



**PERRY COUNTY**  
**S C H O O L S**

**PERRY COUNTY SCHOOLS**  
**EMERGENCY OPERATIONS**  
**CHECKLIST**  
**25-26**

## Emergency Operations Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- ☐ Take a deep breath, don't panic, verify information
- ☐ Activate school's Emergency Response Team, Incident Command System (ICS); activate and assign duties as needed:
  - Safety Official (overall safety conditions of campus)
  - Public Information Official (media relations, contact)
  - Liaison Official (coordinate with outside agencies)
  - Planning/Intelligence (incident time log, evaluate information)
  - Operations (student accounting and release, facilities, medical, crisis intervention and response, food and water)
  - Logistics (communications and supplies)
  - Administration/Finance (documentation, record keeping)
- ☐ Determine whether to call 911, whether to implement Universal Emergency Procedures or school specific Emergency Response Protocols
- ☐ Notify and request assistance from the District Support Team to:
  - Assist with planning for a response and implementing protocols
  - Provide recovery support to students
- ☐ Establish a Command Post for communication and incident management
- ☐ Bring "emergency toolbox" to Command Post (inside or outside)
- ☐ Hold emergency all-staff meeting (before and/or after school day) to:
  - Advise staff of the known facts and provide written statement
  - Support their concerns and emotions
  - Provide classroom assistance if needed
  - Outline schedule for the day; modify day's schedule if needed
  - Identify resources available to teachers and students
- ☐ Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- ☐ Prepare formal statement or announcement to students, parents, and media; provide statement to secretaries, staff, etc.
- ☐ Expand the span of the Incident Command System as needed, deactivate ICS when activities are completed
- ☐ Review and implement "Recovery" activities
- ☐ Document actions taken, secure records as legal documents

# Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures that can be utilized in responding to various emergencies:

- |                               |                                     |                                 |
|-------------------------------|-------------------------------------|---------------------------------|
| <b>1 – Evacuation</b>         | <b>3 – Severe Weather Safe Area</b> | <b>5 – Lockdown</b>             |
| <b>2 – Reverse Evacuation</b> | <b>4 – Shelter in Place</b>         | <b>6 – Drop, Cover and Hold</b> |

<p><b>1 EVACUATION</b> (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <li>Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)</li> <li>Take class roster for student accounting</li> <li>Assist those needing special assistance</li> <li>Do not stop for student/staff belongings</li> <li>Go to designated Assembly Area</li> <li>Check for injuries</li> <li>Take attendance; report according to Student Accounting and Release procedures</li> <li>BE QUIET!</li> <li>Wait for further instructions</li> </ul>	<p><b>4 SHELTER IN PLACE</b> (For use in chemical release scenarios)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <li>Turn off HVAC System</li> <li>Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location</li> <li>Assist those needing special assistance</li> <li>Close and tape all windows and doors and seal the gap between bottom of the door and the floor (chemical release)</li> <li>Take attendance; report according to Student Accounting and Release procedures</li> <li>Do not allow anyone to leave the classroom</li> <li>Stay away from all doors and windows</li> <li>BE QUIET!</li> <li>Wait for further instructions</li> </ul>
<p><b>2 REVERSE EVACUATION</b> (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <li>Move students and staff inside as quickly as possible</li> <li>Assist those needing special assistance</li> <li>Report to classroom</li> <li>Check for injuries</li> <li>Take attendance; report according to Student Accounting and Release procedures</li> <li>BE QUIET!</li> <li>Wait for further instructions</li> </ul>	<p><b>5 LOCKDOWN</b> (For use to protect building occupants from potential dangers in the building)</p> <p>Note: school-specific lockdown procedures should be developed by school officials and local law enforcement officials. Please see "Considerations When Developing a school Lockdown Policy" for additional information. See <a href="http://www.kycns.org/emergency-procedures/lockdown">www.kycns.org/emergency-procedures/lockdown</a></p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <li>Students are to be cleared from the halls immediately and to report to nearest available classroom</li> <li>Assist those needing special assistance</li> <li>Close and lock all windows and doors. Cover all classroom door windows and do not leave for any reason</li> <li>Stay away from all doors and windows and move students to interior walls and drop</li> <li>BE QUIET!</li> <li>Wait for an official to open the door</li> </ul>
<p><b>3 SEVERE WEATHER SAFE AREA</b> (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <li>Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)</li> <li>Occupants of portable classrooms shall move to the main building to designated safe areas</li> <li>Take class roster for student accounting</li> <li>Take attendance; report according to Student Accounting and Release procedures</li> <li>Assist those needing special assistance</li> <li>Do not stop for student/staff belongings</li> <li>Close all doors</li> <li>Remain in safe area until the "all clear" is given</li> <li>BE QUIET!</li> <li>Wait for further instructions</li> </ul>	<p><b>6 DROP, COVER AND HOLD</b> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command "Drop" is made:</p> <ul style="list-style-type: none"> <li><b>DROP</b> – to the floor, take cover under a nearby desk or table and face away from the windows</li> <li><b>COVER</b> – your eyes by leaning your face against your arms</li> <li><b>HOLD</b> – on to the table or desk legs, and maintain present location/position</li> <li>Assist those needing special assistance</li> <li>BE QUIET!</li> <li>Wait for further instructions</li> </ul>

# After Action Report / Improvement Plan

School: \_\_\_\_\_

Date: \_\_\_\_\_

Event: (check one) ☐ Drill  
☐ Fire  
☐ Tornado  
☐ Earthquake  
☐ Lockdown

☐ Tabletop  
☐ Mock - Drill (Full Scale)

Incident: (check one) ☐ Fire  
☐ Tornado  
☐ Earthquake  
☐ Lockdown  
☐ Intruder  
☐ Other: specify \_\_\_\_\_

Start time: \_\_\_\_\_

Time at which there was 100% accountability for students, staff, and visitors: \_\_\_\_\_

Time conducted: \_\_\_\_\_

Individuals included: \_\_\_\_\_ (continue on back)

Commendations: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Recommendations: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Emergency Response Protocols (Alphabetical Index)

Accidents at School	78
Aircraft Crash Emergency	79
Allergic Reaction	80
Assault	81
Bloodborne Pathogens / Infectious Substances	82
Bomb Threat	83
Bus Accident	86
Chemical Material Spill	87
Cyber / Electronic Threat	88
Death or Serious Illness	89
Earthquake	90
Fire	91
Gas Leak	92
Hostage Situation / Kidnapping	93
Infectious Diseases	94
Missing Person	95
Poisoning	96
Rape / Sexual Abuse	97
Suicide	98
Threat	
Active Threat Response	103
Threat Assessment Protocol	104
Weather Related Emergency	108

# Accidents at School

## Staff actions:

- Report accident to principal, office; call 911 if warranted
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- For relatively minor events, have students taken to office or school clinic for assistance

## Principal or Designee actions:

- Provide appropriate medical attention, call 911 if needed, alert district office if deemed necessary
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed
- Document actions and complete incident reports

## Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid or CPR training
- List names of those trained in use of AED on the box
- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Bloodborne Pathogen Program)
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Aircraft Crash Emergency

## Crash INTO School Building

### Staff Actions:

- Notify principal
- Move students away from immediate vicinity of crash

### Principal / Designee:

- Call 911
- Notify District Support Team, Central Office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- Account for all building occupants and determine extent of injuries
- Do not re-enter building until given "all clear" from person in charge
- Document actions and complete incident reports

## Crash NEAR School Building (but no damage to building)

### Staff Actions:

- Notify principal
- Move students away from immediate vicinity of crash

### Principal / Designee:

- Call 911
- Initiate Shelter in Place plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate reverse evacuation or go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building
- Document actions and complete incident reports

### Additional steps for our school/facility (If any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Allergic Reaction

## Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough, hoarseness

## Staff First Actions:

- If imminent risk, call 911
- Notify principal
- Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)
- Assist in getting "Epi pen" (Epinephrine) for individuals who need them, and prescription medications (usually kept in office)
- Keep student/employee comfortable
- Move only for safety reasons
- Move other students away from immediate vicinity

## Principal / Designee:

- Call 911, depending on circumstances
- Notify parents/guardians immediately – document person contacted, time and method of contact
- If appropriate, administer medication, by order of a doctor; apply ice pack to affected area, keep victim warm
- Observe for respiratory difficulty
- Record time and site of insect sting or food ingested, name of medicine, dosage and time administered (take photo of area if appropriate)
- Document actions and complete incident reports

## Preventive/Supportive Actions:

- Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel (i.e. log in Infinite Campus)
- Bus drivers should have emergency sheets for all known acute reactors
- Encourage employees with special health considerations to alert principal and staff

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Assault

**When student(s) or staff has been assaulted use the following guidelines:**

**Staff observing the incident:**

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

**Principal / Designee:**

- If threat still persists determine whether to initiate Lockdown
- Call 911 if warranted, or notify law enforcement (required by K.R.S.)
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- Notify District Support Team, Central Office as appropriate
- Document actions and complete incident reports

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Bloodborne Pathogens / Infectious Substances

## Principal, Team, Staff:

- Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPPA guidelines)
- Make certain that those individuals who contact the child on a regular basis know, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers
  4. School secretary
- Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities. If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted
- Document actions and complete incident reports

## Tips for Teachers:

- Most bloodborne pathogens are not spread through casual contact. It is only spread through sexual contact or through blood or other body fluids
- Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected
- If a student injures themselves and is bleeding take the following actions:
  1. Don appropriate personal protective equipment
  2. Bandage the wound securely
  3. Isolate any contaminated items for appropriate disposal

## Additional steps for our school/facility (If any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Bomb Threat

## (Threat Report on Next Page)

**In the event of a Threat to the school or facility:**

### Staff Actions:

Most bomb threats are called in, but some are made using e-mail, social media, a written note or as graffiti. Using the bulleted list below, gather as much information as possible:

- Notify principal
- Share all information gathered; location, type of bomb, expected time of explosion, suspected perpetrator
- Do not erase threat until it is documented (photo) and law enforcement / incident commander has directed to do so

### In case if a phoned in bomb threat:

- Prolong the conversation as much as possible
- Identify background noises and voice characteristics
- Engage the caller to give description of bomb, where it is, and when it is due to explode
- Determine the caller's knowledge of the facility
- **AVOID HANGING UP THE PHONE** (use another phone to call authorities)
- Complete the Post Bomb Threat Report (page 85 of this document)
- Alert the principal or person in charge (without hanging up)

### Principal / Designee:

- Call 911 and District Support Team
- Using standard procedures the Incident Commander needs to make a decision on whether to evacuate the building or to stay inside. NOTE: If an evacuation response is initiated, modify evacuation routes if necessary based on possible location of bomb
- Instruct staff to perform a security scan\* of their assigned area
- If what appears to be a bomb is found: **DO NOT TOUCH IT**; the police department will take charge
- Turn off cell phones and **DO NOT** transmit with radios
- Leave the immediate environment as it is
- Avoid altering any electrical items or systems (**DO NOT** turn on or off lights, **DO NOT** change thermostat, etc.)
- Avoid opening and closing doors
- Evacuate personnel at least 300 feet from the building; during inclement weather and a possible prolonged search, move students to an Alternate Building Location

- Check absentee list for possible clues to who might have phoned in the bomb scare
- Follow standard student accounting and reporting procedures
- Once first responders have determined that the threat is not credible, return to class
- Document actions and complete incident reports

**\*Security scan – visually inspecting a familiar area for an unfamiliar object(s)**

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Post Bomb Threat Report

(Completed by person receiving the call)

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

What telephone number was the bomb threat received on? \_\_\_\_\_

Exact language/wording used by the caller \_\_\_\_\_

## Record the following information as provided:

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

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

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

What is your name? \_\_\_\_\_

## Additional Information (check/fill in):

Gender: ☐ Male ☐ Female Describe \_\_\_\_\_

Age: ☐ Adult ☐ Child Describe/estimate age \_\_\_\_\_

Speech: ☐ Normal ☐ Excited Describe \_\_\_\_\_

Speech: ☐ Slow ☐ Fast Describe \_\_\_\_\_

Did the caller have an accent? Describe: \_\_\_\_\_

Did you recognize the caller's voice? Describe: \_\_\_\_\_

Background noises: ☐ music ☐ traffic ☐ machine ☐ voices/talking  
☐ airplanes ☐ typing ☐ children ☐ TV/radio  
☐ other \_\_\_\_\_

Other Notes: \_\_\_\_\_

## Person receiving call:

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_

## Notification:

School Principal \_\_\_\_\_ Time \_\_\_\_\_

Police \_\_\_\_\_ Time \_\_\_\_\_

# Bus Accident

Each school should maintain a bus folder (hard copy and/or digital) for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip (this procedure can be housed digitally allowing for immediate access and accountability using the district's intranet).

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

## In the event of a Bus Accident:

### Staff at the Scene:

- Call 911, if warranted
- Notify principal, bus garage
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students will be provided to the principal

### Principal / Designee:

- Notify District Support Team
- Ascertain the names of any injured students and the nearest location of any medical treatment facility and document
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents/guardians and to provide support to students, as appropriate
- Document actions and complete incident reports

### Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Chemical Material Spill

Chemical accidents may originate inside or outside building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

## Accidents originating OUTSIDE the building:

### Staff Actions:

- Notify principal
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Observe wind direction by observing flags or leaves and move students appropriately

### Principal / Designee:

- Initiate Shelter in Place, shut off HVAC units, seal doors and windows as needed
- Call 911, notify District Support Team
- Do not leave the building unless instructed to do so by emergency management officials
- Document actions and complete incident reports

## Accidents originating INSIDE the building:

### Staff Actions:

- Notify principal
- Move students away from immediate vicinity of danger

### Principal / Designee:

- Check the Safety Plan to determine the urgency of situation
- Call 911 if warranted, notify District Support Team, Central Office
- Initiate evacuation plan if appropriate; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be upwind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe
- If combustible material spill is suspected, refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Document actions and complete incident reports

### Additional steps for our school/facility (If any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Cyber / Electronic Threat

## Staff Actions:

- Report issue to principal / law enforcement (this includes report of sexting)
- Preserve message, image or media on the original electronic device
- Secure the electronic device

**\*Remember you may not search electronic devices without owner permission or a court order**

## Principal / Designee:

- Evaluate level of cyber threat with school technology coordinator and law enforcement
  - **Level One:** Not highly inflammatory. Generally, incident can be solved in-house (most cyberbullying, etc.)
  - **Level Two:** A student or staff member is in danger of harm (highly emotional issue, repeat offender, sexting, hit list, threat of bodily harm, etc.)
- Depending on the severity, call 911, District Support Team and law enforcement
- Conduct investigation and determine all those involved
- Notify parents/guardians of involved students
- Document actions and complete incident reports

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Death or Serious Illness

(Off campus school event)

**In the event of a reported death or serious illness outside the school setting:**

**Staff Actions:**

- Call 911
- Notify principal

**Principal / Designee:**

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent
- Notify District Support Team, Central Office
- Notify teachers prior to school by using an automated notification system (phone and/or email) or during school prior to notification of students
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedure for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance
- Contact the family or visit the home to offer help, condolence and support
- Allow students to meet in guidance office or other appropriate place; students should be encouraged to report any other students who might need assistance
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Notify the bus driver of the students who will not ride home on their bus
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school
- Offer assistance to parents of impacted students
- If deemed necessary by building principal, at the end of the day a faculty meeting may be called to disseminate additional information
- Document actions and complete incident reports

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Earthquake

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

## If Inside:

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- After initial shock, prepare for possible aftershock, then initiate evacuation and standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.)

## If outside:

- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Initiate accountability procedures
- Do not attempt to enter building until authorized to do so
- Do not touch fallen wires
- Be alert for instructions from principal or first responders

## Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines (which should be marked prior)
- Call 911, District Support Team
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given "all clear" from Incident Commander
- Document actions and complete incident reports

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Fire

By law, schools practice fire drills on a monthly basis. In case of an actual fire, implement the practiced evacuation procedures and the following steps:

**In the event of a fire:**

- Sound alarm
- Call 911, superintendent, District Support Team
- Implement evacuation procedures to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Initiate accountability procedures. Some schools use a card notification system. The universal colors of a "green card" and a "red card" are used. A "green card" denotes all students are present and all is well and a "red card" signifies a problem
- Do not re-enter building until being given permission to re-enter
- Determine if arrangements need to be made for transportation to alternative location
- Document actions and complete incident reports

*See drill schedule and log sample on page 71*

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Gas Leak

**All school personnel, including cafeteria managers and custodians, report any suspected gas leak to the principal immediately.**

## **Staff Actions:**

- Notify principal
- Move students from immediate vicinity of danger

## **Principal / Designee:**

- Call 911, District Support Team
- If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Notify gas company
- Determine whether to move to alternate location
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses
- Do not re-enter building until being given permission to do so by emergency personnel
- If the gas leak is external, all students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further instructions are received
- Document actions and complete incident reports

## **Additional steps for our school/facility (If any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Hostage Situation / Kidnapping

### Staff Actions:

- Notify principal
- Keep all students in their classrooms until further notice

### Principal / Designee:

- Initiate Lockdown
- Call 911, superintendent, District Support Team
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances should the students be evacuated from the building without approval and/or assistance
- If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building
- Document actions and complete incident reports

### Additional steps for our school/facility (If any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Infectious Diseases

## Principal / Designee, Staff:

- Exercise appropriate caution and discretion when informing others about an individual with an infectious disease
- “An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.” (FERPA)
- Notify appropriate individuals who are in contact with the child on a regular basis, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers / Aides
  4. School secretary
  5. Counselors
- Consult with school nurse, Central Office and/or health department on potential for outbreak
- Instruct custodial staff to disinfect all effected surfaces
- Determine whether child stays in school or if school closing is appropriate
- Document actions and complete incident reports

## Preventative Measures:

- Encourage students, parents, and staff to take everyday preventive actions to stop the spread of germs (CDC, <http://www.cdc.gov/>)
- Encourage students and staff to stay home when sick
- Encourage respiratory etiquette among students and staff through education and the provision of supplies
- Encourage hand hygiene among students and staff through education, scheduled time for hand washing, and the provision of supplies
- Encourage students and staff to keep their hands away from their nose, mouth, and eyes
- Encourage routine surface cleaning through education, policy, and the provision of supplies

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Missing Person

## Staff Actions

- Notify the principal with description of missing person and description of suspect if known
- Move other children (if present) away from area

## Principal / Designee:

- Call 911
- Notify District Support Team, Central Office
- Contact the family of the missing person to establish a communication plan
- Assemble the appropriate Emergency Response Team members to manage the crisis
- If the incident occurs during the school day, classroom routine should be maintained
- Conduct immediate search of school building and grounds
- Provide a picture and obtain a full description of the missing person (including clothing) to assist the police
- In cases of kidnapping/abduction, obtain a description of the suspect from witnesses
- When the person is found, contact the appropriate parties as needed
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions
- Prepare an appropriate notice (preferably in writing) for parents/guardians
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary
- Document actions and complete incident reports

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Poisoning

## Immediate Actions:

- Call 911
- Call the Poison Control Center Hotline 1-800-222-1222
- Administer first aid directed by Poison Control Center
- Notify principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. using Safety Plan
- Seek additional medical attention as indicated
- School official to notify parents/guardians
- In the event of a staff member who has been poisoned, school official should notify spouse or emergency contact
- Document actions and complete incident reports

## Preventive Measures:

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building
- Make sure that Safety Plan is present

## Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Response Team, the District's Support Team and school personnel must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. **It is absolutely mandatory that all information related to the incident be kept confidential.** Refer all questions to local law enforcement.

**Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:**

- A rape or other sexual abuse occurs on campus
- A member of the alleged victim's family requests intervention
- The alleged victim's friends request intervention
- Rumors and myths of the alleged incident are widespread and damaging
- Students witness police action or emergency services response

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

- Confidentiality should be maintained during the investigation (by all staff members)
- Ensure the short-term physical safety of the student
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
- Notify appropriate law enforcement, and/or rape crisis center
- Designate the school counselor or staff member closest to the alleged victim to review the types of support she or he may need
- Determine which peers close to the victim may need support
- Take action to control rumors
- Store all records related to rape or other sexual abuse incident and services provided in a confidential file not available to any and/or all staff

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide

## INTRODUCTION

Hinting, writing, or talking about suicide is a call for help and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the need to initiate lifesaving intervention(s).

The following classifications offer three (3) levels of suicide risk with students:

- 1) **Suicidal Threat or Ideation**
- 2) **Suicide Attempt at School**
- 3) **Suicide Completed**

### Do's and Don'ts Regarding Suicidal Ideation

- **DO LISTEN** to what the student is saying and take the suicidal threat seriously.
  - **DO GET HELP** by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
  - **DO OBSERVE** the student's nonverbal behavior. Facial expressions, body language, and other overt signs are often more telling than what the student says.
  - **DO ASK** whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken.
  - **DO ASSURE** the person that you care and you will find help that will keep her/him safe.
  - **DO STAY** with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.
- 
- **DON'T LEAVE** the student alone for even a minute.
  - **DON'T ACT** shocked, don't allow yourself to be sworn to secrecy, or don't ignore the threat.
  - **DON'T LET** the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
  - **DON'T TAKE** too much upon yourself. Your responsibility to the student in this situation is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist (immediately.)

## Suicidal Threat or Ideation

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat they should:

**Staff Actions:**

- Keep the student under continuous adult supervision
- Notify the principal, counselor, social worker or school psychologist, but do not leave the student alone

**Principal / Designee, Counselor:**

After meeting with the student, a Threat Assessment must be completed.

**Additional steps for our school/facility (If any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide Attempt at School

**In the event of an actual suicide attempt:**

**Staff Actions:**

- Notify principal
- Ensure the short-term physical safety of the student

**Principal / Designee, Counselor:**

- Call 911, District Support Team, Central Office
- School nurse, counselor or other staff shall administer first aid until emergency responders arrive
- The student will be kept under constant observation at all times
- The school principal, (or other designated professional) will communicate with the appropriate school personnel, parents/guardians and counselors to establish an immediate plan of action
- Accompany child to medical facility
- Notify parents of transport
- Follow-up should be made by counselor with parent/guardian to determine appropriate follow-up services needed
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide Completed

## (off campus)

School staff should exercise caution when discussing an “apparent suicide” with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community.

### Staff Actions:

- Notify principal
- Avoid spreading rumors
- Watch for warning signs in other students (such as “copycat” actions)

### Principal / Designee, Counselor:

- Once the death has been confirmed notify District Support Team
- Identify any family member(s) that may be at school and provide crisis counseling
- Do not release the names of other family members who attend the school
- If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students
- Consider calling a faculty meeting to disclose all relevant facts
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
- Outline procedures for the remainder of the school day
- Provide support meetings for school personnel if the need exists; refer employees to an Employee Assistance Program (EAP) as indicated
- Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district’s commitment to responsible follow-up and recovery
- Allow students to leave class during the day to receive support offered from school personnel, the District Support Team or other designated volunteer resources or community faith-based persons who have received this specific training

- If the school based Emergency Response Team (ERT) and the District Support Team (DST) deem it appropriate, consider avoiding any large group meetings or assembly of students (in an effort to maintain order and control)
- Consider an after school faculty meeting; the following points may be covered:
  1. Debrief the events of the day
  2. Provide emotional support for all staff
  3. Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
  4. Announce the plans made by the family for services
  5. To the extent possible, make efforts to ensure that regular routine is followed
  6. In general, recognize a tragic loss of life, without emphasizing the means of death

**Activities to be avoided include:**

- Special memorial services within the school building
- Flying the school flag at half staff
- Large student assemblies
- Memorials such as trees/stones, etc.

Suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

**Additional steps for our school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Active Threat Response

(Including hostage situation, intruder, weapons)

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly.

## Staff Actions:

- Initiate lockdown procedures / barricade door if possible
- If not in an area that can be secured, run out of the building and as far as you can to a safe location
- Call 911
- If lockdown and running away aren’t possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort)
- Notify principal of situation
- Follow lockdown protocol
- Wait for further instruction

## Principal / Designee:

- Initiate Lockdown (if not already completed)
- Call 911, superintendent, District Support Team
- Attempt to determine:
  - Location of the threat and number of persons involved
  - Physical description of persons in harm
  - Number and type of any weapon being used
- Follow lockdown procedures until clearance given by local law enforcement
- Document actions and complete incident reports

## Additional steps for our school/facility (If any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Threat Assessment Protocol

## Introduction

These materials offer a starting point when addressing possible school based acts of violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional discernment in assessing and addressing potential threats to safety. Any Threat Assessment Protocol used should be a systematic process that is designed to:

- Identify persons of concern
- Gather information/investigate
- Assessment the person and the situation
- Manage the person/situation

According to the 2019 School Safety and Resiliency Act (p. 10 of 44) “The district’s school safety coordinator (SSC) shall designate a school safety and security threat assessment team at each school of the district consisting of two (2) or more staff members in accordance with policies and procedures adopted by the local board of education to identify and respond to students exhibiting behavior that indicates a potential threat to school safety or security.” Members of a threat assessment team may include school administrators, school counselors, school resource officers, school-based mental health services providers, teachers, and other school personnel.

**KRS 158.1559** Superintendent of each local school district shall require the principal of each school within the district to provide written notice to all students, parents, and guardians about the provisions of KRS 508.078, and the potential penalties for terroristic threatening – Notice shall be given within ten days of the first instructional day of each school year. The superintendent of each local school district shall require the principal of each school within the district to provide written notice to all students, parents, and guardians of students within ten (10) days of the first instructional day of each school year of the provisions of KRS 508.078 and potential penalties under KRS 532.060 and 534.030 upon conviction.

**KRS 158.4412(3) provides Immunity from Civil or Criminal Liability.** “A school District, School Safety Coordinator, and any school employees participating in the activities of a school safety and security threat assessment team enjoy immunity from civil and criminal liability regarding their participation in the threat assessment process as provided in KRS 158.4412(3).”

## Threat Assessment Procedures Include:

- Receive Report of Possible Threat (written, social media, verbal, etc.)
- Screen Report
- Gather Information
- Organize and analyze information
- Make Assessment
- Develop and Implement Case Management



# Threat Assessment Protocol

## Threat Assessment Screening Tool

This Threat Assessment Screening Tool is used in the initial screening of cases to determine (a) whether an imminent threat or danger to a school or persons within a school exists; and (b) to determine if there is a need to run a threat assessment

**NOTE: If the Threat Assessment team believes there to be an imminent threat or danger, immediately CALL 911 to alert law enforcement and follow established safety procedures.**

Person administering this initial screening tool: \_\_\_\_\_

Person (s) of concern: \_\_\_\_\_

Person of concern's relationship to the target/school: \_\_\_\_\_

Date of Initial Report: \_\_\_\_\_

Content of Initial Report: \_\_\_\_\_

## Screening Questions:

Using information from the initial report and any other information that is readily available or quickly obtainable, answer the following questions:

1. Is this an emergency? Does this situation pose an immediate danger or imminent safety concerns?

- ☐ **YES it is an emergency/immediate danger. Take the following steps:**
  - ☐ **IMMEDIATELY NOTIFY LAW ENFORCEMENT** – Local law enforcement should be notified immediately in order to take immediate steps to respond and contain the threat. Law enforcement will determine next steps (such as executing a search, make an arrest, and/or get the person to an emergency room.)
  - ☐ **MAKE OTHER NOTIFICATIONS** – Notify anyone that is/may be directly impacted so as to inform and keep others safe (i.e., parents of a targeted victim, the targeted victim, teachers/staff supervising the targeted victim and the person of concern, parents of the person of concern, etc.)
  - ☐ **RUN a Threat Assessment INQUIRY/INVESTIGATION** – Once the emergency has been contained, the Threat Assessment team should run a threat assessment.

- ☐ **NO, it is not an emergency. Answer Screening Question 2 below.**

2. Is there a need to run a threat assessment?

Answer each of the following questions based upon the initial report and a review of readily available information.

- 2A. Has the person threatened violence or made any other communications about intent or plans for violence?

**2B. Have there been other behaviors that raised concern about violence to others/self & others?**

☐ **YES to either 2A or 2B—Answer sub-questions below:**

Did the person understand that they made a threat?

Did the person mean/intend the threat?

Did the person refuse to apologize/take back the threat?

If the person has an IEP or 504 Plan, is the behavior inconsistent with baseline behaviors and/or cannot be managed with an existing behavior plan or other interventions already in place?

**If there is a YES to any of these sub questions, the team should run a threat assessment.**

**PROCEED TO FULL THREAT ASSESSMENT.**

**NO to both 2A and 2B – Follow the steps below:**

**DOCUMENT INITIAL REPORTING AND SCREENING  
ADD INFORMATION TO DATABASE**

The Threat Assessment Case Worksheet is used to assist in determining whether the person/situation poses a threat of violence to others (or poses no threat of violence).

#### **Gather Additional Information About the Person/Situation**

Assessing whether there is a threat posed will generally be based on the information that is obtained from various knowledge sources, such as parents, students, teachers (former teachers), faith-based staff, school staff/employees, etc. The Threat Assessment Team should gather as much information on the person/situation of concern as possible.

#### **Answer Investigative Questions To Analyze Available Information**

The investigative questions are designed to assist a Threat Assessment Team with understanding the specific concerns regarding the person/situation of concern, any motive and potential target(s), and ultimate likelihood of the ability to carry out an act of violence. The responses obtained will then be considered and used to answer the assessment questions in the full protocol (see note below).

#### **Make The Assessment**

The Threat Assessment Team should review and discuss the responses obtained during the full \*Threat Assessment Protocol. Using that information, the Team should then determine whether the person/situation poses a threat of violence.

***\*Please note: Full Protocol Documentation will be supplied to schools upon KCSS Threat Assessment Training. To schedule a training, contact the Kentucky Center for School Safety (KCSS) Training Coordinator at 877 805-4277***

## Weather Related Emergency

**Watches:** Indicate that conditions are right for development of a weather hazard. *Watches* cover a larger area than *Warnings*. Watches usually have lead times of approximately 1-2 hours (tornado or thunderstorm), 3-12 hours (flash flood), and 12-36 hours (river flood or winter storm).

**Warnings:** Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings usually have lead times of approximately 30 minutes or less (for thunderstorm type events), and 6-18 hours (for river floods and winter storms). The NOAA Radio should be programmed on hand held radios and/or digital Wi-Fi enabled devices. If electricity were lost weather information would still be available. If generators are not available, alternative energy sources such as solar or crank may be used.

**Advisories:** Issued when the weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.).

### Upon Issuance of a Watch or Advisory

#### Principal / Designee:

- Activate appropriate members of school Emergency Response Team to be alert for possible change in weather status
- Monitor weather reports for change in conditions
- Document actions and complete incident reports

### Upon Issuance of a Warning

#### Principal / Designee:

- Implement procedure for use of Safe Zones for Severe Weather
- All students and staff proceed to designated Safe Zones for Severe Weather
- Remain quiet to hear further instructions
- Occupants of portable classrooms should move quickly to the main building to designated Safe Zones for Severe Weather
- Follow standard student accounting and reporting procedures
- Remain in the Safe Zones for Severe Weather until the "all clear" is given
- In the event of building damage, students should be evacuated to safer areas of the building or away from the building
- If evacuation occurs, do not re-enter the building until given the "all clear"
- Document actions and complete incident reports

#### Additional steps for our school/facility (if any):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_