed.

If outdoors:

- Direct students away from buildings, trees, poles and overhead poles and wires.
- Lie down or crouch low to the ground.
- Cover the sides of your head with elbows.
- Close eyes tightly.
- Wait for instructions.

Early Dismissal Procedures

- Notify the District Office. This office will notify the following:
 1. District Superintendent – this person is the only source of school district information released to the media.
 2. Administrator Principal
- Advise staff and students of current situation.
- Initiate calling and notifying the parents.
- Utilize District Superintendent to coordinate radio and/or announcements.
- Regular bus routes will operate normally. Students will be taken home on regular routes. Principals and staff will work to help notify parents of early release.
- Keep records of how and with whom students are dismissed from school.
- Students with parents unable to be contacted will be directed to the gym to remain under supervision of school staff until the end of school.

APPENDIX B

- Staff Emergency Skills Questionnaire
- Student Emergency Release Form
- Designation of Staff Assignments in Crisis
- Authorization to Release Children in an Emergency
- Bomb Threat Report Form

STAFF EMERGENCY SKILLS QUESTIONNAIRE

To be completed and compiled at the beginning of each school year.

STAFF EMERGENCY SKILLS QUESTIONNAIRE

Name _____ Building _____

Do you have training in any of the following? Please check all that apply.

- EMT Expiration Date _____
- CPR Expiration Date _____
- First Aid Expiration Date _____
- Athletic Training Expiration Date _____
- CNA, Nurse Training Expiration Date _____
- Nurse Expiration Date _____
- Languages – if so, what languages: _____
 - _____ Speak it
 - _____ Read it
 - _____ Write it

Student Emergency Release Form

I/We request that:

 Student Name

 Student Name

 Student Name

be released to me/us _____

Print Your Name

his/her/their _____

Relationship to student

Our intended destination is _____

Location, including address

Signature: _____

Phone number: _____

To be completed by School Release Team

_____ Requester on emergency sheet – Student Released

_____ Requester NOT on emergency sheet but student released to him/her; the student knew the requester and felt comfortable being released to the requester. Parent had signed appropriate release space.

Time of Release: _____

Signature of Approval: _____

Date of Release: _____

(Source: Colonial Heights High School/Tech Center Emergency Plan)

Authorization to Release Children in an Emergency

Our school has developed an emergency business plan in case of any disaster which might occur. This is done in compliance with the district policy. The emergency plan is devoted to the welfare and safety of your child during school hours. The plan is available for inspection in the school office.

We are requesting your assistance at this time:

Should there be an emergency, such as a major fire, explosion, etc., your child may be required to remain in the care of the school until it is deemed safe by an Emergency Services authority that the child can be released. At that point, children may be released only to properly authorized parents and/or designees. Therefore, please list as many names, (with local telephone numbers and addresses) as possible, of those persons to whom you would allow your child's releases in the event of an emergency. Be sure to notify those persons listed that you have authorized their supervision in case of emergency.

We appreciate your cooperation in this important matter.

Child: _____ **Teacher:** _____ **School Year:** _____

Please release my child to any of the persons listed below:

Name	Phone	Address	Relationship
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent/Guardian: _____ **Date:** _____
Signature

Home Phone: _____ **Work Phone:** _____

Other Phone: _____

Source: Colonial Heights Public Schools, Colonial Heights, VA

Bomb Threat Report

Caller's Voice

- | | |
|---|---|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Excited |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Angry |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Rapid |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Laughing |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Deep Voice |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> High Voice |
| <input type="checkbox"/> Stutter | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Clears throat |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Familiar | <input type="checkbox"/> Cracking Voice |
| <input type="checkbox"/> Deep Breathing | |

Questions to Ask

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

If voice is familiar, who did it sound like? _____

Threat Language

- | | |
|---|--|
| <input type="checkbox"/> Incoherent | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Well Spoken |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Well Educated |
| <input type="checkbox"/> Message read by threat maker | |

Exact wording of the threat:

After the caller hangs up, push and release the receiver button and push *57. This will connect you with Qwest and they will be able to tell you the origin of the call.

Background Sounds:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Office | <input type="checkbox"/> House noises |
| <input type="checkbox"/> Children | <input type="checkbox"/> Phone Booth |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Motor |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Street Noises |
| <input type="checkbox"/> Music | <input type="checkbox"/> PA System |
| <input type="checkbox"/> Static | <input type="checkbox"/> Clear |
| <input type="checkbox"/> Animals | <input type="checkbox"/> Factory |
| <input type="checkbox"/> Machinery | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> Local call | <input type="checkbox"/> Other |

Sex of the Caller: M F

Ethnicity: _____

Age: _____

Length of Call: _____

Time of Call: _____

Number/Line at which call is received: _____

Date of call: _____