



# RICHEY PUBLIC SCHOOLS CAMPUS SAFETY PROCEDURES

School Safety, Security, and Management

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# **Section I:**

# **Introduction**

# School Safety, Security, and Management

## I. INTRODUCTION

### PREFACE

Issues of school safety are no longer limited to the traditional fire drills, earthquake drills, or other similar natural disaster drills. The impact of societal dysfunction has created a need for additional safety and security procedures that are associated more closely with tactics designed to deal with global terrorism. The previous statement may sound a little extreme, but in light of recent events nationally, there is cause to examine and heighten school security where needed.

Regardless of the causes, the fact remains that administrators, school boards, teachers, parents and students are going to be faced with increasingly complex ethical issues and problems related to school safety and security. The reality is one that if you wait for the problems to present themselves at school house doors, school districts and communities become reactive as opposed to proactive. In response, the focus of this document is to summarize implications, guidelines, and specific procedures for staff and students throughout the district.

### Program Objectives

School safety, security, and management combined with emergency/crisis preparedness establish accepted procedures and guidelines designed to protect personnel, property (physical and intellectual) and intangible assets, such as a school's reputation, from damage or destruction and to help the school recover quickly when an emergency/crisis does occur. The Richey School District endeavors through the Safety and Loss Control program, policy development, staff training, and other proactive measures to develop and maintain an effective management plan for the safety, security, and management of the District. Program objectives are realized through four phases: Prevention, Detection, Response, and Recovery (U.S. Department of the Interior, Safe Schools Planning: A Guide for Educators, 2009).

### **Prevention**

Some emergencies can be prevented. Ensuring that electrical wiring is not frayed and that coffee pots are unplugged at night can prevent a fire. Counseling a depressed student can prevent a suicide. Identifying a threatening child early on can prevent violence.

### **Detection**

Many types of emergencies can be detected through early warning signs. A local tornado warning system or a flash flood advisory program can signal impending hazardous weather. A metal detector can indicate that a weapon has been brought into the building. A panic alarm can alert a senior official about an emergency situation with a student.

## Response

Whether Pandemic Flu has affected the school, a fist fight has developed, or an unauthorized and threatening person has entered the school, some actions can be taken immediately to minimize the damage.

## Recovery

A school can recover more completely when it has planned for a disaster in advance. Ensuring electronic files are backed up daily and that backups are kept off site can ensure a seamless restoration of computer files after a catastrophe. Creating a communications plan can return the school to normal operations quickly. Having a succession plan that determines who takes a leadership role when the primary administrator is unavailable can reduce confusion during traumatic times. Depending on the disaster, recovery measures can also include taking photographs of a disaster scene for insurance purposes, calling in professionals to deal with the aftermath, or providing counseling to students, employees, and contractors traumatized by a disaster.

Some security planners consider *mitigation of the damaging effects of an emergency* to be a fifth phase. While an essential part of security planning, mitigation is actually a component of other phases. It is accomplished through early detection, a quick and effective response, and an efficient plan for recovering from the emergency.

## A. Prevention--What can you/we do

In an examination of measures viewed as effective, the following measures are those perceived as most effective as reported by school board members in a national survey conducted by The American School Board and Virginia Tech (1995).

- o The top five effective measures taken by school boards include: implementation of a clear, concise code of behavior conduct; consistent support of administrators; consistent enforcement of board policy concerning student behavior; improved incident reporting; and, improved reporting and tracking of all incidents.
- o **The top five education programs viewed as effective include:** preschool and elementary intervention programs; increased extracurricular programs; increased counseling and intervention services; peer mediation programs; and, alternative education programs.
- o **The top five in-service programs for controlling the level of school violence include:** drug awareness training; classroom management for teachers; dealing with disruptive students—how to; understanding learning styles; and, understanding child abuse issues.
- o **Specific measures taken by school boards:** range from the traditional measures (handbooks and policies) to specific measures that include locker searches, use of metal detectors, security personnel, increased police involvement, and phone and alarms in classrooms. All of the aforementioned measures were viewed as effective even if used on a limited basis.

## B. Prevention--Essential Elements Found in Schools That Are Considered Safe

The answer to this question is based on the uniqueness of each school district and corresponding needs and problems. Monhardt, Tillotson, and Veronesi (1994) have identified eight guidelines for administrators, teacher, and communities.

1. **High Expectations:** standards that lend themselves to all areas of the school community—academics, classroom behavior, interactions with students and staff, facility use and treatments, et cetera.
2. **Rules:** a student handbook that clearly defines expectations for behavior backed by administrators who respond to violations swiftly and fairly—no exceptions.
3. **Parental involvement:** a belief that parents are an integral part of school safety. This is accomplished through strong parent organizations where parents are responsible for not only what happens at school but at home, too.
4. **The Teacher's Role:** Teachers have clear directions in terms of their responsibility with school safety (i.e., being in the halls during passing periods) and a realization that teachers must know and care about each student.
5. **The Administrator's Role:** developed leadership that is visible and built upon an established rapport with the entire school community. Leadership in the day-to-day elements (discipline, school decisions) is handled in an efficient and timely manner.
6. **Staying One Step Ahead:** keeping abreast of issues at all levels—local, state, and national. Complacency is unacceptable in contrast to proactive measures.
7. **School Activities:** provide positive learning experiences for students and the school should offer a variety of activities and programs—the more the better.
8. **Community Influences:** staying current with community influences/dynamics allows for issue identification. Schools should be viewed, as a subset of the community and the norms within a community, positive or negative, will impact the school.

In review, one can begin to grasp an idea as to the complexity and importance of school safety and security. Primary to our approach to school safety and security is the understanding that measures taken must be proactive versus reactive. Further, measures need to be based on what works.

***"Without safe schools, it is difficult, if not impossible for learning to take place..."***

*Ronald D. Stephens, Ed.D.  
Executive Director  
National School Safety Center*

## C. A GUIDE TO SAFE SCHOOLS-“What to Look for” in STUDENTS

**I. Early Warning Signs: None of the signs listed below is sufficient for predicting aggression and violence and are presented as a means for identifying and referring students who may need help.**

- **Social withdrawal**—Gradual or complete withdrawal from social contacts can be an important indicator of a troubled student. Withdrawal stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- **Excessive feelings of isolation and being alone**—Research has shown that the majority of students who are isolated and appear to be friendless are not violent. However, there are exceptions.
- **Excessive feelings of rejection**—In the process of growing up, many young people experience emotionally painful rejection. Their response to this may include seeking out aggressive friends who in turn reinforce their already violent tendencies. Response varies according to the many background factors of the student.
- **Being a victim of violence**—Victims/children of abuse (physical or sexual) are at risk of becoming violent toward themselves or others.
- **Feeling of being picked on and persecuted**—Youth who feel constantly picked on, teased, bullied, singled out, et cetera, may initially withdraw socially from school. If not addressed, some children will lean towards aggression/violence.
- **Low school interest and poor academic performance**—Low performance can result from many factors and it is more a matter of identifying the causes for drastic changes in performance.
- **Expression of violence in writings and drawings**—Youth often express themselves in this manner. However, overrepresentation of violence that is directed at specific individuals consistently over time, may signal emotional problems and a potential for violence.
- **Uncontrolled anger**—Anger is natural, however, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior towards self or others.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors**—Students often engage in behavior of this nature. If left unattended, it may escalate into more serious behaviors.
- **History of discipline problems**—Chronic behavioral problems suggest that underlying emotional needs are not being met. Unmet needs may be manifested in acting out and aggressive behaviors.
- **Past history of violent and aggressive behavior**—Unless provided with counseling, youth with a history are likely to repeat behaviors. Aggressive and violent acts may be directed towards others, animals, and self. Students with a history should be monitored.

**Intolerance for differences and prejudicial attitudes**—Students who harbor intense prejudice towards others based on racial, ethnic, religious, language, gender, sexual orientation, ability, or physical appearance—when coupled with other factors—may lead to assaults toward others



- **Drug use and alcohol use**—Apart from being unhealthy, use reduces self-control and exposes students to violence, either as perpetrators or as victims.
- **Affiliation with gangs**—Gangs that support anti-social values and behaviors may cause fear/stress among students or may influence other students to copy or emulate their behavior. In either case, zero tolerance for gang related behavior should be the practice for schools.
- **Inappropriate access to, possession of, and use of firearms**—This is not one the school can monitor and is a matter for parents. Parents control access to firearms.
- **Serious threats of violence**—Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self is a detailed and specific threat to use violence. All threats should be taken seriously.

## Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that may be dangerous to self or others. **An immediate response is required.** Imminent signs may include:

- ✓ Serious physical fighting with peers or family members
- ✓ Severe destruction of property
- ✓ Severe rage for seemingly minor reasons
- ✓ Detailed threats of lethal violence
- ✓ Possession and/or use of firearms or other weapons
- ✓ Other self-injurious behaviors or threats of suicide
- ✓ **In all cases, the office and parents need to be notified for possible referral/intervention.**
- ✓ (Reference: Early Warning/Timely Response—A Guide to Safe Schools)

### Safe School Initiative Key Findings

1. Incidents of targeted violence at school are rarely sudden, impulsive acts
2. Prior to most incidents, other people knew about the attacker's idea and/or plan to attack. Subject of 2008 follow up report by USSS and DOE.
3. Most attackers did not threaten their targets directly prior to advancing the attack.
4. There is no accurate or useful "profile" of students who engage in targeted school violence.
5. Most attackers engaged in some behavior, prior to the incident, that caused concern or indicated a need for help.
6. Most attackers were known to have difficulty coping with significant losses or personal failures.
7. Many attackers felt bullied, persecuted, or injured by others prior to attack.

8. Most attackers had access to and had used weapons prior to attack.
9. In many cases, other students were involved in some capacity.
10. Despite prompt law enforcement response, most shooting incidents were stopped by means other than law enforcement intervention.

#### **The Targeted Violence Process**

- Ideation - process of forming and relating ideas about doing someone harm.
- Planning - process of thinking about the activities required to do someone harm and to what degree the target will be impacted.
- Preparation - process in which an individual gathers information and materials to achieve whatever the specific objective of harm may be.
- Implementation - execution of the threat to do harm.

#### **Types of Threats**

- Direct Threat – identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner.
- Indirect Threat – tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or unequivocal.
- Veiled Threat – one that strongly implies but does not explicitly threaten violence.
- Conditional Threat – the type that is most often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met.

### **D. BUILDING SECURITY—GENERAL PREVENTATIVE GUIDELINES (SAFE97AP.WPS)**

1. **Direct supervision is required during all school activities.**
2. Classroom doors should be kept locked during non-use hours to keep intruders out. Locked doors should be able to be opened from the inside.
3. No visitor shall be allowed beyond the superintendent/secretary's office unless authorized to do so by proper authority.
4. Horseplay and fighting is strictly prohibited and persons found fighting shall be subject to suspension or expulsion.
5. Possession of any weapon or the use of any ordinary implement as a weapon shall result in suspension or expulsion in addition to any criminal penalties.

6. Records for all fighting, vandalism and other school-related crime shall be kept. School officials and law enforcement agencies should work together.
7. Each school building shall develop an “intruder on premises” emergency plan and hold emergency drills to practice them (lock down, evacuation, et cetera). Emergency procedures shall be provided to other departments, which could be impacted (maintenance, transportation, food service, Administration Office, et cetera).

## **E. CLASSROOM RULES-INSTRUCTIONAL STAFF:**

### **SAFETY RULES AND SELF INSPECTION GUIDELINES**

1. **Never leave students unsupervised.** Do not have unsupervised students conduct any activity that is potentially dangerous. Exercise professional judgment when determining risk factors for class activities.
2. Know the location of fire extinguishers, first aid supplies, exits and emergency phone numbers. Know emergency procedures for the building (lock-down, evacuation, communication with the office, and others as determined by your supervisor).
3. Check to see that all equipment/appliances are “off” before plugging them in. Unplug equipment after using it and pick up extension cords if used. Extension cords may be used temporarily. Fire codes do not allow extension cords to be used for an extended period of time.
4. Learn how to operate all equipment before actual use.
5. Read and observe all warning signs and labels.
6. Do not use chairs, desks, etc. in place of a ladder. Use a step stool or a ladder designed for the job.
7. Practice good housekeeping. Materials should be stored in areas specifically set aside for the purpose of storage. Materials should be neatly stacked or stable so that it will not tip.
8. Maintain control of your class at all times.
9. Follow district policy as outlined in faculty and student handbooks as related to general safety and procedures.

# **Section II:**

# **Detection and Risk Assessment**

## PREFACE

As noted in Section I, while it is our hope that every student and staff member never has to contend with a life-threatening emergency, this is the process to identify, control, and minimize the impact of uncertain events. In order to ensure the safety and success of school operations, the Safety Committee and District Supervisors must conduct ongoing **risk assessments**. The Safety Committee conducts a review of facilities on an annual basis for the purpose of personnel and facility safety and security. The District Technology Committee examines informational security and safety (i.e., electronic data). Building Principals and Supervisors are responsible for daily assessments as part of their normal work routines. All Staff and Students can assist with daily risk assessment – a process to identify, control, and minimize the impact of uncertain events (i.e., reporting of facility problems, student issues, or other areas of potential concern).

## Benefits

The primary benefit is one of maximizing the safety and security for students, district personnel and visitors to any campus in the district. The reporting of safety and security issues serves to prevent accidents, unnecessary emergencies, or crisis situations through early detection and response. Finally, it identifies problem areas, providing district personnel with the opportunity to consider and implement measures that may require few or no resources.

## School Safety and Security Assessment

District assessment is essentially a comprehensive audit of multiple areas for the purpose of identifying emerging or potential safety and security concerns. Key assessment factors include identification of:

- District Assets that require protection: student and personnel information, facilities, technology-computers, text book and other classroom materials, vehicles, and other tangible and non-tangible assets.
- School Safety Plans: procedures for managing the District's response to emergencies, disasters, and other potential hazards.
- District Policies: the analysis of safety policies, discipline policies, personnel policies (recruitment, hiring, background checks), and related procedures and practices.
- Threat Identification: examination of past incidents including accident reports, building level discipline summary reports, the presence of drugs and alcohol, weapons, bullying, racial and gender harassment, and other internal and external threats.

- **Threatened Emergencies:** As identified by the U.S. Department of the Interior (2009), certain man-made and natural emergencies need to be considered in threat assessment and are as follows:

## MAN-MADE EMERGENCIES

Accidents  
 Athletic Accidents  
 Building Accidents  
 Chemical Spills  
 Transportation Accidents  
 Trips and Falls  
 Bomb Threats  
 Cyber Crime  
 Fires  
 Fraud

Medical Emergencies  
 Riots  
 School Violence  
 Bullying  
 Assaults and Batteries

Gangs

Homicides  
 Hostage Situations  
 Shootings  
 Weapons  
 Substance Abuse  
 Sexual Predators  
 Suicide  
 Terrorism  
 Utility Failures

## NATURAL EMERGENCIES

Animal Attacks  
 Blizzards  
 Extreme Temperatures  
 Earthquakes  
 Floods  
 Forest/grass fires  
 Tornadoes  
 Pandemics

## The Top Ten (10)

The Richey School District Safety Committee identified the following situations as the greatest possible threats or areas of vulnerability requiring well-developed response plans.

1. Active Shooter
2. Transportation incident/Accident
3. Bomb Threat
4. Death or Suicide
5. Medical Emergency
6. Violence in the workplace
7. Fire/Explosion
8. Severe Weather
9. Missing Person-Abduction/Kidnapping
10. Cyber/Social Media Attacks

**Threat Assessment Inquiry-**  
**Eleven Key Questions**

1. What are the person's motives and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has there been inappropriate interest in school attacks, terrorism, or weapons?
4. Has the person engaged in attack related behaviors?
5. Does the person have the capacity to carry out an attack of targeted violence?
6. Is the person experiencing hopelessness, desperation and/or despair?
7. Does the person have a trusting relationship with at least one responsible adult?
8. Does the person see violence as acceptable-or desirable-or the only way to solve a problem?
9. Is the person's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the person's potential for violence?
11. What circumstances might affect the likelihood of an attack?

## **DETECTION AND COMMUNICATION**

**Detection and Communication is critical to responding to any event and may vary due available school equipment, school layout, student and staff numbers, and other factors. This portion of the plan provides a framework addressing daily school safety, security and management of threats.**

### **Detecting Internal Threats**

The most likely means through which school emergencies will come to the attention of the administration and emergency responders are notifications by alert staff members. Staff members are required to report any actual or potential emergency incidents. These include, but are not limited to, potential and actual:

- o Child abuse incidents
- o Electrical emergencies, including outages or exposed wiring
- o Demonstrations or disturbances
- o Fire, explosions, smoke or burning odors
- o Fights
- o Fumes

- Hostage situation



- o Medical emergencies, including possible pandemic outbreaks
- o A suspicious package that is leaking fluid, has protruding wires, is poorly wrapped, has excessive postage, or seems suspicious in anyway
- o Substance abuse or alcohol abuse by students or staff
- o Suspicious persons
- o Theft, vandalism, or other crimes in progress
- o Threats of bombs exploding, violence, suicide, and other incidents
- o Water leaks
- o Weapons on campus

In crises requiring an immediate emergency response, staff members should call 911, and then immediately notify the school administration. Notifications should be made to the **SCHOOL SUPERINTENDENT**, generally the or, in his or her absence, the designated **LEAD TEACHER**, followed by **DISTRICT CLERK** if necessary. Staff members should make the notifications without delay. It is better to report an incident that does not materialize into anything serious than to fail to report what becomes a full-blown emergency.

If time permits, however, notifications to 911 should be made by the School Superintendent in charge or by the designated Alternate.

If case of fire, the staff member who first detects the fire should pull the alarm. After an incident, staff members may be required to complete a detailed incident report listing the time the incident began and ended, the date, who was involved, whether weapons were used, what occurred, who witnessed it, how the incident ended, and other information. If an unknown assailant is involved, witnesses may be asked also to describe him or her.

### Detecting External Threats

The **SUPERINTENDENT** will monitor news and weather radios or the Internet for impending hazardous weather or dangerous situations such as tornados, floods, or elevated terrorist alerts. In regional or national situations, news may be communicated also through Educational Line Officers or through local emergency responders.

### School Command Communications

As a general rule, the Superintendent of Schools will coordinate and be responsible for all district-wide communications during any site-based or district-wide event. In his or her absence, the **Lead Teacher** will be responsible for communications. During site-based events, the superintendent or **[HER/HIS]** alternate has the responsibility to communicate to several different audiences including:

- o All school occupants during an all-school alert
- o Emergency responders and state and local agencies
- o Parents, particularly in the case of injury or death of a student
- o The community
- o The media

### All School Occupants

If the situation warrants it, the Superintendent must activate certain alerts that apply to the entire school. When the **Superintendent** is not available, these decisions will be made by **the Lead Teacher**, who will act as the School Commander in the Superintendent's place. If neither is available, the chain of command includes School Commander alternates **District Clerk**. If time permits, these decisions will be made in conjunction with emergency responders and members of the security and facilities staffs.

## Types of all-school alerts include:

### Fire Drills

A fire drill is not an emergency situation per se, but it is an exercise to familiarize occupants with evacuation procedures. Fire drills will be conducted in accordance with local fire codes, but no less than once per term.

**Emergency Signal: [Fire Alarm Activation]**

### Evacuations

Some emergencies require that the building be evacuated as quickly as possible. As soon as the fire alarm is activated, occupants must leave the building by the nearest exit and follow instructions. Members of the Building Emergency Management Team and teachers have special duties during an evacuation.

**Emergency Signal: [Fire Alarm Activation with a Message from the Superintendent]**

### Reverse Evacuations

#### *Shelter-in-Place; Lockdowns*

Not every emergency in or near the building leads to an order to evacuate. Some emergencies, such as tornadoes, civil disturbances, or individuals with guns in the school may cause the Superintendent to ask everyone to remain in the building until the situation improves. Reverse Evacuations include **lockdowns**, used in the case of a threat inside of the building, and **shelter-in-place**, typically used during hazardous weather, or when a threat is outside of the school. These are described below.

**Emergency Signal for Lockdowns where threat is inside the school and posing imminent danger (i.e., armed intruder): [Level 3]**

**LEVEL 3 – LOCKDOWN:** Level 3 notifies the school of an immediate lockdown. Under a Level 3, the school commander (the Superintendent or Lead Teacher) locks the main office door, keeps staff in secured areas inside, coordinates with police, and instructs staff and students to follow the lockdown procedures. **This will be the uniform Code for all buildings.**

A Level 3 script is as follows:

“Level 3 Lockdown.” This is the superintendent/alternate designee [INSERT NAME] speaking. This is not a drill. We are under a Level 3 lockdown. Please stay in your classrooms. If you are in the courtyard, hallways or parking lots, please move calmly and quickly to a safe room. Avoid windows and doors. Staff will assist you. Remain there until notified to do otherwise. (Pause here to make sure everyone is settled and listening.) Lock the door. We will provide continuous updating for as long as the threat exists.”

**Emergency Signal for Lockdowns where threat is inside the school *but not posing imminent danger* (i.e., angry, verbally abusive parent in the office): [Level 2]**

**LEVEL 2 – LOCKDOWN:** Level 2 also notifies the school of an immediate lockdown. Under a Level 2, the school commander (the superintendent or an alternate) locks the main office door, keeps staff in secured areas inside, coordinates with police, and instructs staff and students to follow the lockdown procedures. **This will be the uniform Code for all buildings.**

A Level 2 script is as follows:

“Level 2 Lockdown.” This is the principal/alternate designee [INSERT NAME] speaking. This is not a drill. We are under a Level 2 lockdown. Please stay in your classrooms. If you are in the courtyard, hallways or parking lots, please move calmly and quickly to a safe room. Staff will assist you. Remain there until notified to do otherwise. (Pause here to make sure everyone is settled and listening.) Lock the door. We will provide continuous updating for as long as the threat exists.”

**Emergency Signal for Shelter-in Place: [Level 1]**

**LEVEL 1 – SHELTER-IN-PLACE:** Level 1 notifies the school of a shelter-in-place order. Movement within the building may be permitted under some circumstances, but building containment will be maintained. Staff may be directed to guard all outside exits to permit internal movement of students. If there are no large group containment issues, it is advisable to give assurances, but keep students in classrooms. Bathroom needs can be attended to, under supervision.

A Level 1 script is as follows:

“This is the superintendent speaking. We are under a Level 1 lockdown. We are activating shelter-in-place procedures. Please remain in the building. If you are in the courtyard, hallway or parking lot, please move into the building. The reason for this action is [insert reason]. Staff, if you or a student needs to leave the room, please call the main office to report it. Here is what we know at this time:”

[Give a complete update here. Continue giving updates at a rate of every 5-10 minutes. Provide further shelter-in-place instructions.]

## Dismissal

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss students/employees during business hours, telling them that they may leave or stay at their own discretion.

**Signal or Means of Communication: [Announcement by Principals to Staff]**

## Closure

Sometimes, especially when winter storms occur, the building may be closed even before the workday begins. Pandemic outbreaks may also require the school to close down operations.

**Signal or Means of Communication: [Phone trees, media outlets, School Wires E-Alert]**

**NOTE TO PRINCIPALS/STAFF: UNIFORM CODES WILL BE USED AS STUDENTS AND STAFF TRAVEL BETWEEN BUILDINGS. UNIFORM PROCEDURES ALLOW FOR CONTINUITY IN RESPONSE DURING EVENT OF AN ACTUAL EMERGENCY.**

## RETURN TO CLASS:

When the danger has been resolved and removed from the vicinity, the school will proceed as scheduled following an **“ALL CLEAR MESSAGE”** from the Building superintendent. If it is the end of the day, an announcement about transportation arrangements will be warranted.

## Emergency Responders

After 911 is called, the School Commander – the Superintendent or **[LEAD TEACHER]** – is responsible for communicating with the hierarchy of the emergency response team.

## DISTRICT SAFETY COMMITTEE

The District's Safety Committee, in conjunction with Administration, oversees the safety, security, and management planning effort leading to a safe campus. It fulfills the following purposes:

- o It gives a specific group of people the responsibility for developing and updating the security plan and for ensuring it is implemented in an organized manner. The District Safety Committee shares the tasks required to assemble the plan with all District Supervisors.
- o It facilitates and formalizes communication among stakeholders who share a role in safe schools issues and provides a means to solicit diverse viewpoints.
- o It serves as a vehicle to field complaints, compliments, and suggestions about security and to collect and analyze intelligence about emerging security threats such as the growing power of a new gang or a recent designer drug.
- o It demonstrates to students, staff, and parents the administration's commitment to ensuring a safe school and its diligence in addressing security issues.
- o It provides an ongoing tool to assess existing security measures and to recommend new measures.

**Members of the District Safety Committee are as follows:**

| TITLE          | NAME            | OFFICE PHONE        | HOME PHONE/CELL | EMAIL ADDRESS               |
|----------------|-----------------|---------------------|-----------------|-----------------------------|
| Superintendent | Megan Murrell   | 773-5523            | 485-5314        | mmurrell@richey.k12.mt.us   |
| Maintenance    | Jerome Brown    | 773-5523-ext<br>246 | 979-5559        | jbrown@richey.k12.mt.us     |
| Food Service   | Radonna Thomas  | 773-5523-ext<br>202 | 471-1957        | rthomas@richey.k12.mt.us    |
| Lead Teacher   | Lissa Volbrecht | 773-5523-ext<br>235 | 773-5246        | lvolbrecht@richey.k12.mt.us |
| Transportation | Jodi Williams   | 773-5523-ext<br>220 | 774-3363        | jwilliams@richey.k12.mt.us  |
| Board Chair    | Ken Olson       |                     | 979-5204        | kenolson@midrivers.com      |
| Clerical       | Deb Gibson      | 773-5523            | 979-5566        | aclayton@Richey.k12.mt.us   |

**THE FOLLOWING SECTION IS DEVOTED TO EMERGENCY RESPONSE PROCEDURES. ALL STAFF ARE RESPONSIBLE FOR KNOWING THE PROCEDURES.**

# **Section III:**

# **Emergency Response Procedures**

### III. EMERGENCY RESPONSE PROCEDURES

#### PREFACE

As noted in Section I, issues of school safety are no longer limited to the traditional fire drills, earthquake drills, or other similar natural disaster drills. Section III provides staff with operational procedures and protocols for an array of man-made and natural emergencies. The primary goal is to protect students, staff and guests from harm while in attendance at any of our campuses.

Please take time to read and familiarize yourself with these procedures. Emergency situations generally occur without advance warning and your knowledge, understanding, and ability to implement the following procedures if needed ensures an effective response that may prevent serious injury or death.

#### Key Elements in this Section:

- ☐ Section III-A: Roles and Responsibilities Defined
- ☐ Section III-B: Prevention and Preparedness
- ☐ Section III-C: Evacuations
- ☐ Section III-D: Emergency Procedures (Alphabetized)

#### Evacuations

Evacuations are deemed building or district-wide alerts. Evacuation procedures consist of:

- ☐ **Drills:** not an emergency situation but require staff and students to become familiar with FIRE DRILLS, REVERSE EVACUATION DRILLS (shelter-in-place, lockdowns), and OR ALTERNATE SITE EVACUATION DRILLS.
- ☐ **Non-Drills:** emergency situations requiring staff to implement one of the above procedures. Procedures are presented in greater detail in Section III-C.

**Acknowledgements:** The following emergency response procedures would not have been possible without the support and assistance of Raymond Perales Director of Juvenile Justice Services at Lamar Associates, LLC., and Dwain Haggard, Superintendent Reed Point Schools.

#### Foundations for a Climate of School Safety and Security—Staff and Students:

- o Foster a Culture of Respect,
- o Create Connections Between Adults and Students,
  - o Break the “Code of Silence,”
- o Engage in Prevention and Interventions, and
- o Understand What to do in a Time of Emergency or Crisis.

(United States Secret Service and United States Department of Education, 2002)



## **Section III-A: Roles and Responsibilities Defined**

Understanding who will plan the emergency effort and who will lead school operations during an emergency is critical. Assigning roles and responsibilities ensures that required tasks are accomplished, reduces the chaos of the emergency scene, and eliminates duplication of effort. This section identifies the roles and responsibilities of staff members before, during, and after an emergency.

### **School Administration**

The administration is responsible for providing leadership on security issues, selecting the District-Wide and Building Level Emergency Response Teams, approving security and emergency management procedures, updating contact information, receiving and acting on notifications of incidents, reporting incidents to the Superintendent or Building Principal, bringing in external resources, establishing discipline procedures, following through with consequences in a fair and consistent manner, reporting serious incidents to parents or appointing a designee to do so, and other critical tasks. [THESE TASKS CAN BE SPELLED OUT IN GREATER DETAIL AND ASSIGNED TO SPECIFIC INDIVIDUALS WITHIN THE ADMINISTRATION.]

## **Emergency Response Teams (ERT)**

The Emergency Response Teams are activated during a school-wide or building-level incident. This section describes the roles and responsibilities of the Emergency Response Team during and after emergencies. Roles and responsibilities specific to evacuations or lockouts are described in Section III-C, entitled *Evacuations*. Note: Teachers serving on the Emergency Management Team must be replaced in their classrooms during an emergency to ensure their students are fully supervised. These teachers and their students should know in advance who will replace them during this time.

### **School Commander**

The School Commander, typically the Superintendent, remains in the building and manages the crisis. He or she coordinates the emergency response effort, gives the order to evacuate or lock down the school, coordinates with police, fire and medical teams, maintains contact with headquarters, and ensures immediate notifications to law enforcement and other emergency services as necessary. After the emergency is concluded, the School Commander will review the event with the EMT to resolve any personnel (students/staff) issues related to an emergency that disrupts school operations.

### **School First Aid Responders**

School First Aid Responders provide emergency First Aid until medical assistance arrives. They are trained in First Aid and cardio-pulmonary resuscitation. Every staff member should memorize the names of the First Aid Responders in their building and know where they are normally stationed in the school.

### **Site Coordinator**

The Site Coordinator directs emergency responders such as police, fire, and paramedics to the site emergency and controls access to the affected areas. If necessary, he or she preserves the crime scene until police arrive and assume control. The Site Coordinator also directs media, parents, and central office personnel to the appropriate locations and cordons off areas as necessary. The Site Coordinator must know the emergency site map thoroughly and know where to locate the necessary supplies to cordon off areas during a school-wide incident.

**Parent Coordinator**

The Parent Coordinator assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the Superintendent, unless extreme circumstances do not permit it.) A separate waiting area for parents of involved children has been designated. It is important that the Parent Coordinator stay calm and reassuring during emergencies and communicate only what is known about the situation, not speculation.

**Crisis Team Leader**

The Crisis Team Leader coordinates crisis intervention and counseling services.

**Recorder**

The Recorder documents the time and events of a crisis, beginning with when the event started and when changes in the situation occurred. The Recorder also collects the names of missing children from teachers and assists in reporting them to emergency responders, the administration, and the Parent Coordinator. The Recorder records the names of responding emergency units and the support staff, collecting business cards, if available. If the school has surveillance equipment, the Recorder or another individual assigned by the Principal, ensures after each emergency incident that images of the incident are preserved digitally or on tape.

**Transportation Coordinator**

The Transportation Coordinator arranges for any special transportation needs arising from the incident.

**Media Coordinator**

The Media Coordinator arranges for a media staging area away from the incident area, keeps media away from parents and students, and, if time permits, collects business cards from members of the media. The Media Coordinator should not give interviews to the media.

**Teachers**

Teachers maintain supervision of their classes and take attendance every time the class moves to a new location. Attendance books must accompany a teacher whenever the classroom is evacuated. Teachers should compile a list of missing students any time roll call is taken and note possible

locations of these students. The administration and emergency responders should be immediately notified of missing children. **Teachers should take their classroom emergency kits with them, if they are available.**

### **Assistants for Individuals with Physical Disabilities**

Staff members are assigned to assist each student and colleague with physical disabilities in the event of an evacuation, as described in the evacuation plan. Assistants for children and staff with disabilities must be knowledgeable about each individual's special needs, particularly in respect to special equipment and medications. Alternative staff members are designated in case an assigned staff member is absent during an emergency.

## **DISTRICT EMERGENCY RESPONSE TEAM**

The District's Emergency Response Team convenes during a District-Wide Incident. Members of the District Emergency Response Team will also respond to Building-Level events dependent upon the incident:

| <b>TITLE</b>          | <b>NAME</b>     | <b>OFFICE PHONE</b> | <b>HOME PHONE/CELL</b> | <b>EMAIL ADDRESS</b>        |
|-----------------------|-----------------|---------------------|------------------------|-----------------------------|
| <b>Superintendent</b> | Megan Murrell   | 773-5523            | 485-5314               | mmurrell@richey.k12.mt.us   |
| <b>Maintenance</b>    | Jerome Brown    | 773-5523            | 773-5558               | jbrown@richey.k12.mt.us     |
| <b>Transportation</b> | Jodi Williams   | 773-5523            | 774-3363               | jwilliams@richey.k12.mt.us  |
| <b>Secretary</b>      | Deb Gibson      | 773-5523            | 773-5566               | dgibson@richey.k12.mt.us    |
| <b>Lead Teacher</b>   | Lissa Volbrecht | 773-5523            | 941-2389               | lvolbrecht@richey.k12.mt.us |
| <b>Custodian</b>      | Penny Zuroff    | 773-5523            | 979-5640               | pzuroff@richey.k12.mt.us    |
| _____                 |                 |                     |                        |                             |

Building-Level Emergency Response Teams are denoted by site in the following pages.

## RICHEY DISTRICT EMERGENCY RESPONSE TEAM

| ROLE                   | RESPONSIBILITY  |                   | NAME            | ROOM<br>NUMBER | OFFICE<br>PHONE<br>NUMBER | HOME,<br>CELLULAR AND<br>PAGER<br>NUMBER |
|------------------------|---|-------------------|-----------------|----------------|---------------------------|--|
| SCHOOL<br>COMMANDER    | Manages the crisis and coordinates response with police, fire, and medical teams. Remains in Command Center. Gives the order to evacuate or lock down the school. Maintains contact with headquarters. Ensures necessary notifications to the Chain of Command. | PRIM<br>ARY       | Megan Murrell   | Main<br>Office | 773-5523                  | 485-5314                                 |
|                        |   | ALTE<br>RNAT<br>E | Lissa Volbrecht | Elem           | 773-5523                  | 941-2389                                 |
| SITE<br>COORDINATOR    | Directs police, fire, and paramedics to the site of the emergency. Controls access to affected areas. Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Cordons off areas, as necessary.          | PRIM<br>ARY       | Megan Murrell   | Main<br>Office | 773-5523                  | 485-5314                                 |
|                        |   | ALTE<br>RNAT<br>E | Lissa Volbrecht | Elem           | 773-5523                  | 941-2389                                 |
| MEDICAL<br>COORDINATOR | Provides emergency First Aid until medical assistance arrives. Coordinates school First Responders who are trained in First Aid, typically the school nurse, office staff or physical education teachers.   | PRIM<br>ARY       | Kyle Senner     | Main<br>Office | 773-5523                  | 939-5970                                 |
|                        |   | ALTE<br>RNAT<br>E | Tate Vaira      | HS             |                           | 480-4024                                 |
| PARENT<br>COORDINATOR  | Assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the principal, unless extreme circumstances do not permit it.)                                     | PRIM<br>ARY       | Onya Winhofer   | Elem           | 773-5523                  | 480-0802                                 |
|                        |   | ALTE<br>RNAT<br>E | Lissa Volbrecht | Elem           | 773-5523                  | 941-2389                                 |

## RICHEY DISTRICT EMERGENCY RESPONSE TEAM

|                                    |   |                   |                  |             |          |                      |
|------------------------------------|---|-------------------|------------------|-------------|----------|----------------------|
| <b>CRISIS TEAM LEADER</b>          | Coordinates crisis intervention and counseling services.  | PRIM<br>ARY       | Jaylea Olson     | HS          | 773-5523 | 794-5993             |
|                                    |   | ALTE<br>RNAT<br>E | Onya Winhofer    | Elem        | 773-5523 | 773-3363<br>480-0802 |
| <b>RECORDER</b>                    | Documents the time and events of a crisis, beginning with when it started and when the situation changed. Collects the names of missing children from teachers and reports them to emergency responders, the administration, and the Parent Coordinator. Records names of responding units and collects business cards, if available. | PRIM<br>ARY       | Deb Gibson       | Office      | 773-5523 | 773-5566<br>979-5566 |
|                                    |   | ALTE<br>RNAT<br>E | Jodi Williams    | Office      | 773-5523 | 914-3363             |
| <b>TRANSPORTATION COORDINATOR</b>  | Arranges for special transportation, if needed, and manages the transportation process.   | PRIM<br>ARY       | Jerome Brown     | HS          | 773-5523 | 979-5559             |
|                                    |   | ALTE<br>RNAT<br>E | Jodi Williams    | Office      | 773-5523 | 914-3363             |
| <b>MEDIA COORDINATOR</b>           | Keeps media away from parents and students. Collects business cards from the media. Reports names of media to headquarters. Does not give interviews.   | PRIM<br>ARY       | Jon Barnhart     | Main Office | 773-5523 | 600-6614             |
|                                    |   | ALTE<br>RNAT<br>E | Lissa Vollbrecht | Elem        | 773-5523 | 941-2389             |
| <b>SCHOOL FIRST AID RESPONDERS</b> | PRIMARY RESPONDERS<br><br>School First Responders provide emergency First Aid until medical assistance arrives. These individuals are trained in First Aid.   | Tate Vaira        |                  |             |          | 480-4024             |
|                                    |   | Joe Day Rider     |                  | HS          | 773-5523 | 845-2478             |
|                                    |   | Jon Barnhart      |                  | HS          | 773-5523 | 600-6614             |
|                                    |   | Carla Smith       |                  | Elem        | 773-5523 | 939-0560             |
|                                    |   | Kyle Senner       |                  | HS          | 773-5523 | 939-5970             |
|                                    |   |                   |                  |             |          |                      |

**Note to Teachers:** Every member of the Emergency Response Team who is a classroom teacher must have a pre-designated alternate staff member to cover his or her class should the team be activated. Teachers should ensure they have informed their students who the alternates will be. During drills, alternates should manage the classrooms of ERT members.

## **Section III-B: Prevention and Preparedness Protocols**

Many incidents can be prevented when staff members:

- o Communicate to students that they are highly valued;
- o Communicate high expectations and enforce rules consistently and fairly;
- o Encourage and permit, within appropriate venues, open discussion about problems, threats, security vulnerabilities, and potential solutions;
- o Encourage proper communication and training about the causes and the warning signs of different types of hazards;
- o Are motivated and skilled in taking action when warning signs emerge;
- o Intervene when they see evidence of trouble, such as bullying, threats, child abuse, alcoholism, drug abuse, or suicidal tendencies, and
- o Reinforce to students that they should report to adults the same signs of trouble and they could save lives by doing so.

Preparation mitigates the harmful effects of emergencies. School staff should:

- o Study these procedures and know in advance how to respond to an emergency.
- o Learn evacuation routes and destinations. Know the locations of phones, fire alarms, fire extinguishers, fire hoses, panic alarms, First Aid kits, defibrillators, and emergency exits in advance.
- o Plan how you would call for help if you had an emergency in your area of the school and who you would send for assistance. Design mutual assistance protocols with nearby colleagues in advance.
- o Keep your cell phone charged and with you. Keep a spare battery and power cord on hand for emergencies.
- o Know the location of emergency kits and take them with you during evacuations.
- o Consider learning basic First Aid and Non-Violent Crisis Intervention/Self Defense techniques. Memorize names of staff members who are trained in First Aid.

Other means to prevent and prepare for emergencies are contained in the Incident-Emergency Response Protocols in Section III-D.

## CRISIS RESPONSE PROTOCOL

When a staff member discovers a crisis situation, that person will follow these quick steps:

- Always respond to the emergency first! If first aid is needed, contact the Superintendent.
- If the emergency requires students and staff to go into lockdown, the staff member will initiate the lockdown by utilizing the phone system/intercom system to contact the Main Office. **Every staff members' professional judgment will be trusted when making a call to implement lockdown procedures.**
- Staff members should notify either the Superintendent or Alternate if they are aware of any crisis involving students or staff. This will trigger action by the District or Building-Level Emergency Response Team.
- This staff member will return to duties or stand in support of the crisis team as requested.
- The designated School Commander will then assign Emergency Response Team members to confirm that all necessary emergency services are in route or in progress.
- The School Commander will inform the other campuses of any emergency or crisis situation.
- When a campus receives any information of crisis or emergency, the School Commander will advise the office staff where to divert phone calls.
- The Emergency Response Team will continue to gather all pertinent information about the crisis, and the School Commander will continually evaluate changes in the crisis situation, delegating response duties to other support staff as needed.
- The Emergency Response Team may organize calls to parents of students known to be involved, but only if that step is appropriate and timely and coordinated through the Superintendent's office as needed. Any information passed on must be verified.

## Special Notes:

The appendices contain information and procedures specific to the entire campus. Appendix A will contain all Emergency Contact information for the District. Individual Campus information **MUST** be placed in the emergency bag and include the following items:

1. Fire Evacuation Plan and Routes
2. Alternate Site Evacuation Plan
3. Current Classroom Roster (Each person responsible for the supervision of students must keep a current roster in their manual).

### Section III-C: Evacuations

In certain types of emergencies, the school must be evacuated. The School Commander, typically the Superintendent, will make this decision.

**Procedures are as follows:**

- o Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom, dormitory floor, or section will go.
- o If you are a member of the Emergency Response Team, understand your roles and responsibilities and act accordingly.
- o If you activate the fire alarm, notify the Administration of the exact nature and location of the emergency.
- o If you are a teacher, take your class list with you and immediately take attendance. Ensure your classroom is completely empty before leaving. Turn off the light and close the door.
- o If time permits, take personal possessions such as keys, wallets or your purse with you.
- o If time permits, secure all sensitive or classified documents. Do not jeopardize the safety of yourself or your students, however, in situations such as fires that pose imminent danger.
- o Close doors behind you but leave them unlocked. A routine check of the floors will be done to ensure that they are empty.
- o Report to the assigned assembly area, basketball court. Take attendance every time your class moves to a new location. Report missing children immediately.
- o Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building.
- o Stay out of the way of emergency vehicles.

## **EVACUATION SIGNALS:**

- ☐ **FIRE DRILL—FIRE HORN/ALARM**
- ☐ **NON-FIRE—FIRE HORN/ALARM ACCOMPANIED BY AN ANNOUNCEMENT FROM THE BUILDING PRINCIPAL/ALTERNATE**
- ☐ **EARLY DISMISSAL—ANNOUNCEMENT FROM BUILDING PRINCIPAL/ALTE**



## REVERSE EVACUATIONS

A reverse evacuation is an order to persons outside of a building to go into a building for shelter. Situations that may require the use of a reverse evacuation may include sudden severe weather, such as a hail storm or tornado, a hazardous materials release, or an armed assailant on campus who has not yet entered the building. A school lockdown indicates that students and staff may be in jeopardy from an intruder, armed individual, or for other reasons in or near the school. A lockdown serves many functions during an emergency situation:

- o The majority of students and teachers will be taken away from the threat;
- o The dangerous situation can be isolated from much of the school;
- o Accounting for students can accurately take place in each classroom; and
- o Depending on the situation, an organized evacuation can take place away from the dangerous area.

## LOCK-DOWN PROCEDURES

### LOCK-DOWN SIGNAL: “LEVEL 3, LEVEL 3” OR “LEVEL 2, LEVEL 2”

**LEVEL 3 OR LEVEL 2– LOCKDOWN:** Level 3 or 2 notifies the school of an immediate lockdown. Under a Level 3 or 2, the school commander (Superintendent or an alternate) through the public address system notifies staff, locks the main office door, keeps staff in secured areas inside, coordinates with police, and instructs staff and students to follow the lockdown procedures. **This will be the uniform Code for all buildings.**

#### A Level 3 or 2 script is as follows:

“Level 3. Level 3. Or Level 2. Level 2.” This is the Superintendent /alternate designee [INSERT NAME] speaking. **This IS (IS NOT) a drill.** We are under a Level 3 or 2 lockdown. Please stay in your classrooms. If you are on the playground, in hallways or parking lots, please move calmly and quickly to a safe room. Staff will assist you. Remain there until notified to do otherwise. (Pause here to make sure everyone is settled and listening.) Lock the door. We will provide continuous updating for as long as the threat exists.”

### Lockdown protocols are as follows:

- o During a lockdown, teachers should immediately lock their classroom doors. Use sound judgment in determining whether any individuals knocking on the door are armed and dangerous or simply stragglers attempting to find shelter. As a rule of thumb, never open the door until you receive an “ALL CLEAR MESSAGE” from the building principal.
- o If you are in an open area such as a gymnasium or lunchroom, usher students to the nearest room that can be locked.
- o Once inside the locked room with the students, instruct them to remain silent and to stay away from doors and windows, to protect against flying glass.
- o If the fire alarm is activated, stay in your rooms.

## Lock-Down-continued:

- o Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
- o Turn off the lights.
- o **Place the “GREEN” Signal Card in your classroom window indicating that occupants in the room are safe and all accounted for. If you have an emergency situation (i.e., an injured student, the intruder is trying to breach the room) place the “RED” Signal Card in your classroom window.**
- o Ensure children remain absolutely quiet and wait for an **“ALL CLEAR ANNOUNCEMENT.”**
- o If a cell phone is available and you feel it is appropriate to do so, call 911 and speak in low tones. Wait for instructions on how to communicate with law enforcement about the event as it unfolds. Because cellular telephone equipment may be overwhelmed or damaged during an emergency, limit phone calls to emergency response issues.
- o In some cases, such as when an armed individual is actively shooting in the hallway, children may be able to exit through a window. Consider this as a possible strategy if the assailant is inside the building, if the windows are far from the nearest exit that the assailant may take, if the windows are large enough to pass children through them, and if others are available to protect the children once they are outside.
- o Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found.
- o Take attendance.

## Shelter-in-Place

### Emergency Signal for Shelter-in Place: “Level 1, Level 1”

**LEVEL 1 – SHELTER-IN-PLACE:** Level 1 notifies the school of a shelter-in-place order. Movement within the building may be permitted under some circumstances, but building containment will be maintained. Staff may be directed to guard all outside exits to permit internal movement of students. If there are no large group containment issues, it is advisable to give assurances, but keep students in classrooms. Bathroom needs can be attended to, under supervision.

## Shelter-in-Place-continued

**A Level 1 script is as follows:**

“This is the Superintendent speaking. We are under a Level 1 lockdown. We are activating shelter-in-place procedures. Please remain in the building. If you are on the playground, in hallways or parking lots, please move into the building. The reason for this action is [insert reason]. Limit time in the hallways. No changing of classes until further notice. Parents have been notified regarding the lockdown. Staff, if a medical emergency arises, please call the main office to report it. Here is what we know at this time:”

[Give a complete update here. Continue giving updates at a rate of every 5-10 minutes. Provide further shelter-in-place instructions.]

## **Lockdown protocols are as follows:**

- o During a shelter-in-place emergency, the school will be closed. Bring students, faculty, and staff indoors. If there are visitors in the building, provide for their safety by asking them to stay inside the building.
- o Close all windows and exterior doors.
- o If there is danger of hazardous weather such as strong winds, close window shades, blinds, and curtains to prevent injury from flying glass.
- o Maintenance staff should turn off fans, heating, gas, and air conditioning systems.
- o Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- o It is ideal to have a hard-wired telephone in the room(s) you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.

## **Lockdown protocols are as follows:**

- o Bring everyone into the room. Close the door.
- o If the emergency is a hazardous material spill, use duct tape and plastic sheeting at least 4-6 millimeters thick (i.e., heavier than food wrap) to seal all cracks around the door(s), windows and any vents into the room.
- o Take attendance.
- o Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community.

Source: Shelter-in-place guidelines were provided by the American Red Cross.

Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuations in specific areas at greatest risk in your community.

## **Dismissals**

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss students/employees during business hours.

**Signal or Means of Communication: [Announcement by Principals to Staff]**

## **Closures**

Sometimes, especially when winter storms occur, the building may be closed even before the workday begins. Pandemic outbreaks may also require the school to close down operations.

**Signal or Means of Communication: [Phone trees, media outlets, School Wires E-Alert]**

**NOTE TO PRINCIPALS/STAFF: UNIFORM CODES WILL BE USED AS STUDENTS AND STAFF TRAVEL BETWEEN BUILDINGS. UNIFORM PROCEDURES ALLOW FOR CONTINUITY IN RESPONSE DURING EVENT OF AN ACTUAL EMERGENCY.**

## **RETURN TO CLASS:**

When the danger has been resolved and removed from the vicinity, the school will proceed as scheduled following an **"ALL CLEAR MESSAGE"** from the Superintendent. If it is the end of the day, an announcement about transportation arrangements will be warranted.

## **Alternate Site Emergency Shelter Evacuation**

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus.

**Please bring your student record book to take roll and make sure all students are accounted for. Notify the office/ Superintendent if a student is missing.**

Offsite locations are as follows:

**Richey Elementary School**

Grades: Pre-School-6<sup>th</sup> Alliance Church (Contact Brent Smith 939-3214)

**HIGH SCHOOL**

Grades 7 – 12: Senior Center (Contact Rockcie Vergason 773-5694)

Move students as far as possible from the building while remaining in you designated area. The **Secretary, Clerk and Lead Teacher** will account for all students with classroom instructors.

**DURING ALL INCIDENTS, KEEP YOUR STUDENTS TOGETHER!**

### **Section III-D: EMERGENCY RESPONSE PROCEDURES**

The following protocols are relevant to specific types of emergencies. General principles described in previous sections also apply.

#### **EMERGENCY RESPONSE TEAM CHECKLIST**

This Emergency Response Team Planning Checklist may be used with suicide, homicide, or other crisis or accidents which might occur at school or on their grounds. The School Commander of the District and Building-Level ERTs on hearing of the crisis will call an emergency meeting to assess the crisis and assign team members to specific tasks. A code word will be used to signal top priority:

**Signal or Means of Communication: "Code Blue, Code Blue" [Announcement by the Superintendent or alternate notifying the ERT to report to a designated point.]**

1. Determine the emergency assistance needed (ambulance, fire, police, other).
2. When time permits, assign facility members to assume positions at all exits and in each area of the school. Seal off area where crisis has taken place.
3. Decide what additional resources are needed and who will request these resources.
4. Decide when, where, and the format for notifying the staff of the crisis (email, PA system, and/or faculty meeting).
5. Decide who might need special support and assign members of the crisis management team to assist.
6. Notify the superintendent to activate District ERT and to establish additional emergency coordination.
7. Assign a member of the crisis team to assist the faculty to deal with their own feelings as well as planning for how they will deal with the student body.
8. Assign an administrator or counselor to call the person's family to offer assistance and solicit permission from family to make a general announcement to the student body.
9. Assign a counselor to assist the student's siblings, best friends, and parents. Notify these people individually before any general announcement is made.
10. Compile a list of high-risk students and have members of the crisis team take in these students for preventative counseling.
11. Assign members of the crisis team to several areas of the school for small group meetings for the grieving process for the first day.

12. Conduct a debriefing and evaluation of the crisis, and how it was handled. Revise the plan to improve the system once the evaluation process has been completed.

## **ABANDONED/LOST CHILD**

If a child is missing, school staff should immediately notify the administration, who will notify 911 and the child's parents if the child is not located promptly. Staff should verify that the child is missing by searching the building and grounds and questioning the children's friends and teachers to determine when the child was last seen and where the child may have gone.

### **IMMEDIATE ACTION:**

#### **Communication**

- Contact family by telephone if possible
- Contact emergency telephone references
- Contact District Administrative Office (773-5523)
- Contact Transportation Department if Bus Student (Tony Eggert 480-5493)
- If contact cannot be made with the parent/emergency contact, call the police department for an officer to respond (911)

### **FOLLOW UP:**

- Make written documentation in student file regarding circumstances surrounding the incident
- If situation reoccurs, a call should be made to Child Protective Services (CPS) to notify them in case they have an on-going investigation with the family

### **CONFIDENTIAL INFORMATION:**

According to federal statute—"An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals."

### **Law Enforcement and Medical Personnel:**

If a law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school must provide whatever information is needed.

### **Media:**

The media should generally be referred to the District Office. Generally, the only information that

should be provided to the media is confirmation of the student's attendance in the district. However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

## **ANIMAL/SNAKE BITES/POISONOUS INSECTS**

### **PRE-EMERGENCY PROCEDURES:**

- Maintain and keep a list of local emergency agencies and their telephone numbers

**Rocky Mountain Poison & Drug Center**  
**777 Bannock Street**  
**Denver, CO 80204-4028**  
**Richey Fire Department**  
**EMT**

**Phone: 1-800-222-1222**  
**Website: [www.rmpdc.org/](http://www.rmpdc.org/)**  
**Phone: 911**

- Have first aid supplies available in convenient locations

### **Communication:**

- Call 911
- Determine need to contact Poison Control at 1-800-525-5042
- Notify Superintendent or Lead Teacher
- Notify victim's parents

### **IMMEDIATE ACTION:**

Staff should:

- Call 911 if a student has been injured by an animal.
- Calm victim and render first aid—move individual to a safer location if necessary.
- Identify type of incident (i.e. animal, snake, insect), number of victims, and extent of injuries.
- Attempt to maintain visual contact of animal if possible until emergency personnel arrive.
- If the animal is outside the school building, request the administration to issue a Shelter-in-Place alert, but otherwise continue operations as normal.
- Use a bullhorn or throw objects such as rocks at the animal to frighten it.
- If the animal enters a classroom, evacuate the classroom and move to another part of the building and close the door. Attempt to isolate the animal in a classroom. The Superintendent or **[HIS/HER]** designee will contact the local animal control agency.
- Ask the Administration to contact the parent or guardian of any student physically harmed or emotionally distraught.

### **FOLLOW UP:**

- File student accident report



- Complete incident report and forward to Superintendent

## **ASSAULT-WITHOUT A WEAPON**

### **IMMEDIATE ACTION:**

**Note:** *More teachers and officers are injured while trying to break up fights than during any other crisis. If weapons are involved, initiate lockdown and call 911 immediately.* Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- o Notify office of location and number of students involved as well as to the fact that you are responding to it.
- o If there is an imminent danger to another student or staff member, intervening may be necessary until help arrives.
- o Obtain additional help

### **ANALYZE THE ALTERCATION:**

- o Is the fight staged?
- o Are weapons involved?
- o Is the fight winding down?
- o Who was the aggressor?

### **CONTROLLING THE ALTERCATION:**

- If a fight erupts, send for help in the most expeditious manner possible.
- Loudly command the students who are fighting to stop immediately and inform them of the consequences of failing to do so. Tell the students that police have been or are being called and that they will be arrested if they do not stop.
- If appropriate, send a trusted student to the next classroom to request a colleague to come to the location. Instruct the messenger to relay the information quietly, so other students do not leave their classrooms to watch or join the fight.
- If you are a teacher called to such an emergency, instruct your students to stay in the classroom. Note the consequences if they do not. Order spectators to return to their classrooms or to evacuate.
- If colleagues are nearby, instruct the most physically able adults to help you separate those involved. Ask another colleague to keep other students away from the fight to prevent it from escalating.
- Separate those involved. Do not use excessive force such as punching, choking, or hog-ties and do not ask students to intervene.
- Under no circumstances should any staff member idly stand by while a fight occurs. Every able-bodied staff member has a responsibility to get help, intervene, or keep students away from the scene.
- Call 911 and employ medical assistance protocols, as necessary.

### **FOLLOW UP:**

Make an incident report describing how and when the fight started, who was involved, how it was disbanded, who witnessed the incident, and other factual information. Staff present should ask witnesses and the participants themselves how the fight started. All reports must be filed with the superintendent.

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## ASSAULT-WEAPON

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### IMMEDIATE ACTION:

**Note:** *More teachers and officers are injured while trying to break up fights than during any other crisis. If a weapon is involved initiate lockdown and call 911 immediately.* Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- Notify office (via radio or telephone) of location and number of students involved as well as to the fact that you are responding to it.
- If there is an imminent danger to another student or staff member, intervening may be necessary until help arrives.
- Obtain additional help

### Suspected Weapons Possession

Incidents of suspected weapons may require a search of a student, an action that can create liability issues if not conducted appropriately. **Only a Superintendent, Lead Teacher, Superintendent's designee, or police are authorized to search a student on school premises, based on a reasonable belief that the student possesses a weapon.**

The search may be no more intrusive than is necessary to secure safety. Any search of a student must be made in the presence of another employee of the school or facility. Staff conducting the search must be able to later say why they believed the student had a weapon. Examples include the child had a bulge in his pocket the shape of a gun or the child told a classmate about the weapon or showed it to a classmate. Searches may not be random. Under no circumstances should a child be strip searched. All students should be cleared from the area during the search.

- o If a student is suspected of carrying a weapon but is not threatening, notify **THE SUPERINTENDENT OR LAW ENFORCEMENT** immediately. If a gun or other serious weapon is involved, call police immediately.
- o Every effort should be made to prevent the suspected student from becoming agitated. Do not alert the student that you have suspicions until help arrives. Smile and talk to other students as normal.
- o Gently move other students away from the suspect and quietly notify nearby teachers to lock their classroom doors or request a colleague to do so. This should be done without the knowledge of the suspected student.

- Observe the student's behavior to determine if he or she may be under the influence of alcohol or illegal drugs, a situation that may escalate the level of threat to students and staff. Note whether the student looks unusually angry or determined.
- Once help arrives and depending on the circumstances, a member of law enforcement, administration, or another staff member may, within reason and with caution, notify the student that he is suspected of carrying a weapon. **[SUPERINTENDENT, LEAD TEACHER, LAW ENFORCEMENT]**
- Throughout the incident, make every effort to de-escalate the situation by remaining calm, non-threatening, and firm. The choice of words and intensity, however, can increase as necessary.
- Suspect student should be isolated. If this is not possible, all students should be cleared from the area during the search.
- Security or other personnel authorized by the principal should ask the student to stand face against the wall and raise his arms. Such a search is permitted only when there is reasonable suspicion that the student may have a weapon. Searches that are not based on any legitimate reason can create significant liability issues. When you give this instruction, focus on the student's hands and stand close enough to secure his arms and stop him from reaching for the weapon if he attempts to draw it.
- Do not leave the student in restraints on the floor for excessive periods of time to avoid "positional asphyxiation."
- Do not use profanity, which may escalate the situation. Attempt to persuade the student to cooperate by reassuring him that no one wants to harm him.
- The Superintendent or Lead Teacher are authorized to search student lockers or other areas of the campus and, based on a reasonable suspicion, desks, bags/ backpacks, and vehicles if on school property.
- Confiscated weapons must be turned over to law enforcement. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, by placing it in a plastic bag. Weapons shall not be returned to the student or a parent/guardian.

#### **FOLLOW UP:**

Make an incident report describing how and when the incident began, who was involved, who possessed the weapon, what type of weapon was involved, how the incident was de-escalated, who witnessed the incident, and other factual information. Describe what created the reasonable belief that a weapon was involved, such as information supplied by another student, a suspicious bulge under the student's jacket, a metal detector alert, threatening behavior by the student when

questioned, or other indications. **All reports must be filed with the superintendent and law enforcement.**

## Confirmed Weapon Threats

No one set of protocols applies to every situation of weapon threat. A response that may be appropriate in one situation may not be appropriate in another. Therefore, apply sound judgment to determine what actions will de-escalate the situation.

### IMMEDIATE ACTION:

- o If you see a student or intruder actively threatening others with a gun but the student does not see you, contact 911 and the front office immediately to instruct a lockdown, if possible. Identify the student's location.
- o Attempt to clear the area and spread the word as quickly as possible throughout the building that lockdown procedures must be followed.
- o If approached directly by the individual, freeze in place in a non-confrontational manner. Do not move unless instructed by the suspect to do so.
- o Look the student or intruder directly in the eye. Attempt to de-escalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
- o Try to find out why the student or intruder is threatening violence. Do not do anything to further agitate the person.
- o Once the situation is under control, the student will be arrested and disciplined according to the **district policy**. Attempt to preserve fingerprints on the weapon by leaving it in place until law enforcement arrives or, if it is at risk of being disturbed, placing it in a plastic bag with a chain-of-custody log to record each time the plastic evidence bag was moved or stored.

### FOLLOW UP:

- o Be prepared to complete a detailed incident report including the names of witnesses and victims. If the individual was unknown to the school and fled, write down the person's description including his or her approximate height and weight, color of hair and clothing, age, race, and any prominent features. Record his or her actions, statements, and locations where the incident occurred.
- o **All reports must be filed with the Superintendent and Law Enforcement.**
- o If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Superintendent will provide basic information

about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.

## **ASSAULT-SEXUAL**

### **Sexual Assault**

If a student has been sexually assaulted, staff members are mandatory reporters and are required to follow the normal notification and incident reporting procedures. **Hotline number: 1-866-820-5437.** In addition, the following procedures are required:

#### **IMMEDIATE ACTION:**

- o Call law enforcement.
- o Demonstrate compassion. Do not express any judgments about the situation.
  - Victims of sexual assault suffer from fear, shock, denial, grief, guilt, confusion, hysteria or overly controlled (within 48 hours follow attack)
  - Most important rule: Do not force a person to talk. They will talk when they are ready.
  - Therapeutic Stages: Stage one-Denial, Stage two-Catharsis, Stage three-Guilt, Stage four-Loss of Control, Stage five-Anger and Rage, and Stage six-Integration and Acceptance.

Source: (Tiffany Turner, Understanding Six Therapeutic Stages of Sexual Trauma)

- o Encourage the victim to go to the hospital for medical evaluation and to preserve evidence.
- o Preserve student confidentiality. Do not discuss the identity of the student with anyone other than the administration.
- o Facilitate crisis intervention with the administration and school counselors.
- o Ensure the victim is accompanied at all times by a school nurse, counselor, psychologist, or other employee until police arrive.

- o Log all activities and statements made by the victim. Interviews should be conducted by law enforcement, child protective services, or other experienced investigators.

#### **FOLLOW UP:**

Prepare an incident report describing what you know about the incident. All reports must be filed with the building principal and law enforcement.

### **BEES SWARMING**

#### **PRE-EMERGENCY PROCEDURES:**

- Maintain and keep a list of local emergency agencies and their telephone numbers

**Rocky Mountain Poison & Drug Center**  
**777 Bannock Street**  
**Denver, CO 80204-4028**  
**Richey Fire Department**

**Phone: 1-800-222-1222**  
**Website: [www.rmpdc.org/](http://www.rmpdc.org/)**  
**Phone: 911**

- Have first aid supplies on hand, along with supplies for closing off areas such as barricades and yellow caution tape
- Look for bee problems around school grounds

#### **IMMEDIATE ACTION- BEE ATTACK:**

- Evacuate immediate area
- Seek enclosed shelter or, upon attack, run without flailing arms
- Treat injured. Remove stingers with edge of credit card or other sharp edge instrument. Do not attempt to pull stinger out with a tweezers or fingers, as this may cause additional venom to be injected.

#### **IMMEDIATE ACTION – SWARM OR HIVE LOCATED:**

- Evacuate immediate area
- Keep bystanders at least 300 feet away by posting yellow caution tape
- Post someone near area to keep bystanders away until the pests can be controlled
- Contact maintenance supervisor

#### **Communication**

- Call 911 if necessary

- Notify Building Principal and Building Maintenance Supervisor

#### **FOLLOW UP:**

- Have maintenance personnel clean up and remove dead bees
- Complete incident report and forward to Building Principal

### **BOMB THREAT**

Bomb threats are usually made by a telephone call and sometimes with a note. The majority of these are pranks attempting to disrupt school function. However, all threats must be taken seriously, and handled quickly and efficiently to ensure safety to the students and staff.

#### **PRE-EMERGENCY PROCEDURES:**

- School evacuation plan or lockdown (30-35)
- Telephone bomb threat checklist (copy on page 49)

**Note: Clerical staff/supervisors should keep bomb threat procedures at their desks and should maintain a blank copy of the Telephone Bomb Threat Checklist, easily available at all locations with a phone**

- All school personnel should maintain awareness of physical surrounding/conditions

#### **PRELIMINARY ACTION: (PERSON RECEIVING THREATENING CALL)**

- Upon receipt of a bomb threat, the person receiving the call should make every attempt to:
  - a. Prolong the conversation as much as possible. Delay the caller by stating, "I am sorry, I did not understand you. Can you tell me again what you said?"
  - b. Identify background noises.
  - c. Note distinguishing voice characteristics.
  - d. Interrogate the caller:
    - o When will it go off?
    - o Where is the bomb? Where do we look?
    - o What does it look like?
    - o Why are you doing this, motivation, leading up to:
    - o Who are you? Where are you?
    - o Questions like: "You don't sound like the kind of person who would do this", will often keep the person talking, giving you a greater chance at identification.
  - e. Determine the caller's knowledge of the facility.
  - f. **Don't hang up the phone.**

#### **Write down all information on the Bomb Threat Checklist Sheet!**

- Notify the Superintendent or next person in line of authority as soon as you are off the phone or using available staff if present. The administrator/alternate will assess the validity of the threat, and

decide to evacuate the building or not.

**If bomb threat is received by written message:**

- Handle message no more than is necessary
- Notify police
- Protect the original message by placing message inside a plastic bag or envelope so fingerprints or other identifying marks are not destroyed
- Turn note over to police

**IMMEDIATE ACTION: Building-Level or District-Wide**

1. Evacuation or Lock Down is the discretion of the School Commander and is based on information received from the caller.

**Communication:**

- o Call 911
  - o The superintendent—773-5523 (High School)
  - o Call Montana-Dakota Utilities Company—1-800-638-3278
  - o Evacuate to the alliance church and senior center.
  - o The bus supervisor—Tony Eggert 480-5493
  - o The lead teacher at the Elementary (773-5523)
2. Students and staff will be released from the office by the fire drill, air horn, or by staff based on information received. **In all cases, Alternate Site Evacuation Procedures will be implemented for a Building-Level or District-Wide Event.**
  3. Students and teachers will move directly to the designated alternate sites. Teachers will supervise at the designated Alternate Site until students are released from school supervision. Prior to releasing students from the Alternate Site, students will be provided with information as to when they will need to return to school (a two hour window is recommended prior to any reentry following a full building search). The building principal will provide the needed information.
 

☐ NOTE: Superintendent will make decision to send students home
  4. Once students are moved to an alternate site, the designated administrator will limit all contact and access to students and staff. At no time will parents, reporters, or other non-designated officials be allowed to speak with students or staff, nor will they be granted access to any alternative facility without consent from school district officials in charge.
  5. During a Bomb Threat, **use of Cell-Phones is not allowed—please make students aware of this fact.** Primarily, cell phone usage may send a signal resulting in detonation of a bomb if one is actually present in the facility.
  6. Prior to release, Faculty and Staff will be asked to conduct a quick search of their classroom/work space. **Do not touch or move any item that looks suspicious.** Additionally,



key staff may be asked to work with law enforcement to conduct a building search--**THIS IS STRICTLY ON A VOLUNTARY BASIS.** AS A MINIMUM, STAFF SHOULD BE AWARE OF THEIR CLASSROOM SPACE AND ITEMS THAT ARE NOT FAMILIAR.

## SEARCH PROCEDURES ARE ON THE FOLLOWING PAGE:

### Search Techniques and Suspicious Objects

1. If possible, try to search using a two person team.
2. **Stop, Look and Listen.** Use this technique in the various parts of the room. Listen for unfamiliar background noise. If you suspect a foreign sound, please report this immediately. **Long before we use this procedure, get to know the sounds in your work space—the sounds emitted by the clock, the heat/air system, other sounds that transfer through walls, and other environmental noise.**
3. **First Room—Searching Sweep:** The 1<sup>st</sup> searching height usually covers items in the room up to hip height. Begin at one end of the room and begin a “wall sweep”--check all items resting on the floor to hip height. This first sweep involves the most time as there are more items to check through (i.e., wall cupboards, heaters, et cetera).
4. **Second Room—Searching Sweep:** The 2<sup>nd</sup> searching height is from your hip to about chin level. This wall search includes pictures, built in book cases, et cetera.
5. **Third Room—Searching Sweep:** The 3<sup>rd</sup> searching height is from your chin to the ceiling. This wall search includes light fixtures, TV-mounts, speaker systems, and possibly duct work.
6. **Fourth Room—Searching Sweep:** The 4<sup>th</sup> searching height is generally conducted if a room has a false or suspended ceiling.
7. Once an area has been swept for foreign objects, please lock the room/area and tag a note on the outside door indicating that the room has been searched and is declared clean.
8. If a **SUSPICIOUS OBJECTED** is located, report it immediately. Under no circumstance should anyone move, jar, or touch a suspicious object or anything attached to it.

Source: “Bomb Threats and Physical Security Planning” - Department of the Treasury, Bureau of Alcohol, Tobacco, and Firearms

#### FOLLOW UP:

- If no bomb is found, return students to class
- Complete incident report and forward to the Superintendent
- If bomb explodes,
  - Call 911

- o Evacuate all buildings in case of secondary device—ALTERNATE SITES
- o Secure the integrity of the scene
- o Establish information center or command post
- o Arrange for student transportation
- o Determine casualties

### BOMB THREAT CHECKLIST FORM

**Don't hang up the phone—use another phone to call police—CALL 911**

Record the exact words used by the caller:

Ask the following:

Is it a time bomb? \_\_\_\_\_

How will you set off the bomb? \_\_\_\_\_

What time is it set for? \_\_\_\_\_

Where is it? \_\_\_\_\_

What does it look like? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

Who are you? \_\_\_\_\_

Who do you want to hurt? \_\_\_\_\_

#### VOICE CHECKLIST

#### DESCRIPTION

|  |  |
|--|--|
| <p>___ Man</p> <p>___ Woman</p> <p>___ Child</p> | <p>Speech impediment _____</p> <p>Accent _____</p> <p>Hesitancy _____</p> <p>Intoxicated _____</p> <p>Other _____</p> <p>Number which call was received _____</p> <p>Age _____</p> <p>Is the voice familiar? _____ Who does it sound like? _____</p> |
|--|--|

#### BACKGROUND NOISE CHECKLIST—check all that apply

|                 |                     |                   |
|-----------------|---------------------|-------------------|
| ___ Music       | ___ Children/Voices | ___ Talking       |
| ___ Train       | ___ Traffic         | ___ Airplane      |
| ___ Machines    | ___ Street          | ___ Animal noises |
| ___ Other _____ |                     |                   |

Person receiving call: Immediately notify School Commander, authorities and give above information, then notify person in charge and alert Superintendent's Office (733-5523)

Date\_\_\_\_\_

Time of call\_\_\_\_\_

Called received by:\_\_\_\_\_

**BUS/SCHOOL VEHICLE ACCIDENT****PRE-EMERGENCY PROCEDURES:**

- Standardized bus/vehicle accident procedures
- Written procedures provided to all drivers
- Vehicle accident report form to record information

**IMMEDIATE ACTION – DRIVER:**

- Stop immediately – Set brake and turn off engine. Do not move vehicle, unless immediate danger exists.
- Radio or phone supervisor immediately – Give vehicle number, location and extent of injuries.
- Call 911
- Evaluate and render first aid to anyone injured – Do NOT move an injured person unless there is imminent danger.
- Remain with the students and assure their safety until alternative transportation arrives.
- Speak only to law enforcement and school officials about the incident.
- Give name, license, and insurance information to police.
- Obtain names, addresses, phone numbers, and ages of all the passengers.
- Obtain names and insurance information of other drivers involved from the investigating police officer.
- Continue transporting students when authorized to do so.
- Complete School Bus/Vehicle Accident Report form.
- Complete insurance reports for Transportation Department.
- Obtain Case Number from investigating police officer.

**IMMEDIATE ACTION – TRANSPORTATION:****Safety:**

- Call 911
- Report to scene to assist and investigate (Transportation Supervisor/District Superintendent)

**Communication:**

- Notify site Administrator and let them know the names of students on the bus.  
School personnel will notify parents.
- Notify Superintendent (773-5523) and Transportation Supervisor (Tony Eggert 480-5493)

**FOLLOW UP:**

- Prepare district vehicle accident report

- Complete incident report and forward to the Superintendent

### **CAMPUS DISORDER/CIVIL DISTURBANCE**

Civil Disturbances may occur within district or individual schools, or may be precipitated by outside school forces. In riots, protests, or civil disturbances, the administration will attempt to de-escalate the situation by offering a forum to discuss student complaints. During times of high tension, however, protocols and normal incident procedures are as follows:

#### **PRE-EMERGENCY PROCEDURES:**

- Develop programs for the enhancement of students on grounds during lunch, PE, or after school activities

#### **IMMEDIATE ACTION:**

##### **Safety:**

- Administrator will assess the situation, number of students, nature of disturbance, and assistance needed. If outside assistance is needed:
  - a. Notify police and Superintendent
  - b. Instruct teachers to close and lock classroom doors (possible lockdown procedures)
- The Superintendent I will express the following statement to students: "You are hereby notified that the school is closed and you must depart the premises. If you do not depart within the next 15 minutes, you will be arrested."
- Teachers should cancel their preparation periods and other duty-free periods to ensure that more teachers make a visible presence in the hallways.
- After protesters have had a chance to disperse peacefully, police should warn remaining participants that they will be arrested and charged with criminal trespass to land. If participants refuse to leave, appropriate school staff will sign complaints and arrests will be made by police on the scene.

##### **Administrators:**

- Brief Law Enforcement on:
  - a. Number of participants involved-School and Non-School
  - b. Identifiable participants/gangs and location of participants/gangs
  - c. Weapons involved
- Assist law enforcement as necessary
- Make announcement to inform staff that classes will not be released
- Instruct classroom teachers to account for all students

##### **Communication:**

- Notify Superintendent

##### **FOLLOW UP:**

- Send letter to parents communicating what occurred and how safety was established
- Debrief faculty as appropriate

- Complete incident report and forward to Superintendent

### **WALK-OUT/SIT-INS**

A “walk-out” is a type of demonstration which needs to be dealt with through dialogue. If a student walk-out occurs and the students remain on the school grounds, the Superintendent or his representative should try to talk the students into returning to their classes. If the students do not return to class, utilize the following information:

#### **IMMEDIATE ACTION:**

- Direct students to return to class
- The school doors should be locked
- Take roll to determine the names of the students who did not return to class
- If students turn violent, call 911, implement Lockdown procedures

#### **Communication:**

- Notify Superintendent

#### **FOLLOW UP:**

- Contact parents of students who did not return to class, and notify the parent a conference will be necessary to reinstate the student in the school
- Complete incident report and forward to the Superintendent

## **CRIMINAL ALLEGATION AGAINST STUDENT**

Criminal allegations against a student may include a variety of in-school and out-of-school events. In responding to criminal allegations against a student/s, staff may be requested to supply information about the student.

### **PRE-EMERGENCY PROCEDURES:**

- Administrators and staff are provided written guidelines regarding release of information pertaining to students and staff.
- The Superintendent is designated as the contact person for all inquiries regarding criminal allegations against students.

### **IMMEDIATE ACTION:**

- Determine legal authority of individual requesting to question a student on the school premises. If legal authority does not exist, notify individual that permission to question the student on campus is denied. If requesting individual persists, contact school attorney.
- Make reasonable efforts to notify parent or guardian of request to question a student on campus.
- Record request date, identification verification, and parent contact information.
- Work with legal authorities to ensure questioning occurs with the least possible disruption to the school environment.
- If the parent is not present during questioning of a student on campus, an administrator must be present during the questioning.
- Complete the district school incident report form.

### **Communication:**

- DO NOT release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals.
- If criminal allegations involve crimes against other students, contact the parents of those students. Inform them of the allegations made and what actions have been taken thus far. DO NOT provide specific details of the investigation, but refer any questions to the investigating officer.

### **FOLLOW UP:**

- Communication to staff members and to parents of students not directly involved in the situation should be done on a need-to-know basis only, and in consult with the Superintendent or Lead Teacher.
- Referral services if needed.

## **DEATH – AT SCHOOL**

When traumatic events in a school, school district, or community occur there is an immediate need for effective services to respond to the emotional pain that accompanies loss or distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings that accompany such a tragedy. The school system has many similarities to the family system and like the family, has opportunities to provide a support response.

### **PRE-EMERGENCY PROCEDURES:**

- Establish and train Emergency Response Team
- Establish a school telephone/communication tree for teachers and staff

### **IMMEDIATE ACTION:**

#### **Safety:**

- Call 911 (possible lockdown procedure)
- Keep students in classes, away from crisis area
- Remove students in immediate crisis area
- Activate Emergency Response Team
- Secure area until police arrive
- Make a mental note of the circumstances
  - 1) Who observed the occurrence?
  - 2) Who reported the occurrence?
  - 3) What vehicle(s) was/were involved?
  - 4) Approximate times of the incident should be noted, when emergency vehicles arrived, and what was done for the victim.
  - 5) Each person involved needs to write down his/her observations as soon as possible and turn it in to the building office.

#### **Communication:**

- Verify information
- Notify Superintendent

### **FOLLOW UP:**

#### **Family:**

- Contact family personally and offer support
- Establish a family support committee (e.g. to collect money, food donations, etc.)
- Obtain information regarding funeral visitation, home visits, and family wishes
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family

### **School Plan of Action: Announcing the Loss**

- o Notify faculty of the death through a written message or faculty meeting
- o Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary.
- o Arrange for selected class visits to speak to the students
- o Students will be permitted to leave the school, with parental permission, after following appropriate sign-out procedures.
- o Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions

### **Faculty Response:**

- o Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting
- o Identify students obviously in distress and talk with them, or have another student help escort them to a group or individual counseling activity
- o Provide an opportunity for students to discuss the loss and what they have learned
- o If students are restless, get them active and focused on a project for the family if appropriate
- o Discuss funeral to prepare students who will be attending on what to expect

### **Counseling/Psychology Responsibilities**

- o Establish an area for counseling (individual or group) Some possibilities include the PE office, coaches office, guidance office, HS/Elementary teachers' lounges.
- o Reschedule day's activities depending upon the needs of the school
- o Request additional counselors from within the district if needed
- o Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support

### **Administrative Responsibilities:**

- o Keep staff updated on events and circumstances
- o Identify faculty/staff who are in need of mental health support services
- o Utilize counseling, psychology, district office, community counseling, employee assistance programs
- o Emphasize the need to provide hard facts in reducing rumors
- o Be highly visible to show presence, support and control of the situation
- o Provide hope and refocus perceptions toward the future
- o Make arrangements for rescheduling cancelled activities
- o Make arrangement for excused absences for students wishing to attend funeral



**Responding to the Media and the Community:**

- o Identify a spokesman to remain in a specific area for easy access
- o Develop a written statement or news release in cooperation with the District Superintendent
- o Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- o Divert phone calls of concern and questions to appropriate staff
- o Provide a meeting for concerned parents and others to provide input or suggestions to help students
- o Provide a written summary of situation and plans to parents

**Memorial Services:**

- o Provide an area for staff and students who do not wish to attend services
- o Remove personal items of deceased from lockers, desks, etc. Rearrange seating in classroom when appropriate

Note: A person undergoing a normal grief process will typically elicit need for immediate intervention. A person undergoing abnormal grief process will need to be monitored.

## **DEATH OUTSIDE OF SCHOOL-SERIOUS ACCIDENT**

### **PRE-EMERGENCY PROCEDURES:**

- Establish and train crisis response teams
- Emergency Response Teams checklist
- Establish a school telephone/communication tree for teachers and staff

### **IMMEDIATE ACTION:**

#### **Communication:**

- Verify information regarding accident or death
- Activate Emergency Response Team as appropriate
- Request additional district resources if needed (i.e. counselors, psychologists)
- Notify Superintendent
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family

### **FOLLOW UP:**

#### **Family:**

- Contact family personally and offer support
- Establish a family support committee (e.g. to collect money, food donations, etc.)
- Obtain information regarding funeral visitation, home visits and family wishes
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family

#### **School Plan of Action: Announcing the Loss**

- Notify faculty of the death through a written message or faculty meeting
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary.
- Arrange for selected class visits to speak to the students
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions

#### **Faculty Response:**

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting
- Identify students obviously in distress and talk with them, or have another student help escort them to a group or individual counseling activity
- Provide an opportunity for students to discuss the loss and what they have learned
- If students are restless, get them active and focused on a project for the family if appropriate
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom

- o Discuss funeral to prepare students who will be attending on what to expect

### **Counseling/Psychology Responsibilities**

- o Establish an area for counseling (individual or group)
- o Reschedule day's activities depending upon the needs of the school
- o Request additional counselors from within the district if needed
- o Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress, and make recommendations for the parent to provide support

### **Administrative Responsibilities:**

- o Keep staff updated on events and circumstances
- o Identify faculty/staff who are in need of mental health support services
- o Utilize counseling, psychology, district office, community counseling, employee assistance programs
- o Emphasize the need to provide hard facts in reducing rumors
- o Be highly visible to show presence, support and control of the situation
- o Provide hope and refocus perceptions toward the future
- o Make arrangements for rescheduling cancelled activities
- o Make arrangement for excused absences for students wishing to attend funeral

### **Responding to the Media and the Community:**

- o Identify a spokesman to remain in a specific area for easy access
- o Develop a written statement or news release in cooperation with the district communication office
- o Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- o Divert phone calls of concern and questions to appropriate staff
- o Provide a meeting for concerned parents and others to provide input or suggestions to help students
- o Provide a written summary of situation and plans to parents

### **Memorial Services:**

- o Provide an area for staff and student who do not wish to attend services
- o Remove personal items of deceased from lockers, desks, etc. Rearrange seating in classroom when appropriate

Note: A person undergoing a normal grief process will typically elicit need for immediate intervention. A person undergoing abnormal grief process will need to be monitored.

## **DEATH - SUICIDE**

**(If suicide occurs on campus, see “Death on Campus”)**

### **PRE-EMERGENCY PROCEDURES:**

- Establish and train Emergency Response Team
- Follow ERT checklist
- Establish a school telephone/communication tree for teachers and staff
- Maintain a list of telephone numbers of referrals services

### **IMMEDIATE ACTION:**

- Verify information regarding death
- Assist police in their investigation if needed

### **Communication:**

- Activate Emergency Response Team
- Notify Superintendent

### **FOLLOW UP:**

#### **Family:**

- Contact family personally and offer support
- Establish a family support committee (e.g. to collect money, food donations, etc.)
- Obtain information regarding funeral visitation, home visits and family wishes
- Stop and disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family

#### **School Plan of Action: Announcing the Loss**

- Notify faculty of the death through a written message or faculty meeting
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary
- Arrange for selected class visits to speak to the students
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions

#### **Faculty Response:**

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting
- Identify students obviously in distress and talk with them, or have another student help escort them to a group or individual counseling activity
- Provide an opportunity for students to discuss the loss and what they have learned
- If students are restless, get them active and focused on a project for the family if appropriate
- Discuss funeral to prepare students who will be attending on what to expect

### **Counseling/Psychology Responsibilities**

- o Establish an area for counseling (individual or group)
- o Reschedule day's activities depending upon the needs of the school
- o Request additional counselors from within the district if needed
- o Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support

### **Administrative Responsibilities:**

- o Keep staff updated on events and circumstances
- o Identify faculty/staff who are in need of mental health support services
- o Utilize counseling, psychology, district office, community counseling, employee assistance programs
- o Emphasize the need to provide hard facts in reducing rumors
- o Be highly visible to show presence, support and control of the situation
- o Provide hope and refocus perceptions toward the future
- o Make arrangements for rescheduling cancelled activities
- o Make arrangement for excused absences for students wishing to attend funeral

### **Responding to the Media and the Community:**

- o Identify a spokesman to remain in a specific area for easy access
- o Develop a written statement or news release in cooperation with the district communication office
- o Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- o Divert phone calls of concern and questions to appropriate staff
- o Provide a meeting for concerned parents and others to provide input or suggestions to help students
- o Provide a written summary of situation and plans to parents

### **Memorial Services:**

- o Provide an area for staff and student who do not wish to attend services
- o Remove personal items of deceased from lockers, desks, etc. Rearrange seating in classroom when appropriate
- o **Encourage students and staff to resume a normal schedule as soon as possible**
- o **Do not put flags at half-mast**
- o **No memorial page in yearbook for suicide victim**
- o **Do not allow anyone to describe suicide as a heroic act**

Note: A person undergoing a normal grief process will typically elicit need for immediate intervention. A person undergoing abnormal grief process will need to be monitored.

## **DRIVE BY SHOOTING**

### **PRE-EMERGENCY PROCEDURES:**

- Lockdown or School evacuation plan (pg 30-36)
- School personnel should maintain awareness of physical surrounding/conditions
- Two-way communication with all classrooms
- Two-way communication with personnel monitoring outside areas
- Administration and security equipped with two-way communications with office

### **IMMEDIATE ACTION:**

#### **Safety:**

- Administrator assesses validity
- Activate Emergency Response Team if Needed
- Initiate Lockdown or Evacuation procedures if needed (District-Wide)
- Secure immediate area – no access
- Administer first aid to anyone injured
- Brief and assist law enforcement as directed
- Establish command post (probably school office)
- Teacher will account for students under their control
- Dismiss students if appropriate

#### **Communication**

- Call 911
- Notify Superintendent

### **FOLLOW UP:**

- Emergency Response Team follows situation checklist
- Complete incident report and forward to Superintendent

## **EARTHQUAKE**

### **IMMEDIATE ACTION:**

#### **Safety – Inside School Building**

- Direct students/staff to drop, cover, hold, or move to an inside wall
- Lie flat, face down, and wait for shocks to subside
- Stand against the wall away from windows or get under desks or tables
- Move away from heavy ceiling fixtures and/or structures such as file cabinets
- Take roll count of students and report to the person in charge as soon as it is safe
- Do not attempt to evacuate building until authorized to do so or fire alarm is sounded
- Do not light fires or touch fallen wires
- Be alert for instructions from person in charge who must determine the safest route out and a safe place for students to assemble outside
- Use extreme caution when evacuating the building, as there may be additional aftershocks and/or the building may still be falling

#### **Safety – On School Grounds**

- Move away from buildings, trees and exposed wires
- The safest place in the open is down on the ground
- Do not run
- Evacuate to the basketball court

#### **Safety – General:**

- Do not return to the building for any reason until it is declared safe
- Leave the area if you smell gas or fumes from other chemicals
- Post security a safe distance from all building entrances to see that no one reenters the building
- Render first aid if necessary—do not move anyone that is seriously injured unless they are in immediate danger of further injury
- Avoid touching electrical wires that may have fallen
- Do not light any fires

#### **Communication**

- Notify utility companies of any utility line break, or suspected break
- If you smell gas after the earth has settled, instruct children to exit the building and notify the maintenance staff and administration
- Notify Superintendent

### **FOLLOW UP:**

- Superintendent determines the advisability of closing the school. If necessary, procure the advice of a competent authority about the safety of the building.

## **EXPLOSIONS OR THREAT OF EXPLOSION**

### **PRE-EMERGENCY PROCEDURES:**

- School Evacuation Plan or Lockdown Plan (pg 30-36)
- On-going inspection of potential explosive hazards should be conducted
- Inventory of all potentially explosive hazards

### **IMMEDIATE ACTION:**

#### **Safety:**

- If explosion occurs within the building, evacuate building by sounding fire alarm
- Don't turn lights on or off.
- If an odor of leaking gas exists, **do not** use the fire alarm, intercom, or any other electrically operated device that might cause a spark and ignite an explosion
- Have pre-designated person(s) check restrooms, vacant classrooms, etc. to assure all school personnel and students have left the building
- If explosion occurs outside the building, students and staff will remain in classrooms away from windows and wait for further instructions or fire alarm signal
- Render first aid
- Take student roll

#### **Communication**

- Call 911
- Notify Superintendent

### **FOLLOW UP:**

- Students and staff will remain outside of building until emergency officials declare the area safe and secure
- Emergency Response Team follows situation checklist
- Complete incident report and forward to Superintendent



## **FALLEN AIRCRAFT**

### **IMMEDIATE ACTION:**

#### **Safety:**

- School evacuation plan and Lock down procedure (pages 30-40)
- Move students and staff to a safe distance away, allowing for possible explosion
- Where necessary, teachers will take immediate action to ensure the safety of students without waiting for directions from the principal or designee
- Render first aid

#### **Communication:**

- Call 911
- Notify Superintendent

### **FOLLOW UP:**

- If aircraft fall on school buildings, appropriate authorities must inspect buildings before resuming classes
- Notify Superintendent of any damages to the school
- Complete incident report and forward to Superintendent

## **FIRE**

### **Prevention**

Many fires can be prevented by adopting simple measures, as follows:

- Do not smoke or use candles in the building.
- Be alert for electrical cords that are frayed or located too close to papers or draperies. Hazards should be reported to the Building Principal or Head of Maintenance.
- Because of the high heat that they generate, halogen lights can become a fire hazard and should be used with caution.
- Electronic equipment should be connected to surge protectors to prevent overloading of circuits and fires in the sockets.
- Use open flames in science laboratories only with extreme caution. A staff member must monitor the experiment at all times.
- Store flammable materials in appropriate containers. If you see improperly stored chemicals, please contact your Building Principal, Maintenance, or a member of the District Safety Committee.
- Limit the use of extension cords, which can lead to overloading the electrical system.
- Keep hallways and stairwells free of debris.

### **PRE-EMERGENCY PROCEDURES:**

- School evacuation plan explained and posted in each classroom (page 35)
- Test to make sure alarm system is functioning properly
- Check to assure all fire extinguishers are fully charged and up-to-date
- Fire drills must be completed and evaluated regularly (Montana State Law requires that at least eight disaster drills be conducted each school year. At least four of the drills must be fire drills)

### **IMMEDIATE ACTION:**

#### **Safety:**

- o In the event of fire, pull the nearest fire alarm and call 911, if phones are available.
- o Report burning odors or smoke.
- o Follow the evacuation procedures. Ensure all children in your care have been evacuated. Relocate students at least 500 feet from the building and fire fighting equipment. Windows are a secondary evacuation option for each room. All staff and students are to meet at the basketball court on the school playground.
- o Staff will be assigned to check restrooms and close doors on the way out.
  - o Music teacher: gym restrooms
  - o Head custodian: shuts double doors in high school, locker rooms and family bathroom in hs
  - o History teacher: High School restrooms
  - o 3<sup>rd</sup>/4<sup>th</sup> grade teacher: elementary family bathroom
  - o 5<sup>th</sup>/6<sup>th</sup> grade teacher: elementary girls/boys restrooms
  - o Lead Teacher: determines that entire elementary is clear
  - o Superintendent: determines that entire high school is clear
- o Turn off the lights and close your classroom door/windows when you leave. If it is dark, have a flashlight ready.

- o Before opening any door during a fire, feel the door first at the bottom and then work your hand up the door to see if it is hot. A hot door means there may be fire on the other side. Try to get out another way.
- o If trapped inside, seal the sides, bottom, and top of the door with wet towels or duct tape to prevent smoke fumes from entering the room. Smoke inhalation and toxic fumes kill more people in fires than flame.
- o Stay low to the floor when escaping flames.
- o A small fire extinguisher lasts for only a few seconds. Therefore, fire extinguishers should be used only on small fires. To operate an extinguisher, pull the pin, stand six to eight feet away, and direct the extinguisher toward the *bottom* of the fire, sweeping from side to side. Pointing the extinguisher at the top of the fire may spread the fire.
- o Never stand between the fire and an exit.
- o Fire-rated doors are intended to contain fires. They should be kept closed in a fire.
- o Maintenance staff should immediately shut off gas to the area, if possible.
- o Once outside, stand in the pre-designated evacuation posts (or locate to Alternate Sites -Alliance Church and Senior Center), at least 500 feet from the building and out of the pathway of fire trucks, police, and paramedics.

#### **Communication:**

- o Call 911. The fire department must be notified of the location of all fires, including those put out by school personnel
- o Have designee (Superintendent, Clerk, or Secretary) assist arriving emergency personnel with locations within the school

#### **FOLLOW UP:**

- Students/staff will remain outside of the building until fire department officials have declared the building safe and the all clear signal is sounded
- Complete incident report and forward to the Superintendent
- Evaluate the fire procedures

## **FLOOD**

### **PRE-EMERGENCY PROCEDURES:**

- School evacuation plan/dismissal plan (pg 30-36)
- Keep a list of local emergency agencies within easy access, their phone numbers, and the names of their public information officers
- Know which community officials have the authority to access school property in emergency situations
- Maintain a plan for sharing school facilities with evacuees
- In cases of severe weather have access to television, radios, or call the National Weather Service to obtain weather updates

### **IMMEDIATE ACTION:**

#### **Safety:**

- o Discuss the need for evacuation
- o Provide care for students at school
- o Have custodial staff do the following as directed, depending on the situation:
  - 1) Shut down the boiler/water lines
  - 2) Remove equipment from floors and move to a safe place
  - 3) Close doors
  - 4) Shut off water supply
  - 5) Lock outside doors when the building is secure and empty

#### **Communication**

- o If an emergency exists, call 911
- o Notify school Superintendent
- o Notify school transportation department
- o In cases where dismissal is indicated, activate communication through the district office

### **FOLLOW UP**

- Reschedule school calendar if needed
- Complete incident report and forward to Superintendent

## **HAZARDOUS MATERIALS/CHEMICAL ACCIDENTS**

Chemical accidents of disaster magnitude would include tank or truck accidents, or railway car accidents involving large or small quantities of toxic gases or harmful chemicals (also on campus spills).

### **PRE-EMERGENCY PROCEDURES:**

- Inventory all hazardous material on campus. A copy of this inventory must be on file in the front office and at the district
- Material Safety Data Sheet (MSDS) manuals in areas where chemicals are used
- Read MSDS and label prior to using chemicals. This will provide specific information needed for emergency procedures – i.e. evacuations, chemical containment, first aid procedures, equipment needed for working with chemicals, storage, and disposal procedures

### **IMMEDIATE ACTION:**

#### **Safety:**

- o Take appropriate action in accordance with MSDS and label on handling and emergency procedures
- o Notify the Superintendent/Lead Teacher and CALL 911
- o Staff members who know what the material or chemical is should report that information to the Principal, if it is not otherwise known.
- o Maintenance staff should shut down all heating, ventilation, and air conditioning systems to prevent the dispersal of hazardous chemicals throughout the building (if needed).
- o Unless the hazard is most intense inside the school, a shelter-in-place order will be given.
- o If the chemical is outdoors, staff should close and secure all doors and windows.
- o If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand should implement basic decontamination procedures. The affected individuals should be separated and washed with soap and water. If possible, they should shower and be given alternative clothing. The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.
- o Once the contamination/hazard has passed, public safety officials will evaluate the situation and either give the school clearance to resume safe and normal operations, or request that

- o the school be evacuated for cleanup operations. In the case of an evacuation, students will be safely transported by bus to another school in the District, a designated Alternate Site, or a Site deemed safe by the public Safety Officials.

**Communication:**

- o Contact building administrator/superintendent immediately
- o Contact Transportation Supervisor if needed for possible off-site evacuation
- o Contact Other Schools in District
- o Call 911 if assistance is needed for injuries, containment, clean-up and disposal
- o **Contact:**

**Rocky Mountain Poison & Drug Center**  
**777 Bannock Street**  
**Denver, CO 80204-4028**  
**Police Department**  
**Richey Fire Chief**

**Phone: 1-800-222-1222**  
**Website: [www.rmpdc.org/](http://www.rmpdc.org/)**

**Phone: 911**

**FOLLOW UP:**

- Students and staff should not return to the building until the appropriate officials have declared the area safe
- Take attendance if school was evacuated
- Contact Maintenance Supervisor for final clean up
- Provide an estimate of damage
- Complete incident report and forward to Superintendent
- Emergency Response Team/District Safety Committee review

All district employees will be familiar with the following Hazard Communication Labeling and Marking systems on the following page. Familiarity with the labeling systems will provide information important to the safety afforded each student and employee in the district.

## HAZARD COMMUNICATION PROGRAM (HCP)

### NFPA Hazard Identification System

The National Fire Protection Association (NFPA) has developed a system for indicating the health, flammability and reactivity hazards of materials. Each diamond color represents a different type of hazard. The numerical rating inside the diamond indicates the level of hazard involved. This number indicates the severity of the hazard, with a 0 indicating no hazard and 4 indicating the most severe hazard. A special precaution symbol may be used where necessary.

#### Fire Hazard

- 4-Very Flammable
- 3-Readily Ignitable
- 2-Ignite with Heat
- 1-Combustible
- 0-Will Not Burn

#### Reactivity Hazard

- 4-May Detonate
- 3-Shock and Heat May Detonate
- 2-Violent Chemical Change
- 1-Unstable if Heated
- 0-Stable

#### Health Hazard

- 4-Deadly
- 3-Extreme Danger
- 2-Hazardous
- 1-Slightly Hazardous
- 0-Normal Materials

#### Specific Hazard

- OXY-Oxidizer
- ACID-Acid
- ALK-Alkali
- COR-Corrosive
- W – Use no Water

### Materials Information System (HMIS) Labels

The HMIS labeling system operates on the same principle as the NFPA diamond. Blue indicates health hazard, red indicates flammability, yellow indicates instability, and special information (such as what personal protective equipment to wear) will be provided in the white section. It also uses a numerical system from 0-4 to indicate the severity of the hazard.

#### Health Hazard

- 4-Deadly
- 3-Extreme Danger
- 2-Dangerous
- 1-Slightly Hazard
- 0-No Hazard

#### Flammability

- 4-Very Flammable
- 3-Flammable
- 2-Ignite with Heat
- 1-Combustible
- 0-Will Not Burn

|                                      |   |
|--------------------------------------|---|
| Chemical Name                        |   |
| CAS #                                |   |
| <b>HEALTH</b>                        | □ |
| <b>FLAMMABILITY</b>                  | □ |
| <b>INSTABILITY</b>                   | □ |
| <b>SPECIFIC</b>                      | □ |
| OKLAHOMA STATE HAZARD COMMUNICATIONS |   |

#### Instability

- 4-May Detonate
- 3-Explosive
- 2-Unstable
- 1-Normally Stable
- 0-Stable

#### Specific

special notice-personal protective equipment or special protection information

Source: <http://ehs.okstate.edu/modules/hazcom/Label>



### Uniform Laboratory Hazard Signage (UHLS)

#### BIOHAZARD SYMBOL

Uniform Laboratory Hazard Signage may consist of a variety of pictographic symbols to warn employees, students, classroom guests, or emergency responders as to what precautions should be observed when entering a classroom laboratory or other portion of the school facility.

## **HOSTAGE**

### **PRE-EMERGENCY PROCEDURES:**

- School evacuation plan and lock down procedure (pg 30-36)
- School personnel should remain alert and aware of their surroundings
- Two-way communication with all classrooms
- Administration and security equipped with two-way communication with front office

### **IMMEDIATE ACTION:**

#### **Safety:**

- o Administrator in charge will assess the validity of the situation
- o Secure immediate area – no access
- o Make decision to evacuate or implement lock down procedures
- o Attempt to obtain from witnesses:
  - 1) Number of hostage takers
  - 2) Number of hostages
  - 3) Weapons
  - 4) Any injuries
  - 5) Possible identities
- o Brief and assist law enforcement as directed
- o Establish command post (probably front office)
- o Teachers must account for all students under their control
- o Dismiss students if it is deemed appropriate to do so by the authorities

#### **When a student or employee has been taken hostage:**

- o Determine if the hostage taker is aware of your presence; if not, do not intervene.
- o Call local law enforcement (Call 911 immediately). Give dispatcher details of situation.
- o Evacuate as many individuals away from the hostage scene as possible. Notify the Superintendent, who will activate lock-down procedures.
- o Give control of the scene to law enforcement and the hostage negotiation team.

#### **If taken hostage:**

- o Follow instructions of the hostage taker.
- o Avoid panicking. Calm students if they are present.
- o Treat the hostage taker as normally as possible.
- o Be respectful to the hostage taker.
- o Do not speak without permission and do not argue or make suggestions.

#### **Communication:**

- o **Call 911**
- o Notify Superintendent

#### **FOLLOW UP:**

- Crisis Management Team checklist
- Complete incident report and forward to Superintendent

## **INTRUDER (ARMED/UNARMED)**



## **SUSPICIOUS PERSON**

### **PRE-EMERGENCY PROCEDURES:**

- School lock down plan (pg30-36)
- School personnel should remain alert and aware of their surroundings
- Two-way communication with all classrooms and student supervision areas outside
- Administration and security staff equipped with two-way communication with office staff

### **IMMEDIATE ACTION:**

#### **Safety:**

- Notify Administrator of possible locations and description of subject(s).
- Take another staff member with you to initiate contact with the intruder. Attempt to assess whether the individual is armed/unarmed, in an agitated state, or under the influence of drugs or alcohol. Bulges in the individual's pockets may suggest that he or she has a weapon.
- **Armed**--if it is determined the intruder is armed, exit the situation if possible and go into Lock Down.
- **Unarmed**--If it is determined intruder is unarmed, ask another staff member to contact the main office for you and advise them of who is with you, where you will be going, and what you will be doing (Call 911 if needed and Lock Down).

Make sure you have designated which staff member will be the contact person and which one will be the backup person. Make sure to utilize your non-verbal communication (i.e. – hand signals as follows):

- 1) 1 Fingers – back up staff member should stay with contact staff member
  - 2) 2 Fingers – this indicates that both staff members should break off the contact and the school should go into a campus intruder alert plan (lockdown). Call 911 immediately.
- On the basis of the information you receive from the intruder, determine intervention response.
  - Attempt to direct the intruder to the main office and explain the related safety reasons as to why it is important that you are keeping track of who is on your campus.
  - If the intruder refuses to cooperate, do NOT escalate the situation. Break off contact and call the police (911).
  - If you are approached directly by an armed intruder or the intruder produces a weapon:
    - Do not move unless instructed by the suspect to do so. Look the intruder or student directly in the eye.
    - Attempt to de-escalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
    - Try to find out why the student or intruder is threatening violence.
    - Do not do anything to further agitate the person.
    - Assure them that use of a weapon is unnecessary, as you are leaving. Keep both of your hands visible, palms facing the intruder, while slowly backing away. If the intruder tells you to stop, do as instructed, but continue to assure them that there is no need for the weapon.
    - If there is an imminent threat to a student or another staff member, intervening may be necessary.
  - If intruder alert call comes to the office, do the following
    - **Call 911**

- o Monitor intruder's location from a safe distance until law enforcement arrives
- o Brief and assist law enforcement as directed

**Communication:**

- **Call 911**
- Notify Superintendent

**FOLLOW UP:**

- Be prepared to complete a detailed incident report. If the individual was unknown to the school and fled, write down the person's description, including his or her approximate height and weight, color of hair and clothing, age, race, and any prominent features. Document the statements that were made, using as many of the exact words as possible. Identify witnesses, victims, and any injuries.
- If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Superintendent will provide basic information about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.
- Law enforcement will interview the victims and witnesses for their accounts of the incident. Isolate the participants for interviews by law enforcement officials.
- Assess counseling needs of victim or witness.
- Implement post-crisis procedures.
- Emergency Response Team checklist
- Complete incident report and forward to Superintendent

**MEDICAL EMERGENCY – SERIOUS ACCIDENT**

## **MULTI-INJURY ACCIDENT**

### **PRE-EMERGENCY PROCEDURES:**

- Identify and establish an Emergency Response Team – those who are trained in CPR and first aid (post the list in the staff room and staff binders)
- Develop a school telephone communication tree
- Have first aid supplies available in convenient locations

### **IMMEDIATE ACTION:**

#### **Safety:**

- o Identify type of accident (i.e. – chemical, vehicle, fire, etc.), number of victims, and extent of their injuries, if known
- o **Call 911**
- o Activate Emergency Response Team to begin first responder first aid
- o Secure scene/area of incident
- o Keep uninjured students away from incident location
- o Do not move injured victims unless immediate danger exists
- o Attempt to obtain names, address and phone numbers of the injured and turn this information over to responding EMS personnel

#### **Communication:**

- o Call 911
- o Notify Superintendent
- o Notify parents/family of injured

### **FOLLOW UP:**

- File student accident reports
- File staff accident reports
- For staff exposed to blood, follow district Hepatitis B Exposure control Plan
- Complete incident report and forward to Superintendent

#### **Family:**

- o Contact family personally and offer support
- o Establish a family support committee
- o Obtain information regarding hospital visitation and home visits
- o Stop any disciplinary, scholarships, testing or special placement notifications that may inadvertently be sent to the family

### **School Plan of Action – Announcing the Accident:**

- o Notify faculty of the accident through a written message or faculty meeting
- o Announce the accident to the entire school via school assemblies. Provide facts to reduce rumors on a need to know basis. Extend homeroom/study hour if necessary.
  
- o Arrange for selected class visits to speak to the students

- o Follow-up with short faculty meeting to review fact of incident and roll of staff in assisting with the accident. Allow faculty an opportunity to share their experiences and suggestions.

**Faculty Response:**

- o Identify students who were close friends or student who would like an opportunity to attend a group or individual meeting
- o Identify student obviously in distress and talk with them, or have another student help escort them to a group or individual counseling activity
- o Provide an opportunity for students to discuss the accident and what they have learned
- o If students are restless, get them active and focused on a project for the family, if appropriate
- o Acknowledge emotions through discussion and involvement in constructive activities in the classroom

**Counseling/Psychology Responsibilities:**

- o Establish an area for counseling (individual or group)
- o Reschedule day's activities depending upon the needs of the school
- o Request additional counselors from within the district if needed
- o Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support

**Administrative Responsibilities:**

- o Keep staff updated on events and circumstances
- o Identify faculty/staff who are in need of mental health support services
- o Utilize counseling, psychology, district office, community counseling, employee assistance programs
- o Emphasize the need to provide hard facts in reducing rumors
- o Be highly visible to show presence, support and control of the situation
- o Provide hope and refocus perceptions toward the future
- o Make arrangements for rescheduling cancelled activities

**Responding to the Media and the Community:**

- o Identify a spokesman to remain in a specific area for easy access
- o Develop a written statement or news release in cooperation with the district communication office
- o Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken
- o Divert phone calls of concern and questions to appropriate staff
- o Provide a meeting for concerned parents and others to provide input or suggestions to help students

## **MEDICAL EMERGENCY**

### **BLOOD-BORNE PATHOGEN/COMMUNICABLE DISEASE**

All procedures or other job-related tasks which involve an inherent potential for mucus-membrane or skin contact with blood, body fluids or tissues, or a potential for spills or splashes of them, are to follow the established Universal Precautions at all times. Uses of appropriate protective measures are required for all employees engaged in these tasks.

#### **UNIVERSAL PRECAUTIONS:**

- 1) **Barrier protection.** All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:
  - a) Gloves
  - b) Masks and protective eyewear
  - c) Disposable smock and aprons
- 2) **Wash hands if you come into contact with blood or other body fluids**
- 3) **Avoid accidental injuries.** Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades or other sharp materials. These types of materials should be picked up with tongs or swept into a dustpan and placed in a puncture-resistant container for disposal
- 4) **Avoid direct mouth-to-mouth resuscitation.** Use protective mask.
- 5) **Decontaminate all surfaces and devices after use.**

#### **PRE-EMERGENCY PROCEDURES:**

- Awareness of District Policy—Safety Policy-Blood borne Pathogens reporting criteria regarding various communicable diseases
- Immunization tracking following State mandated requirements
- Establish communication tree

#### **IMMEDIATE ACTION:**

##### **Safety:**

- o Follow District Safety Policy directives (each case will be different)
- o Notify non-immunized/medically fragile student, parents, and staff
- o Notify support services as needed
- o If non-school hour, initiate communication tree if appropriate

##### **Communication:**

- o Notify school Superintendent
- o Send a letter of notification to parents and staff **if** appropriate

##### **FOLLOW UP:**

- Follow District Safety Policy directives
- Submit written report to Building Principal
- Follow-up letter of notification, if appropriate, by directive of Health Department
- Complete incident report and forward to Superintendent

## **MISSING PERSON**

#### **PRE-EMERGENCY PROCEDURES:**

- Review plan with faculty and staff

**IMMEDIATE ACTION – MISSING CHILD:**

- If the parent reports the child missing:
  - 1) Have the parent call the police
  - 2) Get an accurate description of the child, including what the child was last seen wearing
  - 3) Attempt to find out who last saw the child and where
  - 4) Contact close friends of the missing student to possibly obtain information on their whereabouts
  - 5) Check building, athletic fields, and after school programs for the missing student
  - 6) Designate school contact person to continue working with the parents/police if the child is not located
  
- If the school notices the child missing:
  - 1) Verify information regarding missing child
  - 2) Who last observed the child?
  - 3) Where is the child missing from?
  - 4) Designate school official to work as liaison with the police
  - 5) Have a family member file a police report if the child is not located

**Communication:**

- Give police and accurate description of student, including clothing and a photograph if available
- Contact parent
- If unable to locate parent, use the emergency contacts in Infinite Campus
- Interview missing student's friends for information as to the whereabouts, possibility of running away, or not returning home afraid of punishment

**IMMEDIATE ACTION – STAFF MEMBER**

- Attempt phone contact
- Contact police to do a safety check at the person's home
- Contact personnel office for listing of relatives/friends to contact
- Designate school official to be liaison with police in case person is not located

**FOLLOW UP:**

- Arrange selected class visits to speak as necessary to provide facts and reduce rumors
- Complete incident report and forward to Superintendent

**CONFIDENTIALITY INFORMATION:**

According to federal statutes

“An education agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.”

**Law Enforcement and Medical Personnel:**

If law enforcement or medical personnel need information to protect the health or safety of a student, school personnel should provide whatever information is needed.

**Media:**

Generally, the only information which should be provided to the media is confirmation of the student's attendance in the district. The media should generally be referred to the District Office.

However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible.

## Pandemics

Pandemics can cause extreme damage and disruption. Massive efforts have been undertaken to prepare and respond to pandemics such as the H1N1, Avian Flu, or COVID-19.

In communities in which the virus has been confirmed, individuals *suspected* to have the virus should not return to school until they have been tested and confirmed to be virus-free or otherwise released by a medical doctor for re-entry into the general population. To reduce confusion, the school should communicate its Pandemic policy to the school community when the virus first appears in the area. In this way, parents and others will know what is expected of them. (This response will be coordinated with the Richland County Health Department).

In communities in which the H1N1 virus has appeared, schools should develop relationships with the local health departments and implement systems to track and follow up on students who are absent from school because of the flu. These systems provide important information on how widespread H1N1 may be in the community.

**All suspected and confirmed H1N1 flu cases must be immediately reported to  
Dawson County Health at 377-5213.**

Flu symptoms include acute respiratory illness, such as a fever greater than 100° F or 37.8° C, and a cough or sore throat. Other possible symptoms are runny nose, lethargy, loss of appetite, and in some cases nausea, vomiting, and diarrhea.

Flu spreads primarily through coughs and sneezes, but people can become sick if they touch a hard surface containing the virus and then touch their eyes, mouth, or nose. The virus and other germs can live for *two hours or longer* on hard surfaces such as tables, doorknobs, and desks. Therefore, it is important that people wash their hands often with anti-bacterial hand sanitizer and keep their hands away from their faces. Surfaces should be wiped frequently with disinfectant wipes.

The Center for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services, has issued strategies called “social distancing” to slow the spread of the virus. In severe pandemic situations, they include:

- Closing schools
- Canceling public gatherings
- Planning for liberal work leave policies
- Tele-working strategies
- Voluntary isolation of cases
- Voluntary quarantines

If students are dismissed from schools or colleges, schools should also cancel all school-related gatherings and encourage parents and students to avoid gathering outside of school at malls, movies theaters, public libraries, or friends’ houses in large groups.



In case of a pandemic, it is important to check with the Dawson County Health Department (Phone: 377-5213) regularly because its guidance to schools, such as when to close a facility and when to seek medical attention, changes as the situation changes. Detailed instructions on how to react during a pandemic are available through the following web sites:

<http://www.pandemicflu.gov>

<http://www.bt.cdc.gov/>

<http://www.hhs.gov/pandemicflu/plan/sup3.html>

<http://www.ed.gov/admins/lead/safety/emergencyplan/pandemic/index.html>

Schools should also review their state's pandemic planning efforts, which can be found at: <http://www.pandemicflu.gov/plan/states/index.html>

Standard health protocols to reduce the risk of many diseases and infection include:

- Prohibit any member of the school community (students, teachers, other staff members, parents, volunteers, etc.) known to have contracted the disease from entering the school.
- Keep anti-bacterial/anti-microbial hand cleaner or alcohol-based disinfectant available at all times and use it frequently. Hand-cleaner and tissues should be placed on teachers' desks, at the front desk, and in other prominent places throughout the school.
- Remind children to wash their hands frequently with soap and water, and model the correct behavior. Remind children to cover coughs and sneezes with tissues, and model that behavior. In the case of a Pandemic, parents or guardians of children who are coughing and sneezing should be asked to remove their children from school and seek medical attention for them.
- Report bathrooms that lack tissues, toilet paper, soap, or feminine hygiene products. The maintenance staff is required to ensure that bathrooms have a continual and ample supply of these products.
- In the case of a severe outbreak, provide masks to children.
- Keep sufficient emergency medications on hand, such as medicines for fever (aspirin and ibuprofen), anti-diarrhea medication, and fluids with electrolytes.
- Remind students to stay away from wild animals, wild birds, and pigs or hogs.
- Report to the administration if you notice any unusual trends in children's illnesses or unusually high numbers of absences. These should be reported to District Superintendent and Dawson County Health.

## **SEVERE WEATHER CONDITIONS**

### **NON-SCHOOL HOURS**

#### **PRE-EMERGENCY PROCEDURES:**

- Keep a list of local emergency agencies with easy access and their phone numbers
- Establish contacts at local emergency agencies
- Maintain a plan for sharing school facilities with evacuees
- Know which community officials have the authority to access school property in emergency situations
- Staff and students are advised to watch or listen to local media for information on school closures and severe weather

#### **IMMEDIATE ACTION:**

##### **Safety:**

- The transportation contractor or designee monitors and determines the safety of roads and bridges within the district
- The Superintendent will monitor and determine the safety of school building and grounds that may be affected by severe weather conditions

##### **Communication:**

- If school is to be closed, notify parents using the Infinite Campus emergency messenger system, school website, social media, and school bulletin.

#### **FOLLOW UP:**

- Reschedule school calendar if needed
- Complete incident report and forward to Superintendent

## **SEVERE WEATHER CONDITIONS**

### **SCHOOL IN SESSION**

#### **PRE-EMERGENCY PROCEDURES:**

- Keep a list of local emergency agencies with easy access
- Establish contacts at local emergency agencies
- Maintain an up-to-date school evacuation/dismissal plan (Section 3C, pages 15-19)
- Maintain a plan for sharing school facilities with evacuees
- Know which community officials have the authority to access school property in emergency situations
- Be aware of evacuation routes leading away from the facility

#### **IMMEDIATE ACTION:**

##### **Safety:**

- Restrict outdoor activities if severe weather conditions are threatening the area
- Dismiss school **only** after obtaining Superintendent approval
- If necessary, activate school evacuation plan

**Communication:**

- o Notify Superintendent
- o Notify local media in the event school will be closed

**FOLLOW UP:**

- Complete incident report and forward to Superintendent
- Reschedule school calendar if needed

**Snow Storms**

- o If severe weather is predicted, make a determination about whether to cancel classes. Ensure the school is amply stocked with emergency supplies. **Note:** The District Superintendent or Lead Teacher will order a shelter-in-place if an unexpected snowstorm prevents safe dismissal of classes. He or she will notify local emergency authorities that the school is in a shelter-in-place situation and will ensure that parents and guardians are contacted and advised of the shelter-in-place.
- o Monitor the Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
- o Ensure that all teachers or instructors, employees, contractors, and volunteers stay out of large rooms susceptible to roof collapse from snow buildup during a shelter-in-place.
- o Prepare for an electrical power outage.
- o Accurately account for all students. Teachers and instructors must take roll.

**Post-Emergency Response:**

**Note:** The Transportation manager will devise a transportation plan to safely transport students home after the storm has passed.

**Note:** A structural examination will be conducted of the school building(s) after a heavy snow buildup on roof tops.

**Tornadoes**

During a tornado, the Superintendent will activate a shelter-in-place alert. In high winds, the greatest threats are from roof failure, breaking glass, and flying debris. According to the National Weather Service, the most dangerous locations are generally large rooms with large expansive roofs such as cafeterias, gymnasiums, and auditoriums. The collapse of the room's outer load-bearing wall can lead to the failure of the entire roof. **During this time, school staff should:**

- o Move children to the lowest level in the school and into interior rooms or interior windowless hallways. All doors should be closed if possible.
- o Keep children away from windows, glass doors, skylights, and mirrors.
- o Keep windows closed.
- o To keep students calm and as appropriate to the situation, keep students engaged in discussion not related to the weather.

**[NOTE: THE SCHOOL SHOULD CONDUCT TORNADO DRILLS AT LEAST ONCE A YEAR IN SPRING AND IT SHOULD OBTAIN A WEATHER RADIO THAT CAN RECEIVE WARNINGS FROM THE NATIONAL WEATHER SERVICE. WEATHER INFORMATION IS ALSO AVAILABLE THROUGH TELEVISION OR THE INTERNET AT**

**[HTTP://WWW.WEATHER.GOV/NWR/](http://www.weather.gov/nwr/) ]**

## **SNIPER**

### **PRE-EMERGENCY PROCEDURES:**

- School evacuation plan and Lockdown plan (pg 30-36)
- School personnel should remain alert and aware of their surroundings
- Two-way communication with all classrooms
- Administration equipped with two-way communication with office staff
- Copy of building's blue prints or other school diagrams

### **IMMEDIATE ACTION:**

#### **Safety:**

- Administrator in charge assesses validity
- Secure immediate threat area- **no access**
- Consider line of fire and physical barriers
- Enter lockdown procedures.
- If possible, close blinds to limit lines of sight.
- Brief and assist law enforcement as directed
- Establish command post (school office)
- Teachers account for students under their control
- Dismiss students once law enforcement has cleared the area.

#### **Communication:**

- **Call 911**
- Notify Superintendent

### **FOLLOW UP:**

- Emergency Management Team follows checklist
- Complete incident report and forward to Superintendent.

## Suspicious Packages

### PRE-EMERGENCY PROCEDURES:

Some indicators of suspicious packages are as follows:

- o Mailed from a foreign country
- o Excessive postage
- o Rigid or bulky
- o Restrictive markings
- o No return address
- o Strange odor
- o Lopsided or protruding item
- o Oily stains, discolorations, or crystallization on wrapping

### IMMEDIATE ACTION:

#### Safety:

If a determination has been made that the package is suspicious:

- o Do not open, shake, or empty the contents.
- o Report the incident to the Principal, who may call 911. The dispatcher should be told what you have discovered and what steps you have already taken.
- o Keep others away from the package or letter. The Superintendent or designee will keep the package secure.
- o Wash your hands with soap and warm water for one full minute or more. Wash your face and then blow your nose. Everyone who handled the mail should do the same.
- o Be prepared to meet with law enforcement or emergency personnel.
- o List all people who were in the room or area when the suspicious letter or package was recognized. Give this list to police for follow-up investigation and advice. Make a note of who delivered the package to the school.

If the letter or package is leaking powder, use the following precautions:

- o Do not try to clean up the powder. Cover the spilled contents immediately with a plastic bag, using the bag like a sheet of plastic. Do not remove this cover.
- o Leave the room, close the door or section off the area, and stand by to prevent others from entering.
- o Remain by the sealed area to meet with law enforcement or emergency personnel. Follow their advice concerning personal clean up.

#### Communication:

- o **Call 911**
- o Notify Superintendent

### FOLLOW UP:

- Emergency Management Team follows checklist
- Complete incident report and forward to Superintendent

The U.S. Post Office has developed the following poster describing the warning signs of potentially contaminated mail. It is available at: [www.usps.com/cpim/ftp/posters/pos84.pdf](http://www.usps.com/cpim/ftp/posters/pos84.pdf)


**UNITED STATES  
POSTAL SERVICE**



# SUSPICIOUS MAIL

THESE TIPS CAN HELP PROTECT YOU,  
YOUR BUSINESS, AND YOUR MAILROOM

**IF YOU RECEIVE A SUSPICIOUS LETTER OR PACKAGE:**

- 1** Handle with care. Don't shake or bump.
- 2** Isolate it immediately.
- 3** Don't open, smell, touch, or taste.
- 4** Treat it as suspect. Call local law enforcement authorities.



**IF YOU SUSPECT THE MAIL MAY CONTAIN:**

|   |   |   |
|---|---|---|
| <p><b>A BOMB:</b><br/>Evacuate Immediately<br/>Call Police<br/>Contact Postal Inspectors<br/>Call Local Fire Department/HAZMAT Unit</p> | <p><b>A RADIOLOGICAL THREAT:</b><br/>Limit Exposure — Don't Handle<br/>Evacuate Area<br/>Shield Yourself From Object<br/>Call Police<br/>Contact Postal Inspectors<br/>Call Local Fire Department/HAZMAT Unit</p> | <p><b>A BIOLOGICAL OR CHEMICAL THREAT:</b><br/>Isolate — Don't Handle<br/>Evacuate Immediate Area<br/>Wash Your Hands With Soap and Warm Water<br/>Call Police<br/>Contact Postal Inspectors<br/>Call Local Fire Department/HAZMAT Unit</p> |
|---|---|---|

Poster 84, March 2003

## **TERRORIST**

Although the prospect of terrorism affecting **RICHEY PUBLIC SCHOOLS** is remote, staff members should be familiar with some basic information, as follows:

- o Foreign and domestic terrorists target recruitment efforts at young, disaffected people who are easily influenced by political causes. Signs of this influence should be reported.
- o Military installations and nuclear plants are considered potential targets of terrorists.
- o The U.S. Department of Homeland Security has issued an alert system to communicate information about terrorism. It is on the following page.

### **PRE-EMERGENCY PROCEDURES:**

- School evacuation plan and lock down procedure (pages 30-40)
- School personnel should remain alert and aware of their surroundings
- Two-way communication with all classrooms
- Administration and security equipped with two-way communication with office staff

### **IMMEDIATE ACTION:**

#### **Safety:**

- o Administrator in charge will assess validity
- o Secure immediate area – **no access**
- o Make decision to evacuate or not to evacuate
- o Attempt to obtain from witnesses
  - o Number of terrorist
  - o Number of hostages
  - o Weapons
  - o Any injuries
  - o Possible identity
- o Brief and assist law enforcement as directed
- o Establish command post (probably front office)
- o Teachers must account for all students under their control
- o Dismiss students if appropriate

#### **Communication:**

- o **Call 911**
- o Notify Superintendent
- o Do not give out information you are not 100% sure of

### **FOLLOW UP:**

- Crisis Management Team checklist
- Complete incident report and forward to Superintendent

**Alert levels on Following Page**

## Homeland Security Alert Levels

|                             |  |
|-----------------------------|--|
| <b>SEVERE</b><br>(Red)      | <ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Listen to radio/TV for current information/instructions</li> <li>• Be alert to suspicious activity and report it to proper authorities immediately</li> <li>• Close school if recommended to do so by appropriate authorities</li> <li>• 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty</li> <li>• Continue offering lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum</li> <li>• Ensure mental health counselors available for students, staff and faculty</li> </ul> |
| <b>HIGH</b><br>(Orange)     | <ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Review emergency plans</li> <li>• Offer Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" lessons in grades K-12</li> <li>• Prepare to handle inquiries from anxious parents and media</li> <li>• Discuss children's fears concerning possible terrorist attacks</li> </ul>   |
| <b>ELEVATED</b><br>(Yellow) | <ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to the proper authorities</li> <li>• Ensure all emergency supplies stocked and ready</li> <li>• Obtain copies of <a href="#">Terrorism: Preparing for the Unexpected</a> brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty</li> </ul>  |
| <b>GUARDED</b><br>(Blue)    | <ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower level</i></li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Conduct safety training/emergency drills following the school's written emergency plan for all grades</li> <li>• Ensure emergency communication plan updated and needed equipment is purchased</li> <li>• Continue offering lessons from "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters</li> </ul>   |
| <b>LOW</b><br>(Green)       | <ul style="list-style-type: none"> <li>• Use Red Cross <a href="#">Emergency Management Guide for Business and Industry</a> to develop written emergency plans to address all hazards including plans to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty.</li> <li>• Initiate offering "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters</li> <li>• Ensure selected staff members take a Red Cross CPR/AED and first aid course</li> </ul>   |

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.

ARC 1465

(Rev. 8-2002)

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Depending on the type of attack, standard school-wide emergency protocols will be followed in the event of a terrorist attack.



## **USE OF FACILITIES BY OUTSIDE AGENCY**

These procedures are for emergency purposes only and are not to be confused with a facility request contract to use school properties.

### **PRE-EMERGENCY PROCEDURES**

- Be aware of those agencies that have access to school property in emergency situations
- Maintain a list of agency contact people and phone numbers
- Designate an on-site person with a master key to be on-call during emergency situations which happen during the work week
- Be aware of how to reach the on-call emergency staff person during emergency situations that occur after school hours
- Give outside agencies the name of the school contact person and phone numbers
- Maintain a plan for sharing school facilities with evacuees, including designation of approved spaces
- Make sure proper paperwork has been filled out with the main office.

### **IMMEDIATE ACTION:**

- Respond to a call for assistance from outside agency needing to use district facilities
- Meet officials at facility to unlock doors and handle and obtain other necessary items
- Maintain close contact with officials to determine the on-going need for use of facilities

### **Communication:**

- Notify Superintendent

### **FOLLOW UP:**

- Complete incident report and forward to Superintendent
- Network with appropriate officials and agencies to evaluate emergency procedures
- Make any modifications if needed

## **UTILITY OUTAGE**

### **PRE-EMERGENCY PROCEDURES:**

- Maintain an up-to-date school evacuation plan
- Maintain numbers of local utility companies

### **IMMEDIATE ACTION:**

#### **Safety:**

- Administrator and/or designee will assess the outage for safety risk
- **Gas Line Odor/Break**
  - Call 911
  - Move to school evacuation plan if necessary
- **Water Outage**
  - Call District Office
  - Call Maintenance Supervisor
  - Maintenance Department will provide an estimate and approximate repair time
  - Make decision to dismiss class for the day
- **Electrical Outage**
  - Contact Maintenance Department
  - Contact local power company to attempt to determine length and severity of the outage
  - Determine if there is a need to dismiss classes for the day (Superintendent will make the decision)

#### **Communication:**

- Contact Maintenance Department
- Contact Utility company
- Notify Superintendent
- Notify Transportation Department

### **FOLLOW UP:**

- Network with appropriate staff to evaluate emergency procedures
- Complete incident report and forward to Superintendent

# **Section IV:**

# **Recovery and Evaluation**

## **IV. Recovery and Evaluation**

## **PREFACE**

The purpose of the Richey Public Schools Campus Safety Procedures manual is to protect students and employees in the event of an unexpected emergency or crisis. The issues surrounding school safety are many and it is not possible to plan for every possible event or to develop a procedure or contingency for these same events. It is possible to work to refine, expand, and improve upon existing procedures following an event.

Following each major event of significant impact to the District, the Emergency Response Team(s), the Safety Committee, and other selected staff will be asked to engage in a discussion and review of the event. Review and Discussion will focus on:

- ✓ **Prevention—was the emergency situation preventable?**
- ✓ **Detection—was there early warning signs?**
- ✓ **Response—did procedures and actions minimize the event and result in the best possible outcome?**
- ✓ **Recovery and Evaluation—was post-event intervention and follow up complete?**

A school can recover more completely when it has planned for a disaster in advance and when it engages in an objective review of procedures and actions following an event. The following tool serves to guide this review.

Event Description: \_\_\_\_\_ Date/Time: \_\_\_\_\_

School Commander/Alternate in Charge: \_\_\_\_\_

Facility Involved: \_\_\_ High School \_\_\_ Shop \_\_\_ Elementary \_\_\_ Old Gym \_\_\_ Other

Student Injuries: \_\_\_ # of Students Injury Types: \_\_\_\_\_

Staff Injuries: \_\_\_ # of Staff Injury Types: \_\_\_\_\_

**I. Pre-Planning: (any item ✓ NO requires additional discussion)**

| Yes              | No | Category  |
|------------------|----|---|
|                  |    | Were there existing preventative protocols in place and were they followed (i.e., fire prevention protocols)? |
|                  |    | Were there existing emergency response procedures/plans in place for the incident?                            |
|                  |    | Were staff trained in the emergency procedures and plans?   |
|                  |    | Were Emergency Response Teams adequately trained for their roles?   |
|                  |    | Were needed supplies (first aid, fire extinguishers) available?   |
|                  |    | Were resource sheets up-to-date?  |
|                  |    | Were communication mediums accessible and sufficient for dealing with event.                                  |
| Recommendations: |    |   |
| Recommendations: |    |   |

**II. Immediate Action Response: (any item ✓ NO requires additional discussion)**

| Yes              | No | Category   |
|------------------|----|--|
|                  |    | Were School Commanders notified in a timely manner?  |
|                  |    | Were emergency teams and community responders notified in a timely manner?<br>Responders Notified:<br>_____ District ERT      _____ EMT      _____ Law Enforcement<br>_____ Fire Department      _____ Health Center      _____ Other: _____ |
|                  |    | Were there any coordination problems with responders notified? Communications? Key Access? Technology?   |
|                  |    | Were staff and students notified in a timely manner with accurate information?   |
|                  |    | Were staff and students kept informed during the event (if allowable)?   |
|                  |    | Were parent communications timely (i.e., early dismissal)?   |
|                  |    | Did ERTs have adequate two-way communication abilities during the event?   |
|                  |    | What Evacuation Procedure was used:<br>_____ Evacuation (Fire)      _____ Reverse-Shelter-In-Place<br>_____ Reverse-Lock Down      _____ Alternate Site  |
|                  |    | Was the Evacuation Procedure used effective? Staff and students knew what to do?   |
|                  |    | If Shelter-in-Place/Lock Down, were buildings secured quickly?   |
|                  |    | If alternate sites were used, were facilities adequate (i.e., occupancy, handicap accessible)?   |
|                  |    | Were the mobility/transportation issues for staff, special needs students or others dealt with in a timely manner?   |
|                  |    | If bus transportation was needed, was transportation access readily available (i.e., school van or multiple busses) and did bus transportation respond quickly?  |
| Recommendations: |    |  |
| Recommendations: |    |  |

### III. Recovery Needs/Planning

| Yes              | No | Category  |
|------------------|----|---|
|                  |    | Is there need for additional follow up with Student? Staff? Families?   |
|                  |    | Is there need for additional follow up with Responders? Law Enforcement? Richey Health Center? ERTs?                              |
|                  |    | Is there need for additional follow up with Media? Public Relations?  |
|                  |    | Was the facility damaged?<br>____ Structural<br>____ Mechanical<br>____ Electrical<br>____ Communications                         |
|                  |    | Is the area damaged useable? (plan for relocation)  |
|                  |    | Are there any hazardous materials that will require cleanup, abatement, and certification prior to restoration work or occupancy. |
|                  |    | Was the insurance company contacted? (Were pictures taken documenting loss)?  |
|                  |    | Is there a need to develop inventory of materials lost for reimbursement/insurance purposes?                                      |
|                  |    | Are there any potential legal issues for individuals? The District?   |
| Recommendations: |    |   |
| Recommendations: |    |   |

The aforementioned list is not intended to be comprehensive in nature. It serves as a tool for initial assessment leading to recovery. The review team will make specific recommendations about the event and formalize a plan of recovery for the Trustees if needed.

## REFERENCES

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# APPENDIX A

Emergency Contact Information

And

Phone Trees

## EMERGENCY PHONE NUMBERS

| Company                                      | Descriptor       | Daytime #    | 24-Hour line          |
|--|------------------|--------------|-----------------------|
| DawsonCounty<br>Disaster & Emergency Service |                  | 377-2566     | 377-5291<br>(Sheriff) |
| <b>FIRE DEPARTMENT</b>                       | <b>EMERGENCY</b> | <b>911</b>   | <b>911</b>            |
| <b>POLICE DEPARTMENT</b>                     | <b>EMERGENCY</b> | <b>911</b>   | <b>911</b>            |
| POLICE DEPARTMENT                            | BUSINESS         | 433-2210     |                       |
| <b>SHERIFF DEPT.</b>                         | <b>EMERGENCY</b> | <b>911</b>   | <b>911</b>            |
| DEPT. FAMILY SERVICES                        | COUNTY           | 377-4963     |                       |
| MENTAL HEALTH CTR                            | STATE            | 433-4635     |                       |
| DAWSON CO. HEALTH DEPT.                      | COUNTY           | 377-5213     |                       |
|  |                  |              |                       |
| PUBLIC WORKS                                 | COUNTY           | 377-3318     |                       |
| WATER DEPT                                   | COUNTY           | 377-3318     |                       |
| MDU  | EMERGENCY        | 406-359-3106 | 800-638-3278          |
|  |                  |              |                       |
| MID RIVERS                                   | REPORT TROUBLE   | 800-452-2288 | 800-452-2288          |
| MID RIVERS                                   | GLENDIVE         | 377-3336     |                       |
|  |                  |              |                       |

## o MEDIA PHONE and FAX NUMBERS

| STATION           | CALL# | PHONE             | FAX          | EMAIL  |
|-------------------|-------|-------------------|--------------|--|
| KGCX              | 93.1  | 433-5429          | 433-5430     | <a href="mailto:kgcxeagle@midrivers.com">kgcxeagle@midrivers.com</a>   |
| KTHC              | 95.1  | 433-5090          | 433-5095     | <a href="mailto:power95@midrivers.com">power95@midrivers.com</a>   |
| KEYZ/KYYZ         | 96.1  | 701-572-5371/3911 | 701-572-7511 | <a href="mailto:pennyl@nccray.net">pennyl@nccray.net</a><br><a href="mailto:earlg@nccray.net">earlg@nccray.net</a> |
| KDSR              | 101.1 | 701-572-4478      | 701-572-1419 | NOT LIVE   |
| Prairie<br>Public | 89.5  | 701-224-1700      | 701-224-0555 | na   |

## o TELEVISION

|         |           |              |                              |  |
|---------|-----------|--------------|------------------------------|--|
| KUMV-TV | Williston | 701-572-4676 | 701-572-0118                 | <a href="mailto:dklasna@kumv.com">dklasna@kumv.com</a>   |
| KXMD-TV | Williston | 701-572-2345 | 701-572-0658<br>800-472-2108 | <a href="mailto:morning@kxnet.com">morning@kxnet.com</a><br>(AM Closings Only)<br><a href="mailto:jolson@kxmcnews.com">jolson@kxmcnews.com</a><br>(all others) |



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