Consolidated Crisis Management Plan



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Jefferson County School District

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To: Jefferson County School District Employees

The Jefferson County School District Board and the Administration of the Jefferson County School District are dedicated to ensuring a safe environment is provided for our students and employees, therefore, we are officially implementing the safety programs outlined in this safety manual.

All employees are asked to comply with the minimum safety requirements outlined in this program. Administrators and Principals may develop and implement additional detailed programs for their campuses as needed upon approval by the Superintendent and Jefferson County School Board. All employees are required to annually review the programs outlined in this policy manual at the beginning of the school year as part of their school professional development. Once this review is completed, employees are to sign on the staff sign-in sheet of their school building and a copy of the sign-in sheet and agenda should be sent to the district safety director.

Safety is an integral element in each of our duties and is considered the single most important aspect of anything we do enabling us to properly educate our student population. It is the goal of the Jefferson County School District to provide a safe and healthy environment for all students, employees, parents and visitors. Thank you for your teamwork, cooperation, and support in these efforts.

Sincerely,

Dr. Adrian Hammitte Superintendent

OUR MISSION

The Jefferson County School District will provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.

VISION

The Jefferson County School District will be a premier educational institution, a source of pride and creativity, and the cornerstone of academic excellence producing life-long learners who are college and career ready.

All administrators, school principals, department managers/supervisors, etc., are responsible for ensuring that hazard-specific safety measures and programs consistent with the requirements of this plan and appropriate standards and regulations are implemented and enforced within their areas of operations. Further, those employees are aware of the hazards associated with their duties.

The plan shall be reviewed and updated annually prior to the beginning of the school year.

The Superintendent, or designee, shall make a report to the Board, on an annual basis, regarding the implementation of the plan. Germane Mississippi legal codes will be in parenthesis beside the subject.

POLICY



Intent and Definition of Crisis Management

Intent - Crisis Management is a central component of comprehensive **School Safety**. The most important consideration in both Crisis Management and Safe Schools efforts is the **health**, **safety** and

welfare of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention using strategies which range from building design to discipline policies and programs which

improve school climate.

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

School Board Policy Statement

The Jefferson County School District Crisis Management Plan operates within the framework of the Jefferson County School District Board policy.

Preparing for Crises: Essential Activities

A school that is prepared before a crisis occurs will be much more likely to deal with students and staff effectively. An unprepared school is asking for chaos. The Jefferson County School District has set up a Crisis Management Plan, and the following activities have been designed in this plan to ensure safety of adults and students in crisis situations:

1. Decide who will be in charge during a crisis.

A crucial first step in crisis management planning is to decide who will be in charge during a crisis. Assign one person to provide leadership during emergency situations, to organize activities, and to disseminate information. Usually the person in charge is the principal or assistant principal. Designate a substitute in the event that the designated person is unavailable at the time of the emergency. It is extremely important that all staff and students know who these people are. Identification badges can be helpful.

2. Select your Crisis Response Team.

A second important step is to recruit members for your Crisis Response Team. Typically, the Crisis Response Team will consist of an administrator, nurse, psychologist, school social workers, teachers, counselors, support staff representative, and others with skills appropriate to the tasks to be performed. Sometimes forgotten, but important in crises, are the school secretary/office manager and the head custodian. Most, if not all, of your team members must be present full time at the school—or able to respond immediately to a phone call.

The team includes adjunct members who can be called, as needed. These include police juvenile/school liaison officers, health or mental health crisis services.

3. Develop clear and consistent policies and procedures.

It is absolutely critical to develop policies and supporting procedures that provide all staff with clear guidelines for tasks and responsibilities during crises and emergencies. This also ensures that all staff will respond consistently in each situation. It is important to include policies and procedures by which children will be released to their caregivers.

4. Provide training for the Crisis Response Team

Suggested content and sample agendas for training the team are provided such as CPR, First Aid, Fire Safety and Crisis Management.

5. Establish a law enforcement liaison.

7. Establish a working relationship with community health agencies and other resource groups.

To facilitate quick collaborative responses, strong relationships with community agencies must be established prior to a crisis. A list of suggested community support services is included below.

8. Set up "phone trees."

Critical information needs to be communicated as quickly as possible to those in need. The complexity of the phone tree will depend on the size of the community and its school system. A sample phone tree is included on page .

9. Plan to make space available for community meetings and for outside service providers involved in crisis management.

Designate school sites and include potential alternative sites in the community when space is not available at the school.

10. Develop necessary forms and information sheets.

Develop records keeping forms to assist in the management of crisis situations. A variety of sample forms, letters, etc., are included in this Resource Guide. *Having accurate information from the police allows school personnel to quell rumors that frequently arise when a crisis occurs*.

11. Develop a plan for emergency coverage of classes.

Teachers who will play significant roles in a crisis response need to be assured that their classrooms will be covered. Consider Central Office and your PTA as possible sources of assistance in coverage.

12. Establish a code to alert staff.

Establish a code (call the situation what it is, "This is a lock down", "This is an evacuation") that can be used over the public address system or in notes to alert staff as to the nature of a crisis without unduly alarming the rest of the school.

13. Develop a collection of readings.

The district office or school librarian should develop a bibliography of books pertinent to crisis situations for students and staff.

14. Have school attorney review crisis response procedures and forms.

Adjust procedures to comply with any liability concerns.

15. Hold a practice "crisis alert" session.

Prepare staff members for their responsibilities in a real crisis. Through roleplaying, staff can become aware of potential problems and discuss how to respond to them.

Partnerships with Local Emergency Response

For safety's sake, it is critical that school administrators understand and use the capabilities of area emergency responders. School officials should strive to foster the ideal that fire, police, and other agencies that can assist schools in prevention, intervention, and crisis management are "one large team" working together to maintain safety and security in our schools.

An effective partnership between the Brookhaven School District and emergency can be developed in a collaborative effort to work together for the overall safety of children in Lincoln County. In building such a partnership, the following four steps are suggested:

1) Provide local police and fire departments with blueprints of the school floor plan, including the main shut-off points for gas, water, and electricity.

- → Provide copy of current plans.
- → Create videotaped walking tour of each school in the district to increase the police and fire departments' understanding of the schools' design.
- → Show school exteriors, with their door numbers, and pinpointing physical locations with compass directions and noting proximity to particular streets.
- → Provide slow scan of the halls to show classroom numbers and entryways to such key areas as the library, cafeteria, main office, and boiler room.
- → Show central shut-offs for the fire alarm systems, boiler room and main electrical plant imaging.
- → Give partners a complete library of the school videos for their command use. Use videos in agency's training, at command posts, etc.

2) Ask police and fire officials to agree to "scene security," so that our populations can travel safely to evacuation sites.

- → District Safety Coordinator provides in service experiences to police and fire personnel in which evacuation routes and primary and secondary evacuation sites are discussed.
- **→** Include maps that show routes of travel in presentations.
- → Obligate services of police and fire officials to agree to "scene security" so that our populations can travel safely to these sites.

- + Discuss lockdown procedures for both inside and outside threat scenarios.
- → Encourage input from agencies/partners in developing and creating these procedures.
- → District Safety Coordinator collaborates with partners frequently to discuss current school safety topics and plans.

Collaborate with police department to make sure the concept of "rapid deployment" is understood and a plan is created to confront and deal with active shooters.

3) Involve our county emergency management coordinator.

- → Involve County Emergency Management Coordinator in planning drills and emergency training.
- → Plan practice drills with emergency management scenario each year.
- → Set aside a day and time to get together to exercise a current issue related to school safety, and work to resolve it together.
- → Practice latest techniques.
- → Involve other public agencies in the scenario that can really help with the crisis.

Share such technologies as telephone messaging systems that broadcast emergency or informational messages to homes, security camera installations, and door access systems (how do police get in if the officer cannot open the door?).

4) Hold tabletop exercises.

- → Simulate crisis training by bringing together in classroom settings those who would be involved in handling a crisis.
- → Assume roles in simulation in learning to respond to many issues of school safety-from bomb threats to hostage taking, to attacks.
- → Include representatives from the police and fire departments, the hospital, Red Cross, city, and county wherever possible.

EMERGENCY DRILLS

The following emergency drills will be conducted:

Fire Evacuation Drills	1 per month
(2 in the first month of	
Tornado Drills	3 times per year
	2 times per year
Bomb Search Drills	1 time per year
Lock Down Drills	
Intruder/Violent Incident	
Bus Evacuation Drills	2 times per year
Active Shooter Drills	2 times per year
(1 within the first 60 day	s of school)

Jefferson County School District Emergency Drill Form

School:	Month:	Year: <u>2019-2020</u>
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DRILL	DATE	TIME	BUILDING	COMMENTS

The following emergency drills will be conducted:

Crisis Management Planning (Overview and Rationale)

A. Definitions

- 1. "Crises" shall include but not be limited to situations involving the death of a student, staff member, or a member of a student's immediate family by suicide, substance abuse, illness, or accident. The principals shall have the authority to determine what is a crisis incident and to convene the Crisis Management Team.
- 2. "Critical incidents" shall include situations involving threats of harm to students, personnel, or facilities. Critical incidents include but are not limited to natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.
- 3. The individual school "Crisis Management Plan" shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the facility.

B. Crisis Management Team

An Individual School Crisis Management Team shall be established at each school to meet the demands of crisis incidents.

- 1. <u>Membership</u>: The crisis team shall consist of an immediately accessible core group who have the knowledge and skills to act in any emergency and shall include the principal, assistant principal, one or more guidance counselors, nurse/clinic attendant, school psychologist, school social worker, one or more selected teachers, and a person to record events/minutes of meetings. Additionally, the Police Department (school resource officer, or other person designated by the Police Chief), Mental Health Services, Fire Department, and County Emergency Rescue Services shall be asked to consult with the school team. A roster of team members will be posted in each school administration office.
- 2. <u>Purposes</u>: The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of team members and consultants will be established in the school's written Crisis Management Plan.

C. Crisis Management Plan

Each school Crisis Management Plan will include provisions for Pre-planning, Intervention/Response, and Post-emergency activities, including the establishment or designation of the following:

- 1. Explicit procedures for each crisis incident.
- 2. Crisis headquarters and command post outside the school facility in the event evacuation is necessary.
- 3. Chain of command in the event a key administrator is not available.
- 4. Spokesperson to the media. This person will be the principal or designee and is responsible for gather ing and confirming all pertinent information about the incident and for informing the school division's public information officer prior to any media release.

 The spokesperson will also designate a media reception area when deemed appropriate.
- 5. Network of key communicators. It is the responsibility of these key individuals to convey approved information to others. This network may include phone trees to notify staff of emergency incidents and special meetings which may occur before or after school hours, and various counselors designated to support groups such as students, faculty, and parents.
- 6. Communication plan within the school and to the community. The best means of communication may vary with the crisis. However, the plan must provide for communicating with teachers as soon as possible. When appropriate, well-informed representatives should be ready to go into classrooms. Avoid giving news via assembly or public address systems as results can be unpredictable when giving shocking news to large groups of students. To ensure accuracy and avoid rumor, information to students must come directly from internal memoranda or statements written specifically for that purpose and approved by the principal. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from pre-approved fact sheet.
- 7. Critical Incident Management. Critical incident response will be in accordance with the Memoranda of Understanding executed between the Jefferson County Public Schools and the Departments of Police, of Fire, and of Emergency Services.
- 8. Arrangement for support services. One individual from the Crisis Management Team will be designated to contact the school board office and to contact, as needed, other community resources such as Mental Health Crisis Services. The school board office will arrange for assistance as needed from additional school psychologists, school social workers, and other guidance counselors and to contact Mental Health Crisis Services. School arrangements should include the designation of meeting spaces, provisions to request on-call services to meet unexpected demand, and provision of long term follow-up.
- 9. Bring closure to the crisis. This activity will vary depending on the crisis. But it is imperative to recognize officially the end of the crisis and the beginning of the healing process.
- 10. Evaluation of the crisis plan. Response to each crisis incident will be reviewed and evaluated at the conclusion of each crisis. Crisis Management Team annually will evaluate the plan and its effectiveness and make modifications as needed.

D. Crisis Management Inservice

The Crisis Management Plan shall be reviewed annually with the full school staff and shared with all transient staff, nurse/clinic attendants, secretaries, cafeteria staff, custodians, and bus drivers. Schools are encouraged to provide in-service on specific crisis related topics such as substance abuse code violations, neglect and abuse, and suicide prevention.

Principals

School Crisis

- Be familiar with central office support available to principals.
- Make school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.
- Remain at respective schools until the end of the school day.
- When all students and staff members have left campus for the day, be prepared to report to the Assistant Superintendent.
- Perform tasks assigned by the Assistant Superintendent.



Annual Start-Up Procedures

- 1. Confirm membership of the crisis team.
- 2. Send a list of team members to the Community Relations Office.
- 3. Decide on a coordinator and substitute for synchronizing suicide intervention, critical incident, and postvention procedures.
- 4. Plan at least two crisis team meetings. It is mandatory that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and check equipment such as crisis boxes.
- 5. Inform faculty of crisis members. Print intervention, crisis response and critical incident procedures in the faculty handbook.
- 6. Review critical incident communication codes with faculty and staff.
- 7. Update faculty phone tree.
- 8. The team needs to not only review procedures annually, but should go through at least two scenarios using the Postvention Steps form. The key to successfully handling an incident is the preparation before the event.
- 9. Meet with new staff members annually to inform them of intervention, crisis response critical incident procedures, emphasizing the referral process for crisis intervention.
- 10. Hold a general faculty/staff in-service on intervention, crisis response and critical incident procedures every several years.

JEFFERSON COUNTY SCHOOL DISTRICT CRISIS MANAGEMENT PLAN

Crisis Response Team

Responsibilities

The Jefferson County High School Crisis Response Team, under leadership of the principal, is responsible for the following:

- 1. Establishing a protocol for dealing with crises and critical incidents.
- 2. Establishing a systematic approach for identifying, referring, and intervening with students identified as at risk for suicide or other destructive behaviors.
- 3. Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
- 4. Providing information to students, staff, and community on Crisis Management referral procedures.
- 5. Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.
- 6. Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's Crisis Management Plan.
- 7. Conducting periodic reviews and up-dating of the Crisis Management Plan; conducting related updated staff training.

Duties of Members of Crisis Response Team

Duties of members of the crisis response team are as follows:

- **A.** The **Principal** will coordinate and supervise emergency management activities at the school. Assignments include:
 - 1. Continuity of administration.
 - 2. Development of a comprehensive school emergency management program.
 - 3. Designation and training of a school Crisis Team.
 - 4. Designation of an Emergency Operations Center or command post (may be changed by responsible county public safety officials.)
 - 5. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
 - 6. Keep county officials, division staff and school personnel informed of developing situations and initiate emergency notifications and warnings.
 - 7. Direct emergency operations until public safety officials arrive on scene. Serve as a liaison to public safety personnel once they arrive on the scene.
 - 8. Implement evacuation procedures and measures to control access to affected area.
 - 9. Authorize the release of information to the public.
 - 10. Coordinate use of building as public shelter for major emergencies occurring in the county.
 - 11. Provide damage assessment information to the Superintendent of Schools. In major emergencies, damage assessment information will be forwarded to the Emergency Services Coordinator for determination of local emergency status and request for federal assistance.
 - 12. Coordinate disaster assistance and recovery.

- B. The Crisis Team is trained in intervention and postvention procedures. Team members include the principal, counselor, teachers, school nurse and school social worker – assign the appropriate staff.

The Team has responsibility to:

- Develop and implement procedures for prevention, intervention and postvention at all grade levels.
- 2. Establish a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
- 3. Disseminate information to students, staff and community on referral procedures.
- 4. Provide training for teachers and staff. Conduct drills.
- 5. Assist the Principal in controlling emergency situations.
- C. **Teachers** are responsible for implementing appropriate procedures to protect students.

These responsibilities include:

- Evacuation Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
- 2. Student assembly – Maintain order while in student assembly areas.
- 3. Student accounting – Verify the location and status of every student. Report to the principal or designee on the condition of any student that needs additional assistance.
- 4. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
- 5. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student release process."
- D. Office Manager (Secretary) The administrative secretarial staff has primary responsibility for emergency communications including exchange of information with school administration staff, community emergency responders (fire, police, EMS, emergency services coordinator) and internal communication within the school building. Primary responsibility for record keeping also lies with this position.
 - 1. Establish procedures for emergency communications with school administration staff in compliance with school system plans.
 - 2. Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the playground or other sites.
 - 3. In an emergency, establish and maintain communications with school administration.
 - Establish and maintain communications with county emergency services coordinator, as 4. needed in major emergencies.
 - 5. Initiate and maintain incident log.
 - 6. Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 9-1-1.
 - 7. Report status of school and students to school administration as specified.

- E. Assistant Principal All tasks related to student accounting and student release.
 - 1. Establish procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
 - 2. Provide instruction and practice to all teachers and staff in the student assessment and reporting process.
 - 3. Place reporting forms and procedures in classroom "emergency kit." Establish procedures for communicating with teachers.
 - 4. In an emergency, receive reports from all teachers on the condition and location of every student.
 - 5. Assign persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
 - 6. Implement student release procedures.
- **F. Maintenance Head** Maintenance staff are familiar with the operations and infrastructure of the school building and are responsible for the stabilization of the building, controlling access, and securing the school facilities.
 - 1. Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
 - 2. Establish procedures for isolating hazardous areas.
 - 3. In an emergency, survey damage and structural stability of buildings and utilities and report to the principal.
 - 4. Search the affected sections of the school for students or staff that may be confined or injured; however, do not put yourself or others at risk. This task may need to be accomplished by trained public safety professionals.
 - 5. Implement building access control measures.
 - 6. Secure student assembly areas.
 - 7. Distribute supplies to student assembly areas.
 - 8. Assist county officials in damage assessment.
 - 9. Assist administrators in recovery procedures.

Crisis Response Procedures

Intent

Crisis Response Procedures are intended to guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses.

Procedures for General Crisis Intervention

Unanticipated events, such as suicides, school bus crashes, natural disasters, or multiple injuries or deaths, can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on the other students. As a reminder, for the purposes of this manual, crisis is defined as:

A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.

The following procedures should be implemented if a school-wide crisis occurs.

Immediately Following Notification of Crisis

The school administrator or designee should implement the following procedures when the school is notified of a near-death or fatal crisis situation:

Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.

Tell office staff members NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise. In schools using student office help, it may be useful to request that only adults answer the school telephone for the remainder of the day.

In case of reporting student death, verify the reported incident by calling the police liaison or coroner.

DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with #3. Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (#2) the following school day.

Following Verification of Crisis

The following actions are listed in a priority order. In actuality, several things will happen simultaneously. It is critical, however, that #1-10 occur BEFORE THE PUBLIC ANNOUNCEMENT (#11) IS MADE.

Once verification of a crisis has occurred, the administrator and/or crisis response team designee(s) must attend to the following:

- 1. Notify the Superintendent or other appropriate division administrators of the event. Have that person notify the media liaison if appropriate.
- 2. Convene the Crisis Response Team. Do not unnecessarily alarm others, use the coded message developed for these situations (i.e., "CRT members, please report to room 5," or "A CRT meeting will convene in room 5 in 10 minutes.")
- 3. Have an administrative assistant or other designee notify the school's social worker, psychologist, and/or counselors. If the affected student was in a special education or other special program, notify the appropriate program coordinator.
- 4. Assign Crisis Response Team members in the building to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parent or guardian consent, have these absent students transported to the school if practical and appropriate.
- 5. Prepare a formal statement for initial announcement to the entire school. Include minimum details nd note that additional information will be forthcoming. Also prepare statements for telephone inquiries.
- 6. Decide on a time for an emergency staff meeting and notify staff in a manner which does not unnecessarily alarm others. Invite designated outside professionals to join the meeting to help staff members process their own reactions to the situation.
- 7. Identify students, staff and parents likely to be most affected by the news (e.g., due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected student). These persons are targeted for additional support.
- 8. Determine if additional district/community resources are needed or are needed to "stand by" to effectively manage the crisis, and notify them if appropriate.
- 9. Assign team members in the building to:
 - a. Provide grief support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
 - **b.** Review and distribute guidelines to help teachers with classroom discussion.
 - **c.** Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - **d.** Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - **e.** Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student's class schedule for the remainder of the day if that will be helpful to teachers in those classes.
- 10. Station staff/student support members as planned prior to making the announcement.
- 11. Announce the crisis over the public address system or by delivering a typed statement to every classroom before the end of the period. Include locations of in-building support.

Once the announcement is made, assigned staff members will perform the following:

- 1. Monitor the students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concerns.
- 2. Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day. Implement the plan previously developed to handle masses of parents who will pick up their children.
- 3. Notify bus drivers especially those who drive the buses usually traveled in by the injured or deceased student, or who are experiencing the most severe shock.
- 4. Notify feeder schools regarding siblings or other students predicted to be strongly affected.
- 5. Collect deceased student's belonging from his/her locker or other sites at the end of the day.
- 6. Officially withdraw a deceased student from the school attendance rolls.



Crisis Control Center Emergency Kit

The following items are shall be maintained in the designated School Crisis Control Center and carried to any alternate site which may be designated:

- 1. Responsibilities checklist who does what.
- 2. Keys to all doors in the school facility.
- 3. Floor plan that shows the location of all exits, all telephones and telephone wall jacks, computer locations, and all other devices that may be useful in communication during an emergency.
- 4. Blueprints of school building(s), including utilities.
- 5. Map of evacuation route(s).
- 6. Faculty/staff roster with:
 - a) list indicating those with first aid, CPR, and/or EMT training.
 - **b)** list of mobile/cellular telephone numbers.
- 7. Crisis response equipment (two-way radio, cellular telephones, fully charged battery operated bullhorn).
- 8. Phone lists:
 - **a.** Community Emergency Numbers

General emergency number - 911

Police Department/Sheriff

Rescue/Ambulance

Fire Department

Poison Control Center

Local Hospitals

b. School Numbers:

Central Office telephone and fax numbers

List of portable telephones and beeper numbers of division staff

Extension numbers for school security, school health nurse, guidance services and other support staff.

c. Other Resource Numbers:

Home/work telephone numbers of parent networks, school volunteers, local clergy, and other resources previously identified.

- 9. Student roster including home and emergency phone numbers.
- 10. Master schedule.
- 11. Name tags and sign-in sheet for crisis response team members and community resource people.
- 12. Sample statements/letters for use in notifying faculty, students, and parents about crisis incident

Crisis Checklist

DAY 1

In the event of a serious accident, sudden death, or similar events:

Direct staff and others not to repeat information until verification is obtained.

Notify superintendent.

Convene Crisis Response Team and assign duties.

Notify building support staff, such as counselors, psychologists, and social workers.

Inform closest friends of the affected student and provide support.

Prepare formal statement or announcement.

Announce time and place of emergency staff meeting.

Identify other/additional students, staff, and parents likely to be most affected by news.

Assess need for additional community resources.

Make official announcement.

Hold emergency staff meeting.

As needed, assign team members and other staff to monitor grounds; notify parents, support staff, and feeder schools; provide support to staff; collect student belongings and withdraw student from school rolls.

Day 1 Staff Meeting

At the first staff meeting during a school crisis:

- **a.** Pass around a photograph of the deceased/injured student to familiarize staff with the student.
- **b.** Review the facts of the crisis and dispel rumors.
- **c.** Help staff members process their responses to the situation.
- **d**. Describe the feelings that students may experience and suggest how teachers might handle specific situations.
- e. Provide guidelines for helping students who are upset.
- **f.** Encourage teachers to allow for expressions of grief, anger, etc., in the home room or class in which the announcement is received or in oth-

er classes throughout the day. Emphasize the

acceptability/normalcy of a range of expressions. The guiding principle is to return to the normal

routine as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.

g. Encourage staff to dispel rumors whenever possible and discourage any "glorification" of the event

(especially in cases of suicide).

h. Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the

crisis occurs on a Friday, call the meeting for the following Monday morning

Classroom Crisis Response Bag

Each classroom and gymnasium should be equipped with a crisis response bag. The bag should be hung from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:

- 1. a flashlight
- 2. spare batteries
- 3. class rosters for each class using the room
- 4. emergency evacuation plans
- 5. latex gloves
- 6. first aid supplies (bandages, gauze, etc.)
- 7. pen and paper
- 8. names and telephone numbers of crisis intervention team members
- 9. list of assigned roles for school personnel and division personnel.

DAY 2
Gather faculty members and update them on any additional information/procedures.
In case of death, provide funeral/visitation information if affected family has given permission
Identify students in need of follow-up support and, in accordance with the school's crisis
response plan, assign staff members to monitor the most affected students:
a. coordinate any ongoing counseling support for students on campus;
b. announce ongoing support for students with place, time, and staff facilitator; and
c. notify parents of affected students regarding community resources available to students and their families.
Immediately Following Resolution of the Crisis
Convene crisis response team for debriefing as soon as possible:
a. discuss successes and problems; and
b. discuss things to do differently next time.
Allow staff opportunity to discuss feelings and reactions.
Long-Term Follow-up and Evaluation
Provide list of suggested readings to teachers, parents, and students.
Amend crisis response procedures as necessary.
Write thank-you notes to out-of-building district and community resource people who provided
(or are still providing) support during the crisis.
Be alert on crisis anniversaries and holidays. Often students will experience "anniversary" grief
reaction the following month or year on the date of the crisis, or when similar crises occur that
remind them of the original crisis. Holidays, too, often are difficult for students who have

Crises Requiring Limited School Involvement

experienced loss.

Crises Occurring During Summer or Holiday Periods

If a school administrator or other crisis response team member is notified of a crisis during the summer (or when affected students are off-track if they attend year-round schools), the response usu ally will be one of limited school involvement. In that case, the following steps should be taken:

- 1. Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members.
- 2. Identify close friends/staff most likely to be affected by the crisis. Keep the list and recheck it when school reconvenes.
- 3. Notify staff or families of students identified in # 2 and recommend community resources for support, as appropriate.
- 4. Notify general faculty/staff by letter or telephone with appropriate information.
- 5. Provide update at faculty meeting held prior to students' return to school.
- 6. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Crises that occur during vacation or when students are off-track require fewer responses from the school.

Post-Traumatic Stress Reactions Physical Cognitive Emotional

- Nausea
- Slowed thinking
- Anxiety
- Upset stomach
- Difficulty making decisions
- Tremors (lips, hands)
- Difficulty in problem solv- Difficulty concentrating
- Guilt
- Feeling uncoordinated
- Confusion
- Grief
- Profuse sweating
- Disorientation
- Chills
- Sadness
- Diarrhea
- Feeling hurt
- Chest pain
- Difficulty naming common things
- Rapid heartbeat
- Rapid breathing
- Increased blood pressure oth-

- Headaches
- Anger
- Muscle aches
- Irritability
- Sleep disturbance
- Feeling numb
- Difficulty calculating
- Worry about others
- Seeing the event over and over
- Wanting to hide
- Distressing dreams
- Wanting to limit contact with
- Poor attention span
- Startled
- Shocked

Some Things That Can Be Helpful for Crisis Team Members and Other School Staff

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

Caring for the Caretakers

Debriefing

The demands of responding to a crisis are intense and place the caretakers, regardless of training or previous experience, under a great deal of stress. It is strongly recommended that crisis team mem bers who have been involved in a crisis have the opportunity for "debriefing," preferably with a trained crisis team from another school. For team members, the debriefing is an opportunity to ex press feelings and receive emotional support; for the other team, the debriefing is an opportunity to learn and to become better prepared for crises.

Symptoms of Reaction to Crisis or Disaster in Adults

First Reactions:

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

Ongoing Reactions:

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

Medical Protocols

Medical protocols are developed by the Department of Health Services for all students whose medical conditions require or may require assistance of school personnel. Classroom teachers and other staff who work directly with these students are provided information about the condition and a protocol to follow. Conditions which are almost always present in the student population and may require assistance include asthma, allergies, diabetes, and epilepsy.





(Minor) Accidents at School

.... On the playground ... In the building or classroom ... In physical education

For minor accidents, injuries

Have students taken to clinic for assistance by a responsible person

Related Information

- All staff have been provided with a one-page list of "emergency procedures" of
 what to do in case of an accident or injury on the playground, or in the building or
 classroom.
- Classroom emergency procedures are posted on the back of every classroom door.
- Posted in the main office, the gym office (if applicable and the clinic are the names of building staff who have completed paramedic training, Red Cross First Aid Training or other special lifesaving or life sustaining training or expertise (i.e., CPR).
- Posted in the main office, the gym office (if applicable) and the clinic are a list of emergency telephone numbers.
- Each teacher has been provided information about any student in his/ her classroom having special medical or physical needs and the procedures that the teacher my follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

Accidents To and From School

In the event of accidents involving an employee or student who is on the way to or from school, first determine whether help is on the way.

If help is not on the way:

Call police, fire, or rescue as indicated by nature of accident

Notify Principal

Notify Superintendent's Office

Notify parents, spouse, or individual on emergency data base

If help is on the way:

- If not reached earlier, continue to try to notify parents, spouse, or named individual.
- If parent's spouse or closest relatives are not available, discuss situation with an associate at the place of employment of the parent, guardian, spouse or closest relative.
- Send a "calm" staff member to observe situation.



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.

Emergency procedure:

- 1. Immediately protect the students by securing them according to building protocol. Then report situation to the office/principal/School Resource Officer/911
- 2. Principal shall notify all teachers of the "<u>LOCK DOWN</u>". Teachers should go into Lockdown procedures.
- 3. Call 911. Make sure the 911 operator understands that there is any armed person inside or outside the school; give his/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. Then notify the central office immediately.
- 4. If safety permits, a staff member should notify all students/visitors outside their classroom (including those outside the school building) to report to the nearest safe classroom, as well as those outside visitors outside and approaching building of the pending situation.
- 5. If the 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.
 - ***Central Office administrator should initiate same procedures listed above in the event of armed person

KEY POINTS OF INTEREST:

- Do not attempt to disarm any individual with a weapon
- Constantly assess the situation. Does the individual intend to use the weapon, or does he/she seem to want attention?
- Don't 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.
- Do not make threats, challenges, or in any way antagonize the person in possession of the weapon.
- Do not panic. Establish a psychological advantage by remaining calm.

Nurse:

Assists with evacuation
In charge of triage and 1st aid
Documents injuries and treatment
Assists with accountability

Transportation Director:

Alerts drivers in case of total evacuation Assists with evacuation Assists with accountability

Maintenance:

Provide emergency responders with additional keys

Provide diagrams of buildings to include electrical, water and gas shutoffs

Assist in evacuation if needed

Food Service Director

Coordinates meals and water to students, staff and personnel working incident Supervises food service staff on and off site

Resource officer

Assists administration with assessing the threat level Maintains order and control

Assists with evacuation if not in direct contact with intruder Makes contact with intruder to detain, escort, arrest or neutralize if deadly threat exists

Coordinates with emergency personnel to control traffic

Liaison with emergency and law enforcement personnel as needed

In charge of initial investigation

Assists in building search

Scene preservation

KEY POINTS

- Lock the door.
- Go DARK (cut off lights).
- Cover the classroom door window.
- Go QUIET (ask students to remain calm and quiet).
- Barricade the door if possible.
- Have student to move to a location that is not immediately visible to an intruder.

Assembly (PUBLIC) 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 <u>FIRE ALARM SIGNAL</u>. If situation warrants, initiate LOCKDOWN.
- Call $\overline{911}$. 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.
- Render first aid, if necessary.
- Notify the central office during the day at 601.786.3721
- If there is a power failure or an equipment failure, contact:

Supervisor of Maintenance:					

Angry Parent

Strategies may be adapted to use with angry employees and visitors

- Be courteous and confident
- Remain calm
- Do not touch
- Keep at a reasonable distance
- Listen
- Allow the opportunity to vent
- Meet in a neutral, protected location
- Leave door open or have another staff member join you
- Avoid blame-focus on what can be done
- Ask:

"How can I help you get the services you/ your child need?"

"How can we work together?"

"What kinds of support can we put in place to help your child succeed?"



Checklist

Assess the situation
If continue danger, institute lockdown.
Provide first aid.
Question victim— make reasonable notes for potential court case:
- description of assailant - report of events
Contact police (School Resource Officer and/ or 911)
Notify Superintendent
Instruct person answering the telephone to direct all requests to JCSD Central Office.
Complete police information for charges
Prepare a written memo for staff and parents
Schedule follow-up programs for staff and students
Call emergency staff meeting

Specifics

1. Assess the situation

- Request police assistance when assailant (s) are outsiders
- Determine the number of victims
- Determine the amount of threat still pending was this an isolated incident which is not over?
- Determine the need for first aid.
- 2. Move Others to Safety: If the assailant has not been contained and continues to be a threat to others, institute lockdown.

- **3. Provide first aid:** Provide first aid for victim (s) via nurse, nurse's aide, trained staff member, or 911. Have someone at the entrance to meet and direct the ambulance staff to the victim and designate a staff member to accompany victim (s) in ambulance.
- **4. Question the Victim:** Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.
- **5. Contact the Police:** Contact 911 and your School Resource Officer

6. Notifications:

- The Superintendent's Office should be contacted as soon as possible.
- The JCSD Central Office will handle all media and community inquiries into the event(s).
- The parents (or Spouse) of the victim should be notified as soon as possible.
- Inform staff of situation as soon as possible. A Crisis Team, identified for the school, can effectively deliver information to the other staff member so your time can be used for other decisions/actions.
- The Transportation department can, in extreme emergencies, provided buses for early dismissal. The Transportation Department will notify the Superintendent of the need for this dismissal.
- The other schools should be given the basic information as soon as possible by principal's designee, since siblings/ neighbors will quickly learn of the disturbance.
- The Guidance Counselors may be needed to provide counseling support for students and staff in dealing with the trauma.
- The students and parents of other students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
- After the crisis is over, the principal may wish to arrange a special press conference to give the media the same information that has been shared with the parents.

7. Telephone Answerer: Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquired should be made to the JCSD Central Office. Give the caller the number for a reference.

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- **8. Police Information of Charges:** The police will need to be sure of details from you as well as from the victim. Assault/ Battery are chargeable offenses.
- **9. Written Memo for Staff and Parents:** As soon as the immediate crisis/ danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did. Individuals with the correct facts can help to stop rumors and misperceptions.
- **10. Follow-up Programs:** School guidance counselors will arrange special counseling for student and staff.
- 11. Call emergency staff meeting.



${f B}_{ m omb\,Threat}$

Bomb Threat/ Telephone Threats

The building director must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources; then, the director acts in such a manner that reflects the best safety interests of those under his/her charge.

Bomb and other threats may be originated in writing, in person, over the telephone or related through a second source.

Basic Documentation- the individual taking the call should:

- Keep the caller on the line as long as possible
- Notify principal building director.
- Write down all the information obtained in the exact words. Use the record sheet immediately following these instruction pages; place copies of the bomb threat sheet at switch-board and other appropriate phone locations.
- Find out what time the bomb is due to go off.
- Document in writing, as soon as possible, other types of threat contacts o including:
- Specific time message is received,
- Date and day of week
- Exact wording of message.
- Estimation of sex, age, cultural background of person making call.
- Make not e of background noised, tone of voice.

Authorities to be involved: Police

Telephone Number: 601.786.3333

The building administrator or designee shall:

- Notify the authorities.
- Consider the safety of students and staff as the prime factor,. If advised, direct students and staff to safe areas of the campus. Nothing is to be touched or altered; do not open desks or file cabinets.

Do not re-enter building until authorized:

- Alert staff of situation and implement building search procedure (see below).
- School activities should be continued as normally as possible in designated safe areas.
- The recommendation to close school will be made only after consultation between the Central Office, security and building administrator.
- Submit written reports as appropriate to Superintendent and Principal.

Confidential building search procedures for use by staff only: The principal and/ or assistant principal will: A. Call the Police Department B. Call Superintendent's Office C. Call Maintenance Department D. Notify school staff by pre-arranged signal. The Signal: State the threat "Bomb Threat" Checklist Listen carefully to the caller to gain as much information as possible. Notify the building School Resource Office if the caller is in the building. If the call appears to be a prank call, ask teachers to survey their instruction area and nearby restrooms. If the call could be real and the School resource Officers is not in the building, call 911 immediately. Evacuate the building. DO NOT UE PA SYSTEM or TURN LIGHTS ON OR

Follow establish Policy regarding return to the building.

If necessary, contact transportation to arrange for early dismissal.

OFF.

Notify Superintendent's Office

Follow-up activities.

Report Form – Bomb Threat Call Procedure Jefferson County School District

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? What will cause it to explode?
5. Did you place the bomb? No Yes (If No, who did?) Why?
6. What is your name?
7. What is your address?
Sex of Caller Age Race
Length of Call
(OVER)

Bomb Threat Call Procedure Checklist Jefferson County School District

CHECKLIST 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 Rapid Slurred Clearing familiar, who Soft Nasal Throat did it sound Loud Stutter Deep like? Cracking 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
REMARKS: ***********************************
Complete checklist immediately after bomb threat and give this card to Principal/Designee. Date://_ Call received on Phone NoLocation: Name:Position:

uilding 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 reentry 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

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.

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, and 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.



Goals:

* Safety *Containment *Mobilization *Effective Communication *Assessment/ Follow-Up

Prevention: Have a clear operation plan and be familiar with that plan. Maintain a bus accident folder including a list of each bus number, names and emergency telephone numbers of all occupants.

Intervention: In the event that a bus accident occurs and the school has been contacted for assistance, the principal or designee determines and coordinates the appropriate responses. Interventions may include:

At the Scene

- Provide emotional support
- Be available and attend to the injured, as directed by emergency medical personnel.
- Be available and attend to the uninjured and account for all.

At the School

- Provide emotional support and coordination
- Provide emotional support and attend to the affected students
- Provide information to faculty
- Call Mental Health for assistance, as needed
- Contact patents of students involved

At the Hospital

• Provide emotional support for the injured and their families.

Follow-up:

- Send letter to parents.
- Assess the response and arrange follow-up. (Crisis Team)
- Exact wording of message.
- Estimation of sex, age, cultural background of person making call.
- Make not e of background noised, tone of voice.

Bus/ Auto Accidents on Trips

Precautionary Measures Before Leaving District

- School buses, by law, are required to carry first aid kits. Check to see if it is in place.
- Take along a list of students in attendance. Include for each a home telephone numbers, names of parents, parents' work telephone number, home address, and any health or medical information.
- Take along a list of emergency phone numbers (listed below).
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative and medical and health information on each.
- Follow School Board Policy and administrative regulation on field trips.

In the Event of an Accident

- Remain calm
- If threat of fire exists, move children to safe place.
- Call emergency vehicles/services: police, fire, ambulance, highway patrol for locality and begin administration of first aid:

Telephone Numbers

- Notify Principal (who will notify Superintendent)
- Notify Director of Transportation
- Do not issue statements to the press. Refer press to the JCSD Central Office at 601.786.3721.



eath of a Student or Staff Member

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



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 on from injuries 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 feeling's about 's death should obtain a pass from your teacher to go to the library. This help will be available throughout the school day. Let us have a moment of silence. . .

Thank you for your cooperation today.

Disaster

Destruction of Part/ Whole of Building (e.g. tornado, bomb)

Checklist	
	Call 911
	Obtain information on extent of damage
	Evacuate using fire alarm or move students to safe areas in building
	Assign one adult to supervise others in attending to injured
	Assign staff member to assist rescue personnel
	Call Superintendent's Office and School Resource Officer
	Arrange for dismissal of students
	Handle all distribution of information to public through JCSD Central Office
	Call emergency staff meeting

Specifics

- 1. Call 911 for immediate help
- 2. Damage: Inspect extent of damage and injuries
- 3. Evacuation: If there is no danger outside the building. Safe areas: Identify areas away from area and route to be taken by classes in going to safe areas. Designate which classes/ groups of students should go to which area.
- 4. Attend to injured: Assign free adults to attend to injured, with one adult designated as "in charge".
- 5. Meet rescue Personnel:
 - -Have staff members direct rescue personnel to problem area and assist in providing access as needed by rescue personnel.
 - -Make custodians available to assist rescue personnel
- 6. Superintendent: Notify of plan being implemented
- 7. Dismissal: Arrange for dismissal with Superintendent's Office and Transportation. Elementary school may have to follow emergency closing procedures for students and should inform Extended Day (i.e. Aftershool) of plans for dismissal. JCSD should be notified of emergency closing so that radio and TV stations can be contacted.
- 8. Information:
- Consider briefly summarizing the situation for all students and adults prior to dismissal, by P.A. or preferably by informing teachers and having them explain to students.
- If time permits. Prepare a written memo to parents detailing the situation and how it wash and held, including plan for follow-up, to be sent home with students or distributed the following day.
- Call an emergency staff meeting after students leave to explain the situation and any plans for follow-up.
- Involve JCSD Central Office in all information being prepared and distributed and refer media and other calls from the general public to that office.

Disaster

Danger from Outside Preventing Dismissal/ Evacuation (e.g. hurricane, tornado, sniper, plane crash)

Checklist	
	Gather information
	Identify safe area in building
	Direct staff to escort students to identified areas
	Call Superintendent's Office and School Resource Officer
	When situation is "clear," return students to class
	Prepare memo/letters to inform staff and parents
	Distribute information to public via JCSD Central Office
	Call emergency staff meeting
	Direct staff to escort students to identified areas Call Superintendent's Office and School Resource Offic When situation is "clear," return students to class Prepare memo/letters to inform staff and parents Distribute information to public via JCSD Central Offic

Specifics

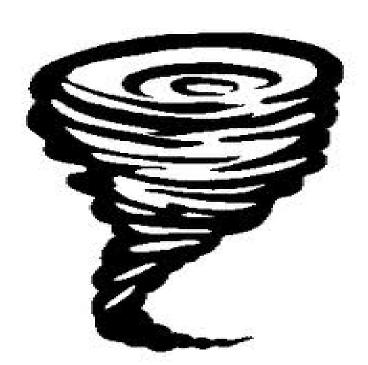
- 1. Information may be received from a variety of sources:
 - -Telephone call
 - -Superintendent's Office
 - -Radio or television
 - -Visual Observation

Ascertain specifics such as extent of immediate danger, possible length of time danger may exist.

- 2. Safe areas: Consider large areas at the interior of the building away from numerous windows and outside walls which have a reliable source of lighting. Designate where students should go. Evacuate trailers to main building or safe area.
- 3. Move students: Use the P.A., if working, or a system of notes sent by messengers, to inform teachers and other adults of the situation and where to bring students.
- 4. Superintendent: Notify of plan being implemented; call police and maintain contact as necessary.
- 5. All "clear": Monitor situation to ascertain when danger is removed; direct teachers and other adults to escort students back to class and situation is clear.
- 6. If crisis interferes with normal dismissal, arrange with Transportation and Superintendent's Office to dismiss students following normal procedures. Elementary schools will want to inform Extended Day personnel in advance of dismissal.

7. Information:

- -Consider briefly summarizing the danger and its resolution for all student prior to dis missal by P.A. or preferably by informing teachers and having them explain to students.
- Consider preparing a written memo to parents detailing the situation and how it was handled to be sent home with students tor distributing it the following day.
- Prepare written memo to staff summarizing the situation and how it was handled.
- 8. Handled all distribution of information through the JCSD Central Office.
- 9. Call emergency staff meeting.





Evacuation/ Emergency Procedures:

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 1500 feet or 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.

Evacuation Location

Evacuation: A minimum safe distance of 500 feet is required during fire evacuation, 1500 feet for bomb threats and other hazards. Students and staff must all be accounted for during evacuations. Fire evacuation routes must be posted in each classroom.

On-Site Evacua	tion Location (i.e. fields, parking lot, etc.)
Off-Sit	e Evacuation/Reunification Location
	Primary Location:
	Telephone: (xxx) xxx-xxxx
Con	ntact:
Stagiı	ng Areas: (i.e. fields, parking lot, etc.)
Off-Sit	e Evacuation/Reunification Location
	Alternate Location:
· · · · · · · · · · · · · · · · · · ·	Telephone: (xxx) xxx-xxxx
Con	tact:
Stagii	ng Areas: (i.e. fields, parking lot, etc.)

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 warranted (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 1	predeterming	ed location	ı is			

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.



Rallen Aircraft

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.

Fighting

Violence Between Two or More Students (Physical Fighting)

Goals:

- Safety
- Effective communication
- Mobilization
- Containment
- Assessment and follow-up

Prevention: Have a clear Positive Behavior Interventions System (PBIS) plan and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with information provided regarding managing a potentially dangerous person.

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

Interventions may include:

- Disperse the crowd and ensure the safety of the students.
- Call for help and assistance in managing the incident.
- Focus on diffusing the fight
- Attend to medical needs
- Be knowledgeable about intervening with individuals who are dangerous. Refer to additional materials in Resource section.

Postvention: Assess the response and provide follow-up of situation (Crisis Team)

Fire/ Arson/ Explosives

Checklist

Sound alarm; evacuate building
Call 911
 Determine if there are any serious injuries
Call: Superintendent
 Arrange transportation for dismissal
Determine building status for return to classes
Follow-up activities
Call emergency staff meeting

Specifics

- 1. Sound alarm. Evacuate building if serious threat of danger. Prior arrangements (see Memoranda of Understanding) should be made for the evacuation of any students of staff members requiring assistance.
- 2. Call 911 and ask for required emergency services.
- 3. If there are injuries, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse.
- 4. Call Superintendent's Office and notify of incident and actions taken.
- 5. In all probability, school will have to be dismissed and arrangements for transportation will have to be made. Students and staff will have to be informed. A portable bull horn should be available to make announcements to students and staff who have evacuated the building.
- 6. If the building is damaged, several different steps may have to be taken. Severe damage may necessitate another location for classes which have to be scheduled through the Superintendent's Office.
- 7. Prepare written memo for staff to advise of follow-up procedures. Send letter for parents home with students.
- 8. Call emergency staff meeting.



Gas Leak

Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines ar outside the building. Natural gas is mixed with Mercaptan to give it odor. The gas goes up and the odor goes down.

If a leak is in or near the building: Evacuate the building immediately, following your local building evacuation plan. Get students a safe distance from the building.

Turn off the main gas valve.

Phone Fire Department

Phone Superintendent's Office

Phone Mississippi River Gas (MRG)

Location:

601-786-3333

601-786-3721

If time permits, phone the Superintendent's Office to alert that office of the current situation.

Keep students at a safe distance until the problem has been corrected.



Eazardous Materials 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 Jefferson County School District therefore, hazardous materials 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.

Off-Property Hazardous Materials Release

Emergency Procedure:

Call 911. Make sure the 911 operator understands 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 shelter in-place plan. The alert signal is **GO TO LOCK-DOWN**.

Tune into the emergency radio system regarding any type of emergency situation. The principal will notify the superintendent's office who will immediately notify the proper departments.

Close all windows and doors. Stay in the building. Disable heating, ventilating, and air conditioning, including the exhaust system in the kitchen.

Do not proceed outside unless directed. If required, take action to evacuate the building and if necessary, the school site. Stay upwind of the hazardous materials.

Transfer of school-site must be approved, in advance, by the superintendent/designee or local authority having jurisdiction (i.e., fire department, civil defense, law enforcement).

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.

First aid providers will render first aid if necessary.

Do not approach a hazardous material area until a positive identification of material has been made.

The site of a hazardous materials incident is to be isolated to the extent necessary as soon as possible.

If positive identification of the material cannot be made, assume the material to be dangerous.

The fire chief will be the on-scene commander during a hazardous material incident.

The fire chief will notify other emergency agencies and the Brookhaven School District emergency management director.

The principal will determine if evacuation is necessary. If so, initiate evacuation procedure immediately.

Keep all people upwind to avoid smoke, fumes, and dusts.

The principal will document actions and decisions concerning hazardous materials incident.

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 the 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 of school-site must be approved, in advance, by the superintendent/designee or local authority having jurisdiction (i.e., fire department, civil defense, law enforcement).

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.

Example 1 (Armed/ Dangerous Intruder)

Checklist

Call 911
Instigate lockdown procedures; after police arrive, if the danger is confined, orderly
evacuation away from the danger may occur.
Notify Superintendent
When police arrive, in accordance with pre-planning, they assume control of the incident
and negotiations.
No school personnel should circulate through building; after evacuation, no individuals
should enter or re-enter the building.
Instruct person answering the phone to direct all requests to JCSD Central Office.
Keep telephone lines open for police use.
Provide information to police about the building layout and what is known about the
background of the hostage—taking.

Specifics

- 1. Contact the Police: Hostage-taking or endangering the safety of others are criminal offenses.
- 2. Secure all classrooms (LOCKDOWN): The more closely contained the intruder can be kept, the less the danger there is to others and the easier it is for the police to apprehend the individual.
- 3. Notification:
- The Superintendent's Office should be contacted as soon as possible.
- The JCSD Central Office will handle all media and community inquiries.
- After the crisis is over, the JCSD Superintendent appointee may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
- 4. Staff to Keep Students in Present Areas: Students should not be released for any reason until told to do so by the police.
- 5. No Personnel Circulating: For the same reason as #4, all staff should be protected from involvement in the crises where possible.
- 6. Telephone Answerer: Prepare a statement to be read by the individuals who answer the telephones. Instruct them that any further inquiries should be made to the JCSD Central Office. Give them the telephone number for the caller to call.
- 7. Keep phone lines Open: The police and other public safety personnel will need access to the phones with highest priority.

- 8. Provide Police with Maps of Buildings and Ground: Involve those with greatest knowledge of the facilities such as custodians. Also provide any anecdotal in formation about reasons for the hostage—taking, precipitating events, etc.
- 9. Local District Persons Familiar with the Facility: Persons familiar with the entire building should be available to discuss the interior room arrangements, etc. These individuals should be available at the chosen school map location away from the scene.

If Taken Hostage:

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.

Hostage (MS Code 97-3-53)

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.



Intruder or trespasser

\mathbf{C}	<u>hecklist</u>
	Determine the whereabouts of the intruder/ trespasser.
	Isolate the individual.
	Determine the extent of the crisis.
	Make reasonable notes for potential court case
	Contact police-911.
	Move other students and staff from the area.
	Notify superintendent.
	Instruct person answering the telephone to direct all request to JCSD Central Office
	Complete and submit police information for charges.
	Prepare a written memo for staff and parents.
	Complete Crisis Team Report.
	Call emergency staff meeting.
	Schedule follow-up activities for staff and students, including security plan review.

Specifics

- 1. Determine whereabouts of the intruder: Use school maps to assist police and staff members in locating intruder.
- 2. Isolate intruder from rest of building and students.
- 3. Determine extent of the crisis:

Trespass with no safety hazard may be dealt with through informing the intruder of the offense being committed. If trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned (placed on notice) trespassing charges may be filed without the arrest of the offender.

Trespass with threat to others' safety will require assistance from the police.

Trespass charges should be filed.

- 4. Make notes. Recording what has occurred can provide information important to the polices and in subsequent court cases.
- 5. Move other Students/ Staff:

Staff maybe asked to keep their students in certain areas, or to keep them out of certain areas. Staff should move students as quietly and quickly as possible when directed to do so.

6. Contact the Police:

Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

Notification:

- The Superintendent's Office should be contacted as soon as possible.
- Keep staff informed of actions. A Crisis Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/ actions.
- The Transportation Department can, in extreme emergencies, provide buses for early dismissal. The Transportation Department will notify the Superintendent of the need for this dismissal.
- The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts: through rumor.
- Other schools should be given the basic information as soon as possible since siblings/neighbors will quickly learn of the situation.
- The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.

8. Telephone Answerer:

Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the JCSD Central Office. Give them the phone number for the caller to call.

9. Police information for Charges:

The police will need to be sure of detail from you as well as from others interviewed. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

10. Written Memo for Staff and Parents:

As soon as the immediate crisis/ danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did.

11. Crisis Team Report

Submit within 72 hours.

- 12. Follow-Up Activities: The building security plan should also be reviewed.
- 13. Call emergency staff meeting.

Intruder

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

Any school personnel who observe 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:

- 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.



edia 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 parent's permission and then only off campus.

MEDIA STAGING

Location:

Jefferson County School District Robert Lee Building 942 Main Street Fayette, MS 39069 1 (601) 786-3721

Working with the media

- Make sure all employees know the location of the emergency communication post so they can
 quiries.
- 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 news media by providing information in an organized n
- Develop a list of newspapers and television and radio stations in advance, including the key c ple, 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.



Nuclear Outbreak

Checklist

Signify Code
Sound the alarm and evacuate the building
Call: Superintendent
Arrange transportation
Move students to designated mass evacuation areas (see below)
Contact Sheriff's Office to arrange for the closure of Highway 33 so that only school
buses will be allowed entrance to the Jefferson County Educational Triplex area to load
students for evacuation purposes. NO CARS WILL BE ALLOWED ENTRY DURING
THIS PROCESS.
Determine that all buildings are cleared.

Mass Evacuation Procedures

All JCSD school buses will be utilized for nuclear threat evacuations. At the first indication of a nuclear threat, all certified bus drivers without primary supervision responsibilities (noncertified district personnel: i.e. paraprofessionals, food service workers, etc.) will be activated. To expedite the evacuation process, no parents will be allowed to pick up students in Jefferson County. All students/staff maybe picked up at the designated receiving county.

Specifics

- 1. The buses will be instructed to go to the high school first. All students, faculty and staff are to evacuate the campus via JCSD provided transportation. NO ON E WILL BE ABLE TO EXIT USING PERSONAL VEHICLES.
- 2. Students are to load the bus designated by geographical area. Students customarily walking to the high school will ride buses not ordinarily designated for bus routes—i.e., activity buses.
- 3. 2 buses will be dispatched to the Career Tech School. These buses will proceed to the educational triplex to pick up the pre-K students. After loading the pre-K students, these 2 buses will exit the educational triplex.
- 4. All other buses will proceed to the educational triplex to load students/ staff grades kindergarten through eighth. Students at the educational triplex will board their designated school buses.
- 5. School buses will proceed to the receiving county (Wilkinson County).

Evacuation Route

1. See MapQuest directions and map attached.

Nuclear Warning Procedures

Emergency Procedures:

The primary means of warning of a nuclear emergency will be by the alert warning radio located throughout the County of Lincoln.

Move to the center of the building away from outside walls, the roof, or any openings to the outside.

Remember shielding is required. The heavier, thicker, and denser the shielding material is between you and the outside, the better the protection.

Keep a portable radio, and monitor the Emergency Broadcast Station.

Be alert to attempts of school officials to get information to you through special teams, public address systems, or on a door-to-door basis.



andemic/Epidemic Operations Implementation

- A statewide pandemic will be declared upon the confirmed diagnosis of one person within the state of Mississippi.
- Initiate liaison with local EOC.
- Initiate liaison with the county health officer. Follow the local Emergency Management and Health Department guidance regarding, social distancing, and possible school or district closures.
- Maintain detailed surveillance of school attendance data.
- Initiate student and parent pandemic education programs in accordance with Mississippi Department of Education Guidance.
- Initiate preparations for school closure upon 10% infection rate. (Factor in normal truancy and absentee rate).
- Identify key staff (essential personnel) that will have to work during school closure.
- Consider reduced work schedules, flex time, telecommuting options, etc. Expect approximately 40% of personnel to be out due to illness or caring for an ill family member.
- Institute personal protective equipment (PPE) regular use by all staff up on recommendations of State or Local Health Department.

Perceived Crisis

Perceived crises are conditions or situation, often community-based, that are perceived as potentially affecting a large number of people Examples of perceived crisis include racial events, school rivalry situations, events in which a group feels left out or not represented, introduction of new school procedures without adequate warning, real or perceived unsafe conditions such as toxic fumes or food poisoning, gang-related activities, or rumors about people with HIV/AIDS or other contagious conditions. It is the task of those in charge to defuse any irrational response.

Prevention:

- Identify situations in advance that may be perceived crises.
- Establish open lines of communication with students and staff.
- Develop a procedure for dealing with the public and the media.

Intervention:

- For any health condition, immediately contact the appropriate health authorities.
- Don't panic. Projects a sense of calm and control.
- Gather detailed and accurate information about the perceived crisis.
- If necessary, call a team meeting to assess the situation and make decision on what actions to take.
- Provide appropriate faculty, staff and those individuals or groups affected by the situation with specific information.
- Designate someone who would act as a single point of contact for controlling rumors. Keep lines of communication open; a feeling that secrets are being kept can increase the sense of crisis.
- Have trained individuals available to speak with small groups of students/staff.
- Take all actions that you have determined necessary to prevent a more serious situation from developing.

Postvention

- Conduct stabilizing activities as soon as possible to project an atmosphere of normal conditions.
- Conduct follow-up and assessment activities with team members and other staff.

Poisoning

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

Immediate Actions:

- Call the Poison Control Center
- Administer first aid suggested by poison information center.

Preventative Measures:

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

Power Failure/ Lines Down

If there has been a power failure at a school, or if lines are reported don in the area of the school:

Power Failure

- Notify REA Power
- Notify Maintenance

Lines Down in Area

- Have an adult in the area of the downed lies to prevent children and other people from going near them.
- Notify Power
- Notify Maintenance

^{*} Note that telephone notification may require the use of cellular phone, depending on whether telephone is set up to rely on electricity.

Prison Break/Escape

Checklist

Determine the whereabouts of the intruder/ trespasser.
Isolate the individual.
Determine the extent of the crisis.
Make reasonable notes for potential court case
Contact police-911
Move other students and staff from area.
Notify superintendent.
Instruct person answering the telephone to direct all requests to JCSD Central Office.
Complete and submit police information for charges.
Prepare a written memo for staff and parents.
Complete Crisis Team Report.
Call emergency staff meeting
Schedule follow-up activities for staff and students, including security plan review.

Specifics

- 1. Determine whereabouts of the intruder. Use school maps to assist police and staff members in location intruder.
- 2. Isolate intruder from rest of building and students.
- 3. Determine extent of the crisis:

Trespass with no safety hazard may be dealt with through information the intruder of the offense being committed. If trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned (placed on notice) trespass chargers maybe filed without arrest of the offender.

Trespass with threat to others' safety will require assistance from the police.

Trespass charges should be filed.

- 4. Make notes. Recording what has occurred can provide information important to the police and in subsequent court cases.
- 5. Move other Students/Staff:

Staff may be asked to keep their students in certain areas, or to keep them out of cer tain areas. Staff should move students as quietly and quickly as possible when directed to do so.

6. Contact the Police:

Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

7. Notification:

- The Superintendent's Office should be contacted as soon as possible.
- Keep staff informed of actions. A Crisis Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/action.
- The Transportation Department can, in extreme emergencies, provide buses for early dismissal. The Transportation Department will notify the Superintendent of the need for this dismissal.
- The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts" through rumor.
- Other schools should be given the basic information as soon as possible since siblings/neighbors will quickly learn of the situation.
- The parents of the students in the community will need to learn the real facts, just as their children have learned them. To reduce the rumor factor.

8. Telephone Answerer:

Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the JCSD Central Office. Give them the phone number for the caller to call.

9. Police Information for Charges:

The police will need to be sure of details from you as well as from others interviewed. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

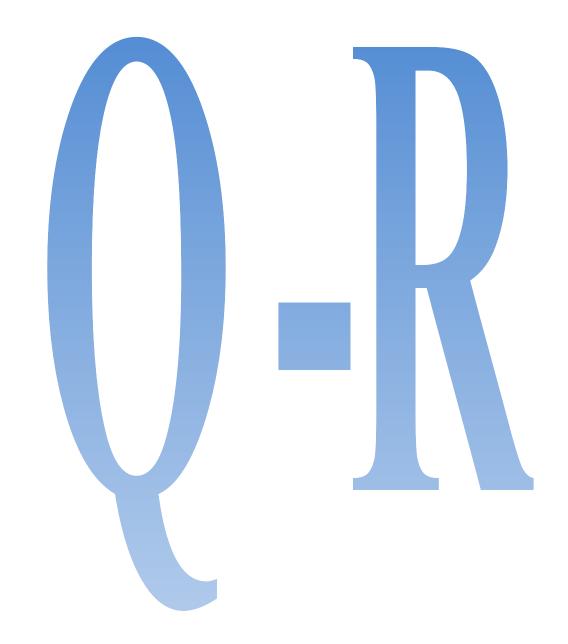
10. Written Memo for Staff and Parents:

As soon as the immediate crisis/ danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did.

11. Crisis Team Report

Submit it within 72 hours.

- 12. Follow-up Activities: The building security plan should also be reviewed.
- 13. Call emergency staff meeting.
- 14. Call Mr. Thompson for any necessary building repairs.





When a school is notified that a rape has occurred to a student or staff member, the Crisis Response Team and the school must protect the identify and right to privacy of the rape survivor and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at minimizing the fear of fellow students and quelling the spread of rumors. As opposed to convening a Crisis Response Team meeting and alerting the student body, services provided to the victim and her/his family should be kept confidential and should be coordinated with outside providers, such as a rape crisis team or hospital emergency room.

RAPE ONLY BECOMES A CRISIS TO BE MANAGED BY SCHOOL STAFF WHEN ONE OR MORE OF THE FOLLOWING CONDITIONS EXIST:

- A rape occurs on campus.
- A member of the rape survivor's family requests school intervention.
- The rape survivor's friends request intervention.
- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.

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

- Direct the person providing the information not to repeat it elsewhere in the school.
- If the rape occurred on campus, notify the appropriate law enforcement office and/ or local rape crisis team.
- If office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.
- Designate the Crisis response Team member closets to the victim to talk to her/him about the types of support he or she and the closet friends need, and the person(s) the rape survivor would like to provide that support.

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

Monitor any school intervention in a rape incident with the following checklist:

RAPE RESPONSE CHECKLIST

School inv	olvement in incident due to:
	Rape occurrence on campus
	Survivor's family requests school intervention
	Survivor's friends request intervention
	Rumors and myths are widespread and damaging
	Students witness police/emergency services
	Information provider/recipients are told not to repeat information elsewhere.
	Steps taken to protect survivor's identity and right to privacy.
	Law enforcement and rape crisis agency
	Crisis Response Team member closest to victim designated to talk with student and determine type of support and support provider desired.
	Rape survivor encouraged to seek additional support from community rape crisis agency.
	School services coordinated as appropriate and legal with outside service pro viders.
	Action taken to get rid of rumors.
	All records related to rape incident and services provided stored in confidential file.



Shots Fired Inside

- Tell students to get on the floor and activate crisis procedure plan.
- If you are in a confined area, lock the door.
- Remain clam and as observant as possible-be ready to describe the shooter and the weapon to law enforcement officials when they arrive.
- Call 911– Be ready to describe the situation and request medical aid if necessary.
- Do not confront the shooter—in most cases; the shooter will leave after the initial assault.
- After shots are no longer being fired, check for injuries.
- Keep students calm and wait for assistance to arrive.
- If shooter has left the building, do not permit anyone to enter until assistance arrives.
- Contact the Superintendent.
- Contact parents/guardians immediately.
- File and incident report form.

Shots Fired Outside

- Tell students to immediately lie on the ground and remain there until the shooting stops.
- As soon as possible, remove the students to a safe area, preferably into a building.
- Remain calm and as observant as possible—be ready to describe the shooter, the weapon, a vehicle tag number, etc. to law enforcement officials when they arrive.
- Call 911– Be ready to describe the situation and request medical aid if necessary.
- Do not confront the shooter—in most cases; the shooter will leave after the initial assault.
- After shots are no longer being fired, check spectators/ teams for injuries.
- Contact your immediate supervisor and file and incident report form.
- Contact parents/ guardians.

Suicide

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

School administrators must allow students to grieve the loss of a peer without glorifying the method of death Overemphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. The following "Dos" and Don'ts" will help school staff limit glamorization of suicide:

Do acknowledge the suicide as a tragic loss of life.

Do allow students to attend funeral services.

Do provide support for students profoundly affected by the death.

Do not organize school assemblies to honor the deceased student.

Do not dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.

Do not pay tribute to a suicidal act by planting trees, hanging plaques or holding other memorial activities.

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



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) .





Wandalism

(Break-In)

- Receive call from Sheriff's Office regarding the alarm going off.
- Wait until Sheriff/deputy says that the building is cleared before entering.
- Report all acts of vandalism/ break-ins that do not trigger the alarm to Sheriff's Department.
- 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.
- Serious acts of vandalism may be hate crimes or gang-related.
- 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. Additionally, the vandal may have to provide labor to clean and /or repair the damage he or she has caused.





Access the cituation

Checklist

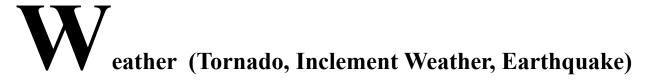
Assess the situation
Notify police.
Gather situation
Isolate individual or suspect.
Do not use force or touch the person or weapon.
Remain calm.
Tell another administrator what the situation is.
Notify teachers of the threatening situation and have teachers keep students in
classroom until all is clear.
Notify Superintendent.
Refer media questions to the JCSD Central Office.
 After immediate situation is resolved, hold emergency staff meeting before staff
members leave for the day.

Specifics

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

Handling a Weapon-Wielding Student

- Evacuate the area
- Evaluate the perpetrator
- Isolate
- Negotiate
- Remain calm
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, non-intimidating distance
- Avoid abrupt sporadic movements
- Look for a place to dive or jump
- Report incident to law enforcement



Goals:

Safety

- Effective communications
- Mobilization
- Containment
- Assessment and follow-up

Prevention: Post and practice mobilization plan.

Definitions:

Severe Weather Watch: Forecast of severe weather in area; normal activities continue; no school-wide announcement; principal or designee monitor the situation. Server Weather Warning: Severe and dangerous weather situation approaching. Be prepared.

Intervention:

- 1. Principal alerts staff or impending situation. Call emergency numbers as needed; call superintendent. (principal or designee)
- 2. Evacuate classrooms according to plan; provide for handicapped.
- 3. Move students quickly and quietly to designated areas. Avoid window, auditoriums, gyms, any wide span or overhead structure. North and east wall are preferable to south and west walls. Sit in fetal position with face and head protected. Review "drop and tuck" command.
- 4. Get word to all students and staff who are outside or who are in out-lying buildings.
- 5. Check for and provide care for injured.
- 6. Account for all students/staff/ others.
- 7. Determine status for safe return to classes or dismissal.

Postvention:

• Assess the response and prepare follow-up of situation. (Crisis Team)

I. FORMS

Jefferson County School District Emergency Team At Student Reunification Site

TEAM LEADER

*	*	Alternate
TEAM MEMBERS:		
*	*	
*	*	
*	*	
LOCATION		
*Inside:		
*Outside		

FUNCTIONS

- 1. Account for all students and staff. Get Injury and Missing Persons 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.

II-B

Jefferson County 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 no of the student will be denied until di	ot listed on the Parental Permission for Student Releasirect parental contact has been made.	se Form, release
STUDENT'S STATUS:		
□ Present□ Absent□ Missing	 □ Receiving First Aid □ Evacuated to emergency department 	
Requester's signature:		
Destination:		
Time:		
	ease initial):	

Jefferson County School District SITE STATUS REPORT/MISSING/INJURY REPORT

TO:			FROM: (name))		LOCATI	ON:	
DATE:		_ TIME:	PER	SON IN	CHARGE A	AT SITE:		
Message via:	2-way	Radio	Telep	hone	_	Messenger	-	
<u>EMPLOYE</u>	E/STUDE!	NT STATU	<u>S</u>					
	Absent	Injured	#Sent to Hosp./Med	Dead	Missing	Unaccounted for (away from site)	#Released to parents	#Being super- vised
Students								
Site Staff								
Others								
STRUCTUR	RAL DAM	AGE Cho	eck damage/pro	blem and	indicate lo	cation(s).		
Check √	Dama	age/Probl	em			Locat	tion(s)	
	Gas le	eak						

Cneck √	Damage/Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other (list):	

Jefferson County School District Parental Permission Emergency Release List for Parents

Student name:	Teacher name:	
Parent name: Parent signature:	Phone number:	
NAMES OF PEOPLE I WILL	ALLOW MY CHILD TO GO WITH IN CA	SE OF EMERGENCY:
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.

II. SCHOOL BUILDING AND VICINITY MAPS

III: TRAINING AND DRILLS TO MAINTAIN PREPAREDNESS

Sample Agenda for School All-Staff Inservice

- I. Introductory background on development of School Crisis Management Plan
- II. School Crisis Management Plan
 - A. Purpose of Plan
 - B. Overview of Plan
 - C. General review of roles and responsibilities
- III. Typical impacts of crises
 - A. Shock; stages of grief
 - B. Restoring equilibrium
 - 1. Importance of first 48 hrs.
 - 2. Postvention
- IV. Critical incident management
 - A. What are "critical incidents?"
 - B. Coordination with emergency services
- V. Communications
 - A. Confidentiality
 - B. Rumor-control within the school
 - C. Communication outside school
 - 1. With media
 - 2. With parents and community groups
- VI. Dealing with specific types of crises
 - A. Review of general procedures in the case of the expected death of a student or faculty member.
 - 1. Practice scenario
 - B. Review of general procedures in the case of accidental death
 - 1. Practice scenario
 - C. Review of general procedures in the case of a suicide
 - 1. Practice scenario
 - D. Review of general procedures in the case of homicide
 - 1. Practice scenario
 - E. Review of general procedures in the case of bus accident with injuries
 - 1. Practice scenario
 - F. Review of general procedures in a case of armed intruder in the school
 - 1. Practice scenario
 - G. Review of general procedures in case of natural disaster
 - 1. Practice scenario
 - H. Select additional incidents/scenario appropriate to the school

Closing discussion and questions

Scenarios for Use in Training

For each scenario, identify key issues and formulate a preliminary action plan.

A seven year old boy playing near a stairwell falls two stories inside the school. Classmates witness it. The child, seriously injured, is taken to the hospital by paramedics. Students are scheduled to be dismissed in 20 minutes.

A 12th grade student driving home after a football game one Friday night fails to stop at an intersection and the accident results in the death of a classmate's mother. It is rumored that the boy was drinking.

A student at your school has contracted meningitis and is hospitalized in critical condition. Health Department authorities have initiated procedures for immunization of classmates. There are untrue rumors that a cafeteria worker who coincidentally was hospitalized the same day is a carrier.

A parent who has brought her child to school reports to the office that a house in the neighborhood caught fire early that morning and there were fatalities but she does not know who. The house is that of two students at the school.

A bus carrying elementary students home one afternoon stops at an intersection where students looking out the bus see a young male shot in a drive-by shooting. The young man is a cousin of a student on the bus.

It is a rainy Tuesday morning and, nearby, a truck has overturned releasing toxic fumes. The Fire Department has just ordered that your 600-student elementary school be evacuated immediately. You hear on the 11 PM news on a Sunday night that a 10th grade girl at your school is reported missing; she was not home when parents came home from a weekend trip. Minutes after the broadcast a staff member calls and reports that there are rumors that foul play is suspected. You know that she and her boyfriend who is a senior had a loud fight in front of many students on Friday afternoon as buses were loading.

You are notified by police at 5:30 AM that a very popular teacher at your middle school commits suicide, leaving behind a husband and two children, one of whom attends your school. At a basketball tournament in a nearby city a member of the team collapses. Because of media coverage of the tournament, information about the incident is already being broadcast. The school has just been notified that the student died, but the family has not yet been reached. Students, including the student's sister, who have heard it on the radio are coming to the office to ask what has happened.

You have just received a call from central office that there is a tornado warning for the part of the county in which your middle school is located. There are 10 portable classrooms; 2 classes in the gymnasium, 1 class coming off the baseball field, and busload of 5th graders arriving from the feeder school for an orientation visit.

Model Training Topics for Crisis Response Team

- I. Introduction
- II. Development of school-site Crisis Management Plan
 - A. Managing crisis
 - 1. Preparation before it happens
 - 2. Crisis response when it happens
 - 3. Follow-up postvention
 - 4. Delegating
 - B. Communications
 - 1. Rumor-control within the school
 - 2. Media procedures
 - 3. Communication with parents and community
 - C. Managing grief and loss
 - 1. Stages of grief
 - 2. First 48 hrs.
 - 3. Memorials, anniversaries planning
 - D. Legal issues
 - 1. *In loco parentis*
 - 2. Confidentiality
 - 3. Negligence/liability issues
 - E. Taking care of caretakers
 - 1. Helping staff personally manage crisis
 - 2. Self-care for team members
 - F. Community support and referrals
 - 1. Identifying community support resources
 - 2. Establishing and maintaining community linkages

III. Crisis Responses

- A. Suicide
 - 1. Review of crisis response for suicide
 - 2. Prevention of "epidemic"
 - a. Myths and facts; warning signs
 - b. Identifying those at-risk
 - c. Procedure for intervention with potentially suicidal student
 - 3. Follow-up activities
- B. Other deaths Review of crisis response and follow-up for each
 - 1. Accidental/sudden death of student or staff member
 - 2. Homicide
 - 3. Anticipated death (following illness, declining health)
- C. Critical incidents at school shooting, stabbing, weapons, intruder.
 - 1. Review of crisis responses for each
 - 2. Interface with local law enforcement
 - 3. Review of possible follow-up activities
- D. Critical incidents (not at school) rape, arrests, accidents, hate crimes or racial tensions
 - 1. Review of crisis responses
 - 2. Communication with involved authorities
 - 3. Review of possible follow-up activities

- E. Natural disaster Floods, hurricanes, tornados, earthquakes
 - 1. Review of crisis responses for each
 - 2. Interface with local disaster relief agencies.
 - 3. Review of possible follow-up activities

IV. Community Support Services

- A. Emergency Assistance
 - 1. Police
 - 2. Fire/Rescue
 - 3. Medical services
 - 4. Mental health
 - 5. Shelter/housing
 - 6. Food/clothing
 - 7. Child protective services
 - 8. Emergency Family Services
 - 9. Disaster relief
- B. Counseling Services (nonprofit and community agencies)
- C. Health Services/Clinics
 - 1. Medical and dental
 - 2. Substance abuse and Psychiatric
- D. Hotlines
 - 1. Crisis
 - 2. Suicide
 - 3. Rape
 - 4. Child abuse (including sexual abuse)
 - 5. Crime
 - 6. Other community hotlines
- E. Self-help
 - 1. Alcoholics Anonymous
 - 2. Ala-Anon/Alateen
 - 3. Parent support
 - 4. Other self-help
- F. Bilingual/Refugee Resources
 - 1. Translators
 - 2. Programs/agencies

V: SAMPLE STATEMENTS AND COMMUNICATIONS

Letter to Parent Regarding Procedures for Picking Up Children in a Crisis

(To be mailed to parents at the beginning of each school year)

SUGGESTED LETTER FORMAT:

In a letter to parents, mailed in September of each year, the school will inform parents as to the proper procedures to follow in picking up a child/children in a crisis situation, such as tornado, chemical spill, or other crisis.

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

- Specifications indicating that school is one of the safest places that students may be located during most crises or natural disasters.
- Instructions showing that students will be kept at school until the crisis is determined to be over.
- Instructions emphasizing that students will be released to parents who come get them.
- Instructions **NOT** to phone the school and tie-up the few telephone lines that will be needed for emergency use.
- Instructions emphasizing that when a person other than the parent comes to get a student, the
- building administrator will first check with the student and that a record is kept as to the person picking up the student; if there is any doubt that a parent does not want the student released, then the student will be kept at school.
- "Tips for Parents to Help Create Safe Schools" will be included in the mailing to parents. This will take place no later than the second week of school.

Tips for Parents to Help Create Safe Schools

Parents can help create safe schools. Here are some ideas that parents in other communities have tried:

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees--on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child-and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child--even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome all families, and include them in meaningful ways in their children's education.
- Volunteer to work with school-based and community groups concerned with violence prevention.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

ACTION STEPS FOR STUDENTS

There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult-such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence, such as "Students Against Destructive Decisions" and "Young Heroes Program."
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Organize an assembly and invite your school psychologist, school social worker, and counselor--in addition to student panelists--to share ideas about how to deal with violence, intimidation, and bullying.
- Get involved in planning, implementing, and evaluating your school's violence prevention and response plan
- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult such as a school psychologist, social worker, counselor, teacher if you are experiencing intense feelings of anger, fear, anxiety, or depression.

ANNOUNCEMENTS

Initial Announcement of Crisis Event

TO:

FROM:

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

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

Sample Letter — Student Sudden Death

SCHOOL LETTERHEAD

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 to the wrong side of the road. John died instantly. John's death is a tragic, emotional loss for the entire School family. I am sure al of us will make every effort to comfort and support John's family as they attempt to deal with this traumatic loss. There are no 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. In order to help you do so we are holding a parent meeting on **date**, **and time**, in the cafeteria of School . The topic will be ways to help children cope with loss and will be presented by , a local mental health professional.

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

Sincerely,

Principal (School)

LETTERS TO PARENTS

Unexpected Student Death - Elementary

Dear Parents,
Yesterday, we learned that one of our first graders, died while in the hospital. He had his tonsils removed over the past weekend. Complications set in after his parents took him home when he died yesterday afternoon.
Today, at school, each teacher read a short message aboutto 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 that may have had a particularly difficult time dealing with the news.
Any death is difficult for children to understand. 's death is particularly difficult due to his young age and its unexpectedness. The fact that 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 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 the school will miss very much. He was our friend and we loved him.
Sincerely,
School Principal

LETTERS TO PARENTS

Notice of Bus Accident

Dear Parents.

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

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

! a desire to be alone, unusually quiet

! loss of appetite

! problems with sleeping, nightmares

! difficulty with concentration

! crying

! angry outburst, short temper

! headaches, upset stomach

! depressed, sad

Your child may also exhibit some physical complaints. Please contact (principal's name) to fill out an accident report. The school will be offered 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.

Sincerely,

Principal of School

Sample Joint Letter to Parents about Crisis

(i.e., shooting or other violent acts)

SCHOOL LETTERHEAD

Dear Parents:

The tragic event of (date) has hurt/affected the entire (school) community. This unfortunate incident shows us we must band together as parents, seek positive solutions to problems which victimize us. It is for this reason I'm asking ALL parents to join me in a special meeting (day, date, time) in the school auditorium. We will learn the steps the administration is taking to ensure the welfare and safety of our children; we will discuss what we, as parents, can do to assist our children and school staff. There will be representatives from the school staff, Jefferson County Public Schools administration, Jefferson County Sheriff Department, guidance office, and the presidents of the community civic league to address ALL our concerns.

Bus transportation will be provided for the (area) families. (Here include the place and time of bus pickups)

Child care will be provided at the school for your convenience. Refreshments will be served at the end of the meeting. If you would like further information about this meeting, contact (telephone).

Cordially,

President, Civic League Principal

Sample Thank You Letter

SCHOOL LETTERHEAD

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

VI: Contact Information

STAFF TELEPHONE NUMBERS

Adrian Hammitte , Superintendent
Alma Jones, Curriculum and Instruction
Bertha Watts, Federal Programs Director
Cartrell Hammitte, Special Services Director
Deloris Turner , Food Service Director:
Londell Eanochs, Technology Director
S. D. Johnson, Transportation Director
Thompson, Maintenance Director
LaRhondrial Barnes, Principal, Jefferson County Elementary School:
Sandra Oliver, Principal, Jefferson County Upper Elementary School:
Faye Brown, Principal, Jefferson County Junior High School:
David Day, Principal, Jefferson County High School:
Nurses Station, All school Nurse Locations
Cafeteria Managers, All School Cafeteria Locations
Lead Custodians, All School Sites with Leads

Jefferson County Elementary School Crisis Team

Name/ Position	Work Phone	Home Phone	Cell Phone
<u>Principal</u> LaRondrial J. Barnes	601.786.3658		
Team Coordinator			
Guidance Counselor Inez Coleman			
School Nurse			
School Resource Officer Antrinette Williams			
<u>Secretary</u>			
Courtney Byrant			
Head Custodian Johnnie Felton			

<u>Jefferson County Upper Elementary School Crisis Team</u>

Name/ Position	Work Phone	Home Phone	Cell Phone
<u>Principal</u> Sandra Oliver	601.786.8510		
Team Coordinator Benta Thomas			
Guidance Counselor Gretchen Carter			
School Nurse			
School Resource Officer			
Secretary Ophelia Rowan			
Head Custodian			

Jefferson County Junior High School Crisis Team

Name/ Position	Work Phone	Home Phone	Cell Phone
<u>Principal</u>			
Faye Brown	601.786.3900		
Team Coordinator			
Marilyn Smith			
Guidance Counselor			
Gretchen Carter	601.786.8510		
School Nurse			
School Resource Officer			
Antrinette Williams			
Secretary			
Katesha Combs			
Head Custodian			
James Dunbar			

Jefferson County High School Crisis Team

Name/ Position	Work Phone	Home Phone	Cell Phone
<u>Principal</u>	(01 70 (2010		
David Day	601.786.3919		
Team Coordinator			
Cashoney Carter	601.786.3919		
Guidance Counselor			
Courtney Fleming	601.786.3919		
School Nurse			
School Resource Officer			
Derrick Stampley			
<u>Secretary</u>			
Dartesia Coleman	601.786.3919		
Hood Custodion			
Head Custodian Percy Johnson	601.786.3919		

<u>Jefferson County Career and Technical School Crisis Team</u>

Name/ Position	Work Phone	Home Phone	Cell Phone
<u>Director</u>			
Curtis Smith	601.786.3642		
Secretary			
Tanya McBride	601.786.3642		
Alternative School Director			