

GADSDEN COUNTY SCHOOL DISTRICT



Educating Every Student Today

Making Gadsden Stronger Tomorrow

CRISIS RESPONSE MANUAL

For Teachers & Administrators

CONFIDENTIAL INFORMATION

Elijah Key
Superintendent

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FROM THE SUPERINTENDENT

TO: The Administration and Staff

The safety of our students and staff continues to be of utmost importance for me and members of the Gadsden County School Board. As Superintendent, my focus is to have "SMART and SAFE SCHOOLS". Schools that are smart and safe open the doors and opportunity for all students to meet their full potential of excellence. We employ a variety of security measures in our daily efforts to provide a safe and secure learning environment. Therefore, we believe when students and staff are safe and secure they perform at a much higher rate. These measures reflect our community's high expectations for academic excellence and school safety.

This Manual will hopefully expand your awareness and enhance your knowledge on school safety and response to crisis events. In the event of a crisis or extreme emergency, our Public Information Officer or designee, will publicize important information for parents on the following:

1. Gadsden County School District (GCSD) web site, <https://www.gadssdenschools.org/>
2. Parent Link- A web-based notification system that enables us to send messages via email and telephone
3. TV - WCTV Channel 9 or WTXL Channel 27
4. Social Media Sites – Facebook, Twitter
5. Radio – 96.1 FM

It is very important that if parents are notified of an emergency at their child's school, they SHOULD NOT go to the school unless the notification instructs them to do so. If they choose to go to the school when not instructed to, they could possibly put themselves, their child, or others at risk.

Please be assured that I, as well as members of the Gadsden County School Board take school safety very serious and we mandate and expect all of our administrators and staff to do so as well.

If you have questions, comments, suggestions or concerns about school safety, please contact our Safety Coordinator or me at 850-627-9651.

Respectfully,

Elijah Key

GADSDEN COUNTY SCHOOLS EMERGENCY CONTACTS

Call 911 to Report:

FIRE, MEDICAL EMERGENCY, CRIME IN PROGRESS or any situation where there is **IMMEDIATE** danger of life and or property

Superintendent.....	(850) 627-9651
Transportation Department.....	(850) 627-6858
Maintenance Department.....	(850) 627-9888
Safety, Security & Investigation.....	(850) 627-9651
Public Information Office	(850) 627-9651
Gadsden County Sheriff's Department	(850) 627-9233
Gadsden County Emergency Management.....	(850) 875-8642
Gadsden County Community Hospital	(850) 875-6000
Quincy Police Department	(850) 875-7335
Havana Police Department.....	(850) 539-2800
Gretna Police Department.....	(850) 856-5257
Midway Police Department	(850) 574-3057
Chattahoochee Police Department.....	(850) 663-4383
Gadsden County Dept. of Children & Families.....	(850) 627-7666
Florida Dept. of Law Enforcement	(850) 410-7000
Federal Bureau of Investigation	(904) 248-7000
Center For Disease Control	1(800) 232-4636
Poison Control Center... ..	1(800) 222-1222



LOCKDOWN

Many school safety incidents can necessitate a lockdown action, and lockdown conditions can vary with the degree of the emergency. With a **partial lockdown**, your school administrator may direct you to lock your doors only, but in a **full lockdown**, more drastic safety procedures are required. Lockdown emergencies can occur when you are out of your classroom, and the potential lockdown threat may prevent a safe return to your secure classroom. When you are away from your classroom, be aware of other safe campus locations in which you can seek shelter during a lockdown. If a lockdown occurs when you are in another secure area, do not return to your classroom, but wait for directions from your school administrator to do so.

When your administrator orders a lockdown, plain talk is the easiest and clearest way to communicate. Plain talk prevents confusion with lockdown instructions by delivering clear and precise instructions.

PARTIAL LOCKDOWN- Potential Threat

- Teachers outside their classroom must return to their classroom or seek another safe school area.
- Move students/visitors from the hallway into your locked classroom.
- Doors remain locked until the **all-clear signal** is given but with classroom activities.
- Do not open the classroom door to anyone unless you know it is safe to do so.
- Communicate any classroom issues to the command post.
- Take roll and notify command post of extra or missing students.
- Remain calm/alert and follow instructions from the command post.
- **Continue with classroom activities** unless advised otherwise by authorities.

FULL LOCKDOWN-Imminent Threat Conditions

Teacher Responsibilities

- Clear all students and visitors from the halls and other school areas.
- Teachers and students who are outside and away from their classroom should immediately seek a safe school area or evacuate in the safest direction off the campus. If the evacuating teacher has a portable radio, the command post should be notified when conditions permit.
- Check class rolls/account for students. Report missing or additional classroom students.
- Lock all doors/windows and close blinds and curtains.
- Turn off lights, televisions, and other light-producing instruments.



- Seek cover away from exterior doors, use a solid wall, and stay as low as possible
- Admit no one unless you are certain that it is safe to do so.
- No movement by anyone in your classroom unless you have no choice.
- Remain quiet and calm.
- Conditions may require everyone to assume a “duck and cover” position for maximum safety as the threat proceeds.
- Wait for directions from your school administrator or law enforcement unless the threat dictates other actions. Communicate any emergency classroom issues to an administrator.

FIRE/ EVACUATION



Immediate Action

- If fire or smoke is observed, pull the nearest fire alarm station.
- When evacuating, file out in an orderly line and move quickly and quietly to the nearest exit in accordance with the school evacuation plan.
- If safe to do so, close doors and windows, turn off lights and electrical equipment.
- If conditions permit, maintain a minimum distance of 1000 feet from the school buildings, facing away from the building.
- Maintain close supervision of students and take roll upon arriving at the designated area. Immediately notify school administration if a student is missing.
- School administration/fire department/law enforcement will advise you when the fire threat has ceased.

SEXUAL BATTERY

Immediate Action

- Immediately notify school administration/law enforcement and provide medical care if needed.
- Do not attempt to interview the victim, but make a note of any statements given.
- Do not leave the victim alone and provide privacy free from any disruptions.
- Do not cleanse evidence from the victim or allow victim to clean up.
- Turn over any evidence to school administration or law enforcement.
- Provide school administration/law enforcement with witness or suspect names.

SCHOOL HOSTAGE SITUATION

Immediate Action

- Immediately notify school administration.
- Evacuate students away from affected area, if safe to do so.
- Take roll and advise administration if any students are missing.

IF YOU ARE TAKEN HOSTAGE

Immediate Action

- Do not close blinds unless hostage taker orders them closed.
- Obey orders and do not become antagonistic.
- Do not raise your voice, and remain calm for the safety of your students.
- Speak in a normal voice and avoid whispering when talking with other hostages.
- Avoid abrupt/erratic/hidden movements and keep all movements to a minimum.
- Attempt to position students, staff, and yourself away from windows and doors and as far from the hostage takers as possible.
- Do not discuss possible actions to be taken by the school district, law enforcement, colleagues, media, or parents.
- If shooting starts, take cover behind anything strong and stay as low as possible.
- No one should attempt to escape, unless there are no other alternatives, or you are certain that you will succeed.

WEAPON/FIREARM/BULLETS FOUND ON CAMPUS



A weapon, firearm, or bullets could be found anywhere on a school campus. You must use **extreme caution** around these items, especially a firearm. A firearm can easily discharge with the slightest manipulation. Not only is there physical danger in touching the weapon, firearm, or bullets, but you could also destroy valuable crime scene evidence.

Immediate Action

- Immediately notify school administration and law enforcement.
- Preserve and protect the firearm(s)/bullet(s)/weapon(s) in their found position for law enforcement; do not touch, unless the movement is to prevent **injury or death**.
- When a firearm is found, move affected students to a secure and safe area until law enforcement recovers the firearm.

FIREARM DISCHARGE OR DRIVE-BY SHOOTING

Immediate Action

- Remove all students and persons from the threat or crime scene area to the nearest cover if it is safe to do so.
- Keep your students away from doors and windows.
- Assume a duck and cover position.
- Immediately notify school administration or dial 911.
- Determine if medical attention is needed.

BOMB THREATS

The principal, in consultation with emergency response authorities, will determine if the school should be evacuated or searched. There is no black and white line for determining when to evacuate the school. When some students see an immediate evacuation each time a bomb threat is received, they quickly learn that the best way to get out of class is to call in a bomb threat. With a bomb threat you can: (1) ignore it because it is so vague; (2) conduct a low profile search of the exterior grounds and public areas of the building with no evacuation; (3) conduct a comprehensive search having all staff search their work area, in addition to the grounds and public areas with no classroom evacuation; (4) search with partial evacuation as dictated by the bomb threat caller; and (5) enact a total evacuation with a comprehensive building and grounds search.

What do bomb devices look like and where are they placed?

When people think of a bomb, they probably picture the stereotypical "Hollywood" device: sticks of dynamite with a clock taped to it. In fact, the most common explosive device is a pipe bomb, which is a length of pipe filled with explosives and initiated by a timer or other means. Most devices that are encountered are simple pipe bombs concealed in a "normal object" (like a bag) and then left or hidden at the site. Many times, these devices can be spotted as "out of place" or "unattended." However, explosive devices vary greatly in design, composition, and firing mechanism. In reality a bomb can look like anything.

Bomb statistics indicate that the top device placement locations inside the school were lockers and restrooms. The top device placement locations outside the school were parking lots and the school roof.

Pipe Bombs

Seventy to eighty percent of the bombs that explode in this country are pipe bombs. Pipe bombs are easy to manufacture and require little technical expertise. The products used to make them can be obtained at hardware stores or a



garden nursery. Information on how to construct them is freely available on the Internet and from many other sources.

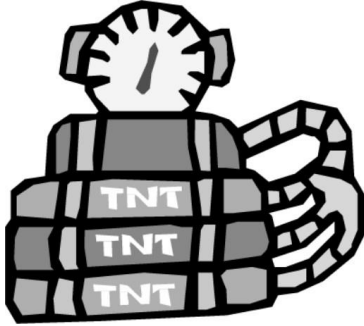
Bomb Planters

To many of us, it is difficult to understand why someone would plant a bomb. In the bomber's mind, the thought process may be perfectly clear, but not rationally apparent to anyone else. The United States Secret Service, in cooperation with the U.S. Department of Education, studied targeted violence in schools.

The U.S. Secret Service found that:

- Incidents of targeted violence at school are rarely impulsive.
- The attacks are typically the end result of an understandable and often discernible process of thinking and behavior.
- Prior to most incidents, the attacker told someone about his idea and/or plan
- Attackers developed their idea ahead of time, more than 75% planned the attack, and more than half had revenge as a motive.
- Most held a grievance at the time of the attack and had communicated that grievance to others before the attack.
- For some attackers, thinking about and planning the attack dominates their lives, providing a sense of purpose and a goal.
- In over 3/4 of the cases, the attacker told someone, and in over half the cases, it was more than one person. Some expressed interest in building bombs or attacking the school, while others gave out detailed information about their plans or a date that something would happen.

- The violence is considered a way to achieve a goal or solve a problem. In virtually all of these cases, the attacker told a peer. In only two of 37 cases did the peer notify an adult.



***DO NOT TOUCH ANY UNUSUAL/SUSPICIOUS OBJECT!
IMMEDIATELY NOTIFY LAW ENFORCEMENT!***

***Local law enforcement becomes the primary authority
after a suspicious or unusual object is found on campus.***

BOMB THREAT SEARCH WITHOUT EVACUATION

Search with or without Lockdown

(This can be a search with a lockdown or without-your principal will advise)

Teacher Responsibilities

- All teachers and students who are away from their classrooms should return to their classrooms if safe to do so.
 - Lock doors if a lockdown is directed, remain calm, and follow directions of authorities.
 - Ensure that no one touches light switches or suspicious objects.
 - Take roll and notify school administration of extra or missing students.
 - Leave televisions, radios, and computers as they are—do not turn off or on.
- Survey classroom for any suspicious object(s) and notify authorities of such objects.
- **Evacuate your classroom if suspicious objects are observed.**
- Discontinue the use of electronic devices such as cellular phones, cordless phones, pagers, or portable transceiver radios.



BOMB THREAT EVACUATION

Teacher Responsibilities

- Evacuate in accordance with the fire evacuation plan unless advised otherwise.
- Scan the classroom during evacuation for unusual, unfamiliar, or suspicious objects, and report any findings to authorities.

- Students, staff, and visitors can take all personal belongings (i.e. book bags, purses, lunch boxes, etc.) if they are readily available.
- Try to keep students from using cell phones because they can detonate a bomb.
- *Do not touch any unusual object and report it immediately!*
- Ensure that no one touches light switches, suspicious objects, or lockers. Do not turn televisions, radios, computers, etc., off or on, but leave them as they are.
- Check restrooms close to your classroom for students during evacuation.
- If conditions permit, maintain a minimum distance of 1000 feet from the school buildings, facing away from the building. Always use any cover that is available.
- Maintain close supervision of students and take roll at the evacuation area.
- Notify administration immediately if a student is missing-**Remain calm and alert.**
- School administration will advise you when it is safe to re-enter the school.

STUDENT INTERVENTIONS

Immediate Action

- Immediately notify school administration and other staff members as soon as possible.
- If necessary, send a student for help.
- Quickly appraise the situation and determine if it is a verbal confrontation, if there is any physical contact, if weapons or firearms are involved, and if there is any imminent danger.
- If any force is necessary, it must be reasonable for the situation at hand.
- Don't lose sight of what is happening around you.
- Use firm, but calm, verbal intervention along with other de-escalation methods as soon as possible.
- Firmly and calmly identify yourself (say it loud enough) and give the students directions.
- If you know the students by name, call them by name, otherwise use ladies (miss) or gentlemen (sir).
- Do not intervene physically unless you have no other option. If there is no choice but to physically separate the students, do not get between the subjects, but approach from the side and restrain the primary aggressor.
- Do not invade the student's personal space or be disrespectful.

- Maintain your professional presence at all times.
- Do not touch the student(s) unless it is necessary.
- Remove the audience as soon as possible.
- Seek medical attention for any injuries.
- Have the students sit down as soon as possible because this has a calming affect.
- If possible, have the students sit in a position so they are unable to have eye contact with one another.
- Do not send the students to the school office by themselves or with other students.
- Keep witnesses away from the students. Advise the witnesses not to discuss the event unless they are interviewed by school administration or law enforcement.
- Write a report documenting your information and give to your principal.

STUDENT/EMPLOYEE/INTRUDER WITH A FIREARM/WEAPON

Immediate Action

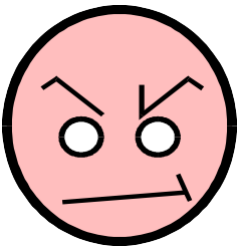
- Immediately notify school administration upon observing or receiving a report that a firearm/weapon is: in a book bag, school locker, vehicle, purse, or in other areas, physically displayed by the person, or concealed on the student/employee/intruder.
- Do not cause students to panic by telling them that the person has a firearm or weapon. This might alert the armed person and lead to a more serious situation.
- If a student reported the firearm/weapon information to you, escort the student to the school office if conditions permit. If you are unable to go to the office, send a sealed message (a verbal one if necessary) with a trusted student requesting help and the reason it is needed.
- If threatened with a firearm/weapon, follow the individual's directions, try to remain calm, speak softly, and don't threaten the person. If safe to do so, try to reason with the person in a calm non-threatening manner not to harm anyone and to put the displayed firearm/weapon down.
- Be aware of your immediate surroundings and be ready to move if necessary.
- Do not attempt to disarm the individual with a firearm/weapon, which is displayed or concealed. The only exception is when there is a certainty of serious injury or death if you do not take action.
- If safety permits, move students from the threat to the nearest cover or safe area.
- ***Let law enforcement engage any person with a weapon or firearm.***



VISITORS AND TRESPASSERS

Immediate Action

- Assist non-hostile person(s) on campus without a visitor's I.D. by directing them to the main office to check in. Advise the person of the rules to check in at the main office and offer to escort them. If the visitor(s) refuses, notify the school office immediately.
- Do not confront an intruder if he or she appears hostile. Safely maintain visual sight of a hostile intruder and notify or have another staff member make notification to school administration. If conditions permit, identify the location of the intruder, their name (if known), a description of clothing, and a personal description of the intruder.
- The situation may require the principal or law enforcement to escort the intruder off campus.



PARENT VERBALLY ABUSIVE/ PARENT REFUSING TO LEAVE BUILDING

Immediate Action

- Immediately notify school administration when you feel threatened by a parent. If other students are present, move them to another area.
- Do not take the conflict as personal, remain calm, keep a reasonable distance, develop a workable strategy, and maintain your professional presence.
- Listen to the parent's concerns, address the behavior and not the individual, get them to a neutral location, (possibly with another staff member present), and use de-escalation methods to defuse the angry parent.
- Ask the parent if they would like to discuss the matter in private, and encourage the parent to sit down because this helps calm their emotions. If your de-escalation efforts are unsuccessful, ask the parent to leave the campus. If necessary, inform the parent of the existing school policies on trespassing and the possible legal ramifications for violating them.

NUCLEAR EXPLOSION OR DIRTY BOMB ATTACK

Immediate Action

- **Shielding:** If you have a thick shield between yourself and the radioactive materials, the thick shield will absorb more of the radiation, and you will be exposed to less. Being inside a school building does provide shielding.
- **Distance:** The further away you are from the radiation, the lower your exposure.
- **Time:** Minimizing time spent exposed will also reduce your risk.
- Render first aid as needed
- Move students from portables to permanent school structure areas.
- Close windows, curtains, blinds, and doors.
- Monitor TV broadcast, listen to the radio, or check the Internet often for official news and information as it becomes available.
- Calmly communicate with the students.
- Prepare for evacuation by foot or bus if the conditions require.

DIRTY BOMB THREAT



A radiation threat, or "dirty bomb," is the use of common explosives to spread radioactive materials. Panic, stress, and fear-induced heart attacks are more likely to cause deaths after a dirty bomb explosion than the radioactive material. If low-level radioactive sources were to be used, the primary danger from a dirty bomb would be the blast itself. Gauging how much radiation might be present is difficult when the source of the radiation is unknown. However, *at the levels created by most probable sources, not enough radiation would be present in a dirty bomb to cause severe illness from exposure to radiation.* **A dirty bomb is not a**

nuclear weapon. Nuclear weapons involve complex reactions and are significantly more devastating. The force of the explosion and radioactive contamination will be more localized. In order to limit the amount of radiation you are exposed to, **think about shielding, distance, and time.**

Collateral damage is a term used to describe the "unintended" consequences of an event. Schools can become collateral locations when they are located around potential terrorist targets.

People within a half-mile radius of even a particularly potent dirty bomb would be exposed to less than the average dose of radiation that a person receives naturally within a year, according to the American Institute of Physics' web site.



TERRORISM-THREAT AND VULNERABILITY

The U.S. government has no higher purpose than to ensure the security of its people and preserve our democratic way of life. Terrorism directly threatens the foundations of our nation—our people, our democratic way of life, and our economic prosperity. In the War on Terrorism, as in all wars, the more we know about our enemy, the better able we are to defeat that enemy. The more we know about our vulnerability, the better able we are to protect ourselves. One fact dominates all homeland security threat assessments: terrorists are strategic actors. They choose their targets deliberately based on the weaknesses they observe in our defenses and our preparations. They can balance the difficulty in successfully executing a particular attack against the magnitude of loss it might cause. They can monitor our media and listen to our policymakers as our nation discusses how to protect itself—and adjust their plans accordingly. Where we insulate ourselves from one form of attack, they can shift and focus on another exposed vulnerability. We remain a nation at war. Even as we experience success in the War on Terrorism, the antipathy of our enemies may well be increasing, and new enemies may emerge. The United States will confront the threat of terrorism for the foreseeable future.

THE NATIONAL STRATEGY FOR HOMELAND SECURITY

The Means of Attack

Terrorism is not so much a system of belief, like fascism or communism, as it is a strategy and a tactic—a means of attack. In this War on Terrorism, we must defend ourselves against a wide range of means and methods of attack. Our enemies are working to obtain chemical, biological, radiological, and nuclear weapons for the stated purpose of killing vast numbers of Americans. Terrorists continue to employ conventional means of attack, such as bombs and guns. At the same time, they are gaining expertise in less traditional means, such as cyber-attacks. Lastly, as we saw on September 11, 2001, our terrorist enemies are constantly seeking new tactics or unexpected ways to carry out their attacks and magnify their effects.

Weapons of Mass Destruction

The knowledge, technology, and materials needed to build weapons of mass destruction are spreading. These capabilities have never been more accessible and the trends are not in our favor. If our terrorist enemies acquire these weapons and the means to deliver them, they are likely to try to use them with potential consequences far more devastating than those we suffered on September 11, 2001. Terrorists may conceivably steal or obtain weapons of mass destruction, weapons-usable fissile material, or related technology from states with such capabilities.



Several state sponsors of terrorism already possess, or are working to develop, weapons of mass destruction and could provide material or technical support to terrorist groups. Chemical weapons are extremely lethal and capable of producing tens of thousands of casualties. They are also relatively easy to manufacture, using basic equipment, trained personnel, and precursor materials that often have legitimate dual uses. As the 1995 Tokyo subway attack revealed, even sophisticated nerve agents are within the reach of terrorist groups. Biological weapons, which release large quantities of living, disease-causing microorganisms have extraordinary lethal potential. Like chemical weapons, biological weapons are relatively easy to manufacture, requiring straightforward technical skills, basic equipment, and a seed stock of pathogenic microorganisms. Biological weapons are especially dangerous because we may not know immediately that we have been attacked, which would allow an infectious agent time to spread. Moreover, biological agents can serve as a means of attack against humans as well as livestock and crops, inflicting casualties and economic damage.

Radiological weapons, or “dirty bombs,” combine radioactive material with conventional explosives. They can cause widespread disruption and fear, particularly in heavily populated areas. Nuclear weapons have enormous destructive potential. Terrorists who seek to develop a nuclear weapon must overcome two formidable challenges. First, acquiring or refining a sufficient quantity of fissile material is very difficult—though not impossible. Second, manufacturing a workable weapon requires a very high degree of technical capability—though terrorists could feasibly assemble the simplest type of nuclear device. To get around these significant though not impossible challenges, terrorists could seek to steal or purchase a nuclear weapon.

Conventional Means

While we must prepare for attacks that employ the most destructive weapons, we

must also defend against the tactics that terrorists employ most frequently. Terrorists, both domestic and international, continue to use traditional methods of violence and destruction to inflict harm and spread fear. They have used knives, guns, and bombs to kill the innocent. They have taken hostages and spread propaganda. Given the low expense, ready availability of materials, and relatively high chance for successful execution, terrorists will continue to make use of conventional attacks.



Cyber Attacks

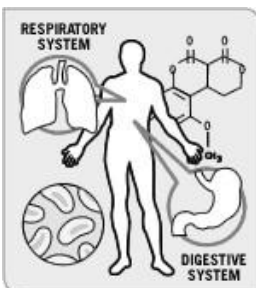
Terrorists may seek to cause widespread disruption and damage, including casualties, by attacking our electronic and computer networks, which are linked to other critical infrastructures such as our energy, financial, and security networks. Terrorist groups are already exploiting new information technology and the Internet to plan attacks, raise funds, spread propaganda, collect information, and communicate securely. As terrorists further develop their technical capabilities and become more familiar with potential targets, cyber-attacks will become an increasingly significant threat.

Terrorists and Their Tactical Advantages

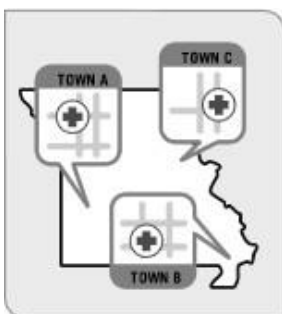
Terrorists enjoy certain tactical advantages. They are able to choose the time, place, and method of their attacks. As we reduce our vulnerabilities in one area, they can alter their plans and pursue more exposed targets. They are able to patiently plan their attacks for months and years. Plans are undoubtedly underway today by terrorist cells that we have not yet eliminated. Terrorists also exploit the advantage of relative anonymity. They hide throughout the world, using the cover of innocent civilians as a shield. Weak states will remain susceptible to terrorist groups seeking safe haven, and they may even cooperate with, or actively support, terrorists.

OVERT VERSUS COVERT TERRORIST ATTACKS

Biological Attacks- THE INVISIBLE ENEMY

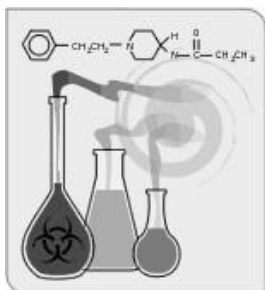


A biological attack is the release of germs or other biological substances. Many agents must be inhaled, enter through a cut in the skin, or be eaten to make you sick. Some biological agents can cause contagious diseases, while others do not.



Biological agents are more likely to be covert

A biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, it is perhaps more likely that local health care workers will report a pattern of unusual illness.



Chemical terrorism acts are likely to be overt

Chemical terrorism acts are likely to be **overt** because the effects of chemical agents absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel.

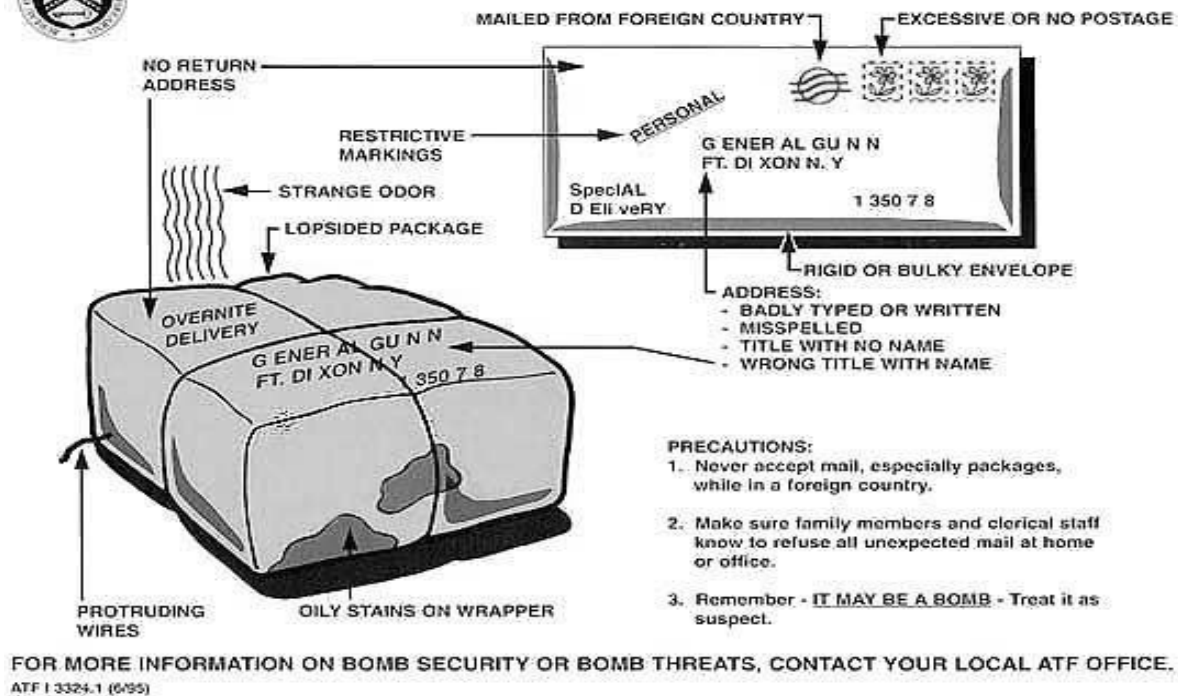
SUSPICIOUS LETTER OR PACKAGE PROCEDURES

Immediate Action

- Notify your school administration immediately.
- Do not open, touch, taste, or smell any suspicious mail or package.
- Do not blow into, strike, or shake the letter or package.
- If you determine that you are holding suspicious mail, lay it down carefully.
- Do not show suspicious mail to anyone.
- Everyone in the area of the suspicious mail must leave the area. If conditions permit, exposed people should be isolated to prevent further contamination of the buildings and other people.
- Secure the area where the suspicious letter or package is located.
- The Leon County Health Department will submit the substance for analysis and the results will be determined as quickly as possible.
- Law enforcement will investigate and determine if it is a criminal matter.
- There is no need to start antibiotics prior to the analysis of the letter or package.
- The person who touched the mail and everyone else in the area must wash their hands, arms, face, and any other exposed skin areas with soap and water.
- Every individual who touched the mail or who was in the area must be identified.



WARNING! Suspect Letter and Package Indicators



INSIDE AIR THREAT/AIR IRRITANT PROCEDURES



Immediate Action

- **DIAL 911** if conditions require and notify school administration.
- Administer first aid and call for emergency medical assistance if conditions dictate.
- Do not touch/move any suspicious material.
- Turn off any classroom HVAC controls.
- Secure any doors that lead into your affected area.
- Identify the exposed individuals to your school administrator.
- Do not move the exposed individuals to another building, because they can expose other individuals or contaminate the building.

- *When someone is exposed to a biological agent/irritant they can spread the contaminate to other people and places as they move into non-exposed areas.*

OUTSIDE AIR THREAT/IRRITANT PROCEDURES

Immediate Action

- **DIAL 911 if conditions require and notify school administration.**
- If your classroom has an HVAC control, turn the unit off.
- Clear all students off the school grounds and send them to inside areas.
- Administer first aid as needed.
- Close and seal doors, windows, and vents as well as conditions permit.
- Do not open doors unless absolutely necessary.
- Do not touch/move any visible suspicious material.
- You may be required to evacuate by foot or bus.
- Cover mouth and nose with a cloth, tissue paper, or clothing to protect from irritant.
- As conditions permit, exposed people should wash hands, arms, face, and other exposed areas with soap and water.

EVACUATION PROCEDURES

Evacuations may come in many different forms and include the following:

- A. Evacuation by foot to another site off the school grounds
- B. Evacuation to designated area on school grounds by foot
- C. Evacuation by bus to another site off the school grounds
- D. Partial evacuation of school to another structure on school grounds



The accidental or intentional release of hazardous materials, a fire, or similar event can present a serious threat to a school. Every year, schools and students are threatened by hazardous materials incidents. In recent years the number of incidents appears to have increased, although this may be due to better reporting procedures. Some schools are

more at risk due to their location near hazardous materials facilities, railroads, or major highways.

If there is a hazardous material release close to or at your school you have two decisions:

create a shelter in place or evacuate your school. In order to move all of the people from a threatened area to a safer place, there must be enough time for people to be warned, prepare, and leave an area. If there is enough time, *evacuation is the best protective action.*

- Maintain professional presence, remain calm, and follow the directions of your school administrator
- Check outside areas and bathrooms for students and assist special needs students.
- Walk, do not run
- Use stairs
- Do not use elevators
- Assemble at designated safety points along the route if conditions dictate
- Watch for hazards as the evacuation proceeds
- Teachers must verify that all students from their class are present at the evacuation assembly point.
- Take roll again after your arrival at the evacuation location
- Notify administration of any missing students
- Provide any first aid that is needed
- Maintain control and order during the evacuation
- If time permits, students can take book bags and other personal items with them

WEATHER

Florida is the ***lightning*** capital of the United States.



Lightning kills more people annually in Florida than all other weather hazards combined.

The air in a lightning strike is heated to 50,000 degrees Fahrenheit. The length of an average cloud to ground lightning strike is 2 to 10 miles. More than one-half of lightning strikes occur after the thunderstorm has passed.

Immediate Action

- Stay off the telephone
- Avoid high ground and isolated large trees

- Stay away from doors, windows, metal indoor fixtures, and electrical devices
- Do not lean on vehicles and get off of bicycles and motorcycles.
- If you cannot make it to a building, get inside a vehicle *but not a convertible*.
- Avoid water (swimming pools, lakes, and rivers), beaches, and boats.

The **30-30 Rule**—Count the seconds between seeing the lightning and hearing the thunder. If this time is **30** seconds or less, then the lightning is close enough to be a threat so seek shelter immediately.

The **30-minute Rule**—After seeing the last lightning flash, wait at least **30** minutes before leaving shelter.

THUNDERSTORMS

A thunderstorm, also known as an electrical storm, a lightning storm, thundershower or simply a storm, is a form of turbulent weather characterized by the presence of lightning and its acoustic effect on the Earth's atmosphere known as thunder.^[1] The meteorologically assigned cloud type associated with the thunderstorm is the cumulonimbus.

Thunderstorms are usually accompanied by strong winds, heavy rain and sometimes snow, sleet, hail, or no precipitation at all. Those that cause hail to fall are called hailstorms.

Thunderstorms may line up in a series or rain band, known as a squall line. Strong or severe thunderstorms may rotate, known as supercells. While most thunderstorms move with the mean wind flow through the layer of the troposphere that they occupy, vertical wind shear causes a deviation in their course at a right angle to the wind shear direction.

TORNADO



Tornadoes are the most sudden, unpredictable, and violent storms on Earth.

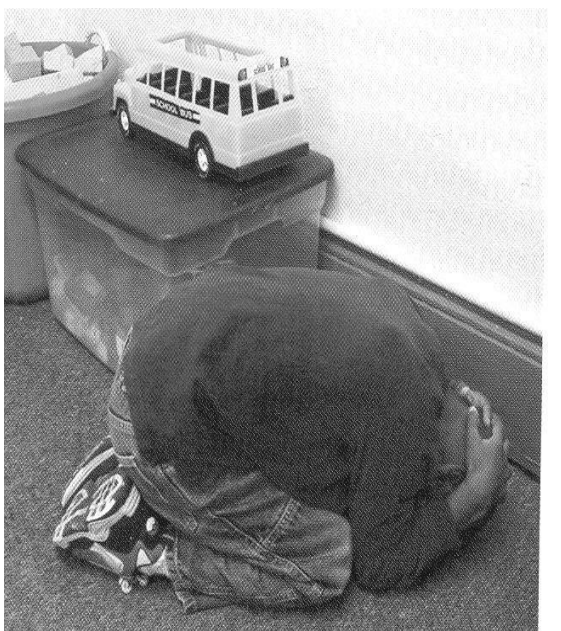
A tornado is a violently rotating column of air that is in contact with both the surface of the earth and a cumulonimbus cloud or, in rare cases, the base of a cumulus cloud. They are often referred to as twisters or. Most tornadoes have wind speeds less than 110 miles per hour, are about 250 feet across, and travel a few miles before dissipating. The most extreme tornadoes can attain wind speeds of

more than 300 miles per hour, stretch more than two miles across, and stay on the ground for dozens of miles.

A **Tornado Warning** is issued when a tornado or severe thunderstorm has been detected or sighted. The warning will tell you the location and movement of the severe weather. If you are in or near the path of the storm, implement your safety plan immediately.

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CROUCHED POSITION

Photo Courtesy—National Weather Service

Immediate Action

- When conditions merit, be prepared to move to the pre-identified structure. Evacuate portable classrooms. The tornado signal alarm will consist of a continuing pulsating alarm.
- Take your class to an area by the bathrooms or hall area (if enclosed and not open to corridors), and assume a crouched position.
- Avoid open spaces, windows, outside hallways, and areas with large roof expanses such as the gymnasium, cafeteria, and auditorium.
- School administrators will decide when it is safe to return to your classroom.

SCHOOL VIOLENCE FACTS

School violence has fallen steadily over the past decade and remains extremely rare. Less than 1 percent of homicides and suicides of school-age children happen at school. A study by the U.S. Center for Disease Control and Prevention indicated that school-related killings occur most often just after students return from long summer or winter breaks. The CDC report also found that students commit suicide at school more often during the spring semester.

- If there is danger and you have access to a phone, dial **911** during a true emergency.
- Panic is contagious and can lead to poor judgment and actions. **Remaining calm** and not panicking during emergencies is critical for you and your students' safety.

**CRIME
SCENE – DO NOT CROSS**

- Give your students respect and encourage them to demonstrate the respect they expect. Involve them in developing standards of acceptable behavior.
- Encourage students to report any potential school violence because **their silence can hurt themselves or others**. Students who came to school with a plan to kill did not “just snap.” A Secret Service study indicated that over 75% of the school shooters told someone about their interest in mounting an attack at the school prior to the event. They told other kids, aired their grievances, and otherwise left clues that could have been used to prevent the attacks
- It is very important to decrease barriers in your school environment that may inhibit students who have information of concern from coming forward.
- Report to the school administration as quickly as possible **any threats**, warning signs of a student potential for violence, discussions of weapons/firearms, signs of gang activity, or other conditions that might invite or encourage violence.
- The Secret Service’s study of school shooters revealed that more than 75% of the attackers had difficulty coping with a major change in a significant relationship or loss of status, such as a lost love or a humiliating failure.
- Males carry out the vast majority of school attacks.
- Bullying was an indicator in over 66% of the school shootings. Insist that students not resort to name-calling or teasing. Bullying may be physical, verbal, emotional, or sexual in nature.

EARLY WARNING SIGNS



Early Warning, Timely Response: A Guide to Safe Schools U.S. Dept. of Education and Justice

Teachers can enhance their ability to recognize early warning signs by establishing close, caring, and supportive relationships with children and youth--getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Take these warning signs seriously and build an environment where students

feel comfortable discussing any issues of alienation and loneliness.

Warning signs can be misinterpreted and it is important not to overreact to one sign

Studies indicate that troubled children generally display multiple warning signs. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence.

However, research also shows that when children have a positive, meaningful connection to an adult--whether it is at home, in school, or in the community--the potential for violence is reduced significantly.

First and foremost, the intent of identifying early warning signs is to get help for a child early.

EARLY WARNING SIGNS

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward themselves or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward themselves or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult, whether it is at home, at school, or in the community--the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help.

The following early warning signs are presented with the following qualifications: *They are not equally significant and they are not presented in order of seriousness.* The early warning signs include:

- ***Social withdrawal.*** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often 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 children who are isolated and appear to be friendless are not violent. In

- fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- ***Excessive feelings of rejection.*** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled are often isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways, including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- ***Being a victim of violence.*** Children who are victims of violence, including physical or sexual abuse, in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways, including possible aggression or violence.
- ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur.
- ***Expression of violence in writings and drawings.*** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms.
- ***Uncontrolled anger.*** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely by someone in response to minor irritants may signal potential violent behavior toward oneself or others.
- ***Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.***

- **History of discipline problems.** Chronic behavior and disciplinary problems both at school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting.
- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different.
- **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- **Affiliation with gangs.**
- **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence.
- **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 or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously.

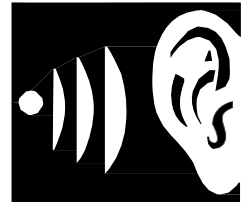
IMMINENT WARNING SIGNS

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to himself and/or to others. *Imminent warning signs require an immediate response.*

- **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 and other weapons.
- **Other self-injurious behaviors** or threats of suicide.
- **Has presented a detailed plan** (time, place, method) to harm or kill others- particularly if the child has a history of aggression or has attempted to carry out threats in the past.

LISTEN TO US!



"I told everyone what I was going to do," said Evan Ramsey, 16, who killed his principal and a student in remote Bethel, Alaska, in 1997. He told so many students about his hit list that his friends crowded the library balcony to watch. One boy brought a camera. "You're not supposed to be up here," one girl told another. "You're on the list."

In their own words, the boys who have killed in America's schools offer a simple suggestion to prevent it from happening again: **"Listen to us!"** School shootings are not impulsive, they are planned, which gives us time to discover and intercept the premeditated attack, **if we will listen!**

BASIC INFORMATION ABOUT SUICIDE

Youth Suicide: The Role of Immediate Stressors

For youth between the ages of 10 and 24, suicide is the third leading cause of death. It results in approximately 4600 lives lost each year. The top three methods used in suicides of young people include firearm (45%), suffocation (40%), and poisoning (8%). More young people survive suicide attempts than actually die. Boys are more likely than girls to die from suicide.

Risk Factors:

- Arguments or tense conflicts with parents or siblings. These can lead to a suicide attempt even in families without serious, long-standing problems.
- Conflicts with peers, especially if a youth feels isolated or ostracized as a result.
- Pregnancy or breaking up with a boyfriend/girlfriend.
- Severe disappointments in school, such as academic difficulties or failure to

perform well athletically.

- Parents' separation or divorce or remarriage of a parent.
- Injury or illness of oneself or a loved one or the death of a loved one.
- Suicide attempt by a peer, friend, or family member. **There is mounting evidence that suicide can be "contagious."**
- Change in residence, especially to the extent that it removes the person from important sources of support, leaving him/her feeling isolated.
- Intoxication. Being "high" can impair judgment, cause mood swings, and decrease fear of physical harm.

Youth Suicide – Warning Signs Minimally Include:

A previous suicide attempt, talk of thoughts of suicide or death, changes in personality or mood, mood swings, changes in eating or sleeping patterns, changes in academic performance and/or school attendance, withdrawal from friends and activities, taking unusual risks, substance use/abuse, making "final arrangements," giving away prized possessions, making peace with friends, making vague references to suicide plans: "I've taken care of things," and "I'm not going to be trouble to anyone anymore," saying good-bye: telling friends how much they have meant over the years, how "nice it's been to know you," writing or drawing morbid materials such as suicide notes, poems, lyrics to songs that pertain to suicide or death, reading books about suicide, talking about the "hereafter" and how beautiful life after death can be, talking about people or pets who have died, announcing suicide plans--often in a humorous, offhanded, or overly dramatic way.

VERBAL or WRITTEN THREAT of SUICIDE, ATTEMPTED SUICIDE or DRUG OVERDOSE

Any suicide threat is serious. Never underestimate or brush aside a threat of suicide.

Immediate Action

- Notify school administration/law enforcement immediately.
- Assess the situation and determine if medical attention is required.
- Secure any dangerous items as soon as possible, if safe to do so, and turn them over to the authorities.
- Stay with the student until school administration or law enforcement relieves you.
- Remain calm, nonjudgmental, and communicate with the student.

- Identify witnesses for school administration and law enforcement.
- Clear students from the area as soon as conditions permit.
- Secure any written notes, drugs, paraphernalia, pills taken, or instruments used, and turn them over to the authorities.

BULLYING

Bullying is defined as use of force or coercion to abuse or intimidate others. The behavior can be habitual and involved an imbalance of social or physical power. It can include verbal harassment or threat, physical assault or coercion and may be directed repeatedly towards particular victims, perhaps on grounds of race, religion, gender, sexuality, or ability. If bullying is done by a group, it is called mobbing. The victim of bullying is sometimes referred to as a “target”.



Bullying may be physical, verbal, emotional, or sexual in nature. For example:

- Physical bullying includes punching, poking, strangling, hair pulling, beating, biting, and excessive tickling.
- Verbal bullying includes such acts as hurtful name-calling, teasing, and gossip.
- Emotional bullying includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing, and peer pressure.
- Sexual bullying includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment, and abuse involving actual physical contact and sexual assault.
- Racial bullying includes name-calling and ostracism.
- Indirect bullying is spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors, sending abusive mail, and text messages.
- Cyber bullying is any type of bullying that is carried out by electronic medium: Text Message, Picture/video via mobile phone cameras, Phone call bullying via mobile phones, Email bullying, Chat-room bullying and Bullying via websites.

Victims, particularly those who suffer teasing or taunts for an extended time period, have a tendency to develop low self-esteem and depression. Statistically, victims are the least attractive, most socially out-of-place kids, and generally are not aggressive in return. However, impulsive victims can overreact, feeding the bully's behavior by giving him just what he wants — attention. This can be seen by the bully as further provocation, and may actually heighten the taunts and teasing especially if the victim reacts in a highly emotional manner.

Boys bully more than girls, and they tend to bully other boys, but research shows females are frequent victims. Girls also can assume the roles of bullies but their techniques generally are less aggressive. Boys prefer to use swift and aggressive actions while girls use social intimidation and alienation.

Many bullies are simply imitating learned aggressive behavior from their parents. Unfortunately, patterns for aggressive behavior are already well established by the age of eight. Conflict is a normal part of growing up, but fighting and aggressive behavior is not. These are learned responses to conflict.

Additional bullying facts include:

- By age 24, 60% of identified bullies have a criminal conviction.
- Children who are repeatedly victimized sometimes see suicide as their only escape.
- Most victims are unlikely to report bullying.
- 1 in 7 Students in Grades K-12 is either a bully or a victim of bullying.
- Children who are identified as bullies at age 8 are three times as likely as other youths to break the law by age 30.
- Bullying usually, although not always, occurs between individuals who are not friends.
- The intention of bullying is to put the victim in distress in some way.
- Bullies seek power through intimidation of their victims.
- Bullying is not a problem that usually sorts itself out.
- Bullying behavior can be identified as early as pre-school age, and some children who are bullies continue this behavior into adulthood.
- Bullying statistics say revenge is the strongest motivation for school shootings.
- A bully likes to win in all situations.
- Girls more often bully peers of the same age.
- Verbal bullying such as name-calling and insults is widespread for both sexes.
- Bullies are frequently unaware of how aggressive they are and consistently see other children as more aggressive.



10 TIPS FOR TEACHERS TO PREVENT SCHOOL VIOLENCE

1. Report to your school administration as quickly as possible any threats (no matter how slight they seem), warning signs of student potential for violence, discussions of weapons/firearms, signs of gang activity, or other conditions that might invite or encourage violence.
2. Be familiar with the early warning signs of a troubled child in order to facilitate a timely intervention to help the child and to prevent violence. Teachers can enhance their ability to

recognize early warning signs by establishing close, caring, and supportive relationships with children and youth--getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns.

3. Help break down the student's wall of silence by removing barriers that impede the reporting of potential school violence.
4. Create a school environment where kids feel valued. Give your students respect and encourage them to demonstrate the respect they expect.
5. Incorporate discussions on violence prevention as the class subject matter allows, and stress the **"silence hurts"** theme.
6. Firmly and consistently, but fairly, enforce school policies that seek to reduce the risk of violence. Take responsibility for areas outside as well as inside your classroom.
7. Stop the bullying, teasing, and harassing which is so often an underlying cause of school violence. Encourage students to treat others as they want to be treated.
8. Teach with enthusiasm. Students engaged in work that is challenging, informative, and rewarding are less likely to get into trouble.
9. Promote conflict resolution and anger management skills and help your students practice applying them in everyday life.
10. Assist with your school access control by advising parents and other visitors to check in at the front office before entering your campus.

Signs That A Child Is Being Bullied

1. Unexpected injuries
2. Lost or destroyed clothing, books, electronics, or jewelry
3. Frequent headaches or stomach aches, feeling sick or faking illness
4. Changes in eating habits, like suddenly skipping meals. Kids may come home from school hungry because they did not eat lunch.
5. Difficulty sleeping or frequent nightmares
6. Declining grades, loss of interest in schoolwork, or not wanting to go to school.
7. Sudden loss of friends or avoidance of social situations
8. Feelings of helplessness or decreased self esteem
9. Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

Signs That A Child Is Bullying Others

1. Get into physical or verbal fights
2. Have friends who bully others
3. Are increasingly aggressive
4. Get sent to principal's office or detention frequently
5. Have unexplained extra money or new belongings
6. Blame others for their problems
7. Don't accept responsibility for their actions
8. Are competitive and worry about their reputation or popularity