



Pittsylvania County Schools

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Crisis/Emergency Management Plan

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2023

Pittsylvania County Schools

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Crisis/Emergency Management Plan

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FOREWARD

PITTSYLVANIA COUNTY SCHOOLS

CRISIS MANAGEMENT PLAN

The safety of the students and staff in this school division is paramount to all other concerns. A well-thought-out crisis management plan is a valuable instrument when preparing for unforeseen emergencies and school crises. This crisis management plan has been developed to guide and assist personnel of the school division in responding in an organized and effective manner when unexpected events occur.

The most important consideration in our crisis management efforts is the health, safety and welfare of the more than nine thousand students attending the twenty schools in Pittsylvania County. While our schools are very safe places for students, violent acts across the nation have brought a heightened awareness of having security measures in place in our schools and the need for a plan of action.

Pittsylvania County Public Schools Crisis Management Plan targets four areas:

1. Preparation for crises;
2. Identification and intervention with students who may present a potential threat;
3. Response to events which impact the school, but do not present serious threat of harm to students, personnel, or facilities; and,
4. Management of critical incidents which do involve threats of harm.

The plan also addresses the importance of interagency communication with local law enforcement agencies and emergency services.

As part of the Crisis Management Plan, each school in Pittsylvania County has a crisis management team consisting of a building level administrator, one or more guidance counselors, school psychologist, nurse, one or more selected teachers, and School Resource Officer. The Crisis Team provides training for staff and implements and adapts appropriate action from the Crisis Management Plan to address the specific events of a crisis.

We are extremely fortunate to have a devoted staff and dedicated emergency management partners concerned about the safety and welfare of the students and staff in our schools. By working together we create schools where students feel secure and are able to achieve at high levels

Respectfully,



Mark R. Jones. Ed. D.
Division Superintendent

SCHOOL BOARD ADOPTION STATEMENT

The School Board, at its August 10, 1999, meeting adopted the Crisis Management Plan for Pittsylvania County Schools. Revisions to the Crisis Management Plan are approved annually by the Pittsylvania County School Board.

Acknowledgments

Appreciation is extended to the following individuals for their assistance in developing the initial Pittsylvania County Schools' Crisis Management Plan.

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Special Education Supervisor/Psychologist/Pittsylvania County Schools

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Secondary Resource Teacher for the Gifted Program/Pittsylvania County Schools

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2012 – 2013

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Peggy Saunders

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Retired Administrator, Safety Audit Coordinator/Pittsylvania County Schools



Policy

- **Crisis Management Policy**
- **Administrator's Checklist for Crisis Management Planning**
- **Crisis Management Information Sheets for Teacher Handbooks**

Crisis Management Policy

A. Definitions

1. “Crisis incidents” shall include, but not be limited to, situations involving fire, natural disasters, the use of weapons/explosives or the death of a student, staff member, or someone in a student’s immediate family. The building administration shall have the authority to determine what is a crisis incident and to convene the Crisis Management Team.
2. The Crisis Management Plan shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, minimize personal injury and/or damage to the facility.

B. Crisis Management Team

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

1. **Membership:** The Crisis Team shall consist of an immediately accessible core group who has the knowledge and skills to act in any emergency and shall include the building administrator (principal and an assistant principal), one or more guidance counselors, school psychologist, nurse, one or more selected teachers, School Resource Officer, and a person to record events/minutes of meetings. As needed, the Mental Health Association, Department of Social Services, substance abuse counselors, DARE officers/Pittsylvania County Sheriff’s Office, etc. may be asked to consult with the school team. A roster of team members may be posted in each school’s administration office.
2. **Purpose:** The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of team members and consultants will be established by the school’s team.

C. Crisis Management Plan

The Crisis Management Plan shall include provisions for pre-planning, intervention/response, and post-emergency activities, including the establishment or designation of the following:

1. **Explicit procedures** for each crisis incident.
2. **Crisis headquarters and command post** outside the school facility in the event evacuation is necessary.
3. **Chain of command** in the event a key administrator is not available.
4. **Spokesperson to the media.** This person will be the administrator or a designee and is responsible for gathering and confirming all pertinent information about the incident and for informing the school division’s Superintendent’s Office prior to any media release. The spokesperson will also designate a media reception area when deemed appropriate.

5. **Network of key communicators.** It is the responsibility of these key individuals to convey approved information to others. This network may include phone trees to notify staff of emergency incidents and special meetings which may occur before or after school hours and various counselors designated to support groups such as students, faculty, and parents.
6. **Communication plan** within the school and to the community. The best means of communication may vary with the crisis. The plan, however, must provide for communicating with teachers as soon as possible. When appropriate, well-informed representatives should be ready to go into classrooms. Avoid giving news via assembly or public address systems as results can be unpredictable when giving shocking news to large groups of students. To ensure accuracy and avoid rumor, information to students must come directly from internal memoranda or statements written specifically for that purpose and approved by the administration. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from a pre-approved fact sheet.
7. **Arrangement for support services.** One individual from the Crisis Management Team will be designated to contact the Superintendent's Office and to contact other crisis services (i.e., school psychologist, school nurse, community resources, school division Administrator for Special Services). School arrangements should include the designation of meeting spaces, provisions to request on-call services to meet unexpected demand, and provisions for long term follow-up.
8. **Bring closure to the crisis.** This activity will vary depending on the crisis. It is imperative, however, to recognize officially the end of the crisis and the beginning of the healing process. This may include a review of the incident and the implementation of the plan.
9. **Evaluation of the crisis plan.** The Crisis Management Team will annually evaluate and make modifications as needed.

D. Crisis Management In-service

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

Administrator's Checklist for Crisis Management Planning

The following checklist information is to be shared with the school's staff before being submitted to the central office. This checklist is to be completed on an annual basis. It is recommended that the school's administration have each staff member sign off for training completed in regards to the crisis management plan.

- Review the school division's Crisis Management Policy. New staff members should receive training prior to the start of school (Section I).
- Oversee the placing of Crisis Management Information sheets in Teacher Handbooks p. 15
- Implement in-service training program for entire staff (Section I & Section V).
- Appoint a Crisis Management Team (Section II).
- Assign roles (Section II and Section III).
- Establish a clear chain of command (Section III).
- Prepare the Crisis Management "Toolkit" (Section III).
- Prepare the Emergency Toolbox for the main office location (Section III).
- Identify a command post (Section III).
- Identify community resources (Section IV).
- Share school division warning codes with entire staff (Section IV).
- Prepare students (Conduct drills to include earthquake).

- Develop plans for:
 - Transportation
 - Crowd control
 - Student release
 - Evacuation.

(Principal Signature)

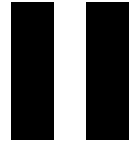
(Date Submitted)

DATE DUE: October 1
Submit to: Assistant Superintendent for Operations

CRISIS MANAGEMENT INFORMATION SHEETS TO BE PLACED IN TEACHER HANDBOOKS

- List of Crisis Management Team members and their primary locations within the building
- Copy of the school's "Chain of Command"
- Copy of the *Designation of Staff Assignment/Activity Sties* – page 32
- Copy of *Students/Staff Who Need Special Assistance in Evacuation* – page 33
- Copy of *Evacuation Partner School/Facility Information* – page 36
- Copy of *Staff Skills Inventory Summary* – page 31
- **Copy of *Faculty Internal Telephone Tree* – page 55**

NOTES



Establishing the Crisis Management Team

- **Three Levels of Response**
- **Roles and Responsibilities**

Three Levels of Response

The school Crisis Management Team is a highly effective organizational unit for dealing with a variety of crises such as accidents, suicides, incidents of violence, and weather emergencies. Crisis Management Teams in the school system operate at three levels: individual building, central office, and community response teams. Well-functioning teams at each level provide a network that is capable of taking action whenever a crisis arises.

Building Level Crisis Management Team

The building level team usually is led by the principal with an alternate leader designated in the principal's absence. In addition to teachers, the team might include a coach, guidance counselor, school nurse, school psychologist, school resource officer, administrative assistant, school custodian, and local law enforcement. The team typically has the responsibility for the following:

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

Central Office Crisis Network

In addition to the Crisis Management Teams at each school building, the crisis network should have input at the central office level. This network might include the Superintendent or someone designated by the Superintendent, Assistant Superintendent for Operations, Assistant Superintendent for Support Services and for student services, school psychology supervisor, and social worker supervisor. It might also include consultants outside the school system. The central office crisis network typically has the responsibility for the following:

1. Authorizing resources for areas where they are most needed. For example, providing more counselors to a school whose staff may be overburdened in dealing with a crisis.
2. Collecting and disseminating educational materials to schools for training crisis team members and staff.
3. Establishing a central library of materials on violence, suicide, and other crisis management issues for use by staff and students.
4. Sharing the plan with the community as well as with local fire, law enforcement, and emergency agencies.

Community Support Network

This component of the crisis network includes representatives from community and government agencies. This network might include personnel from mental health and law enforcement agencies, emergency medical personnel, and specialized resources such as domestic violence shelters, rape, runaway, and victim advocacy services.

Schools should maintain periodic contact with community agencies and organizations and invite them to participate in meetings with the school's Crisis Management Team.

Roles and Responsibilities

Roles and Responsibilities of the School Board Members in Event of a Crisis

Pittsylvania County Schools uses established protocols maintained in the Crisis/Emergency Management Plan to govern actions of school personnel should a crisis occur. This plan is reviewed annually by a committee consisting of parents, teachers, law enforcement, central office administrators, and emergency management personnel. The Crisis/Emergency Management Plan is approved annually by the Pittsylvania County School Board.

Schools will follow the crisis response protocol as listed in the Crisis/Emergency Management Plan. The superintendent will contact all board members as soon as possible to explain the details of the crisis and will work with staff to provide the Board with a formal statement. The role of the school board members will be:

- 1 - Assisting with the deployment of a common message to constituents is one of the most crucial roles members of the school board will have. This may require reading from a prepared statement or referring questions to the superintendent. As the crisis evolves, board members may be involved with the superintendent to update prepared messages.
- 2 - School board members should remain available during and after the crisis to meet with the superintendent and/or additional staff members. Board members may also attend briefings made by outside agencies.
- 3 - Support the crisis response protocol by authorizing resources as needed.
- 4 - School board members may also participate in postvention activities such as debriefing sessions as needed.
- 5 - Established school board policies shall be followed should it become necessary to meet as a school board.

Should a crisis occur that impacts a region of or the entire division, school board members will follow the same steps as above.

Building Level Roles and Responsibilities

A. Principal or Site Administrator

The principal (administrator) will coordinate and supervise emergency management activities at the school. Other assignments include:

1. Providing continuity of administration.
2. Designating and training a school Crisis Management Team.
3. Implementing in-service training for all staff members on an annual basis.
4. Designating and preparing emergency operations center or command post.
5. Monitor developing situations such as weather conditions, civil unrest, or incidents in the community that may impact the school.

6. Keeping county officials, division staff, and school personnel informed of developing situations and initiate emergency notifications and warnings.
7. Directing emergency situations.
8. Implementing evacuation procedures and measures to control access to affected area.
9. Coordinating use of building as public shelter for emergencies occurring within the school division.
10. Assessing damage.
11. Coordinating disaster assistance recovery.

B. The Crisis Management Team

The Crisis Management Team is trained in intervention and postvention procedures. Team members include the principal, counselor, teachers, school nurse, school psychologist, administrative assistant, head custodian, school resource officer, and local law enforcement. The team has the responsibility to:

1. Develop and implement procedures for prevention, intervention, and postvention at all grade levels following the guidelines in the school division's Crisis Management Plan.
2. Establish a systematic approach to identifying, referring, and assessing students at risk of suicide or other behavior that would endanger themselves or others.
3. Disseminate information to students, staff, and community on referral procedures.
4. Provide training and practice drills for all members of the staff.
5. Assist the principal in controlling emergency operations.

C. Teachers

Teachers are responsible for implementing appropriate procedures to protect students. These responsibilities include:

1. Evacuation - Establish procedures for evacuation. Prepare "classroom emergency kit." Direct and supervise evacuation of students to designated safe area.
2. Student assembly - Grade or department chairpersons are responsible for maintaining order in the pre-designated safe area with the assistance of other adults in the same area.
3. Student accounting - Verify the location and status of every student. Report to the principal or designee on the condition of any student who needs additional assistance.
4. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
5. Remain with assigned students throughout the duration of the emergency unless otherwise assigned through the partner system or until every student has been released through the official "student release process."

D. Office Personnel (Administrative Assistant)

The administrative assistant staff has the primary responsibility for emergency communications, including exchange of information with the school division staff, community emergency responders (fire, police, EMS), and internal communication within the school building. The office assistants also have the primary responsibility for recordkeeping. Other responsibilities include:

1. Establish procedures for emergency communications with the school division staff in compliance with the division emergency plan.
2. Establish internal emergency communications procedures including provisions for two-way communications with classrooms and with classes on the playground or other sites.
3. In an emergency, establish and maintain communications with the school division's central office.
4. Establish and maintain communications with emergency services personnel, as needed.
5. Initiate and maintain incident log.
6. Report status of school and students to school division central office as specified.
7. Compile all information and reports gathered and file in the main office for future reference.

E. Head Custodian

The custodial staff is familiar with the operations and infrastructure of the school building and is responsible for stabilization of the building, controlling access, and securing the school facilities. Duties include:

1. Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school building.
2. Establish procedures for isolating hazardous areas.
3. In an emergency, survey damage and structural stability of the buildings and utilities and report to the administration or command post.
4. Implement building access control measures.
5. Distribute supplies to student assembly areas as needed.

NOTES



General Procedures for Working Through A Crisis

- **Preparing for Crises: Essential Activities**
- **Crisis Response**
- **Postvention**

GENERAL PROCEDURES FOR WORKING THROUGH A CRISIS

Preparing for Crises: Essential Activities

Each school should be prepared for any type of crisis to avoid chaos and further confusion. In setting up a Crisis Management Plan, the following activities are important and should be considered for use in such a plan:

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

A crucial first step in crisis management planning is to decide who will be in charge during a crisis. Assign one person to provide leadership during emergency situations, to organize activities, and to disseminate information. Usually the person in charge is the principal or assistant principal.

Designate a substitute in the event that the designated person is unavailable at the time of the emergency. It is extremely important that all staff and students know who these people are. Identification badges denoting such can be helpful.

2. Select the Crisis Management Team.

A second important step is to recruit members for the Crisis Team. Typically, the team will consist of an administrator, nurse, psychologist, teachers, counselors, support staff representative, and others with skills appropriate to the task to be performed. Sometimes forgotten, but important in crises, are the school secretary and head custodian. Most, if not all, of the team members must be present full time at the school or be able to respond immediately to a phone call. The team may include itinerant teachers or community service agencies who can be called, as needed.

3. Develop clear and consistent policies and procedures.

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

4. Provide training for the Crisis Management Team and all other staff.

General Procedures (continued)

5. **Establish a law enforcement liaison.**

For schools that do not have a school resource officer, a contact should be made with the sheriff's department. One person from the school system is designated as the school division contact. The school division person should be available to receive phone calls night or day to report a crisis to the sheriff's department and exchange information that is relevant to the situation. This person, in turn, will contact key people in the schools.

6. **Establish a media liaison and identify suitable facilities where reporters can work and news conferences can be held.**

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

8. **Set up "phone trees."**

Critical information needs to be communicated as quickly as possible to those in need.

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

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

10. **Develop necessary record-keeping forms and information sheets to assist in the management of crisis situations.**

11. **Compile the Crisis Management "Toolkit."**

12. **Develop a plan for emergency coverage of classes.**

13. **A school division standard code is to be used for all crisis situations.**

Pittsylvania County Schools will use, with permission, the Standard Response Protocol for K-12 Schools as maintained by the I Love U Guys Foundation. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. Our current Crisis Management Plan has been updated with the new terminology associated with the Standard Response Protocol. Section V of this document contains pertinent pages of the Standard Response Protocol. The full protocol may be accessed at <https://iloveguys.org/The-Standard-Response-Protocol.html>.

14. **Develop a collection of readings.**
A bibliography of books pertinent to crisis situations for students and staff should be developed by the school's media specialist. This should be maintained by principal and housed in the school media
15. **The school division's attorney is to review crisis response procedures and forms.**
16. **Hold a practice "crisis alert" session.**
17. **Hold an annual in-service meeting on general crisis intervention.**
Annual in-service meetings need to be conducted for **all school staff**. Such in-service should include information on building procedures, suicide, rape, and natural disasters.

CHECKLIST FOR CRISIS MANAGEMENT PLANNING

- ___ Define crisis for your school.
- ___ Decide who will be in charge during a crisis.
- ___ Select the Crisis Management Team.
- ___ Develop appropriate policies and procedures for handling crisis situations:
Before it happens. When it happens. Post-crisis follow-up.
- ___ Train the Crisis Management Team.
- ___ Establish a law enforcement liaison.
- ___ Establish a working relationship with community service providers and develop a list of telephone numbers and contact persons.
- ___ Set up phone trees.
- ___ Make provisions for keeping telephone lines clear for emergency calls only, including any public pay phones on campus.
- ___ Create or reserve space for service providers involved in Crisis Management and for community meetings.
- ___ Develop and print forms and letters to assist in Crisis Management.
- ___ Compile the Crisis Management "Toolkit."
- ___ Develop a plan for emergency coverage of classes.
- ___ Share school division code with staff and other persons servicing the facility.
- ___ Maintain collection of safety and crisis related materials.
- ___ Obtain legal review of crisis response procedures and forms.
- ___ Hold a practice crisis alert.
- ___ Establish procedures for annual in-service of new staff and update-review for all

staff. (Examples: Fire extinguisher training)

CRISIS MANAGEMENT PLANNING

STAFF SKILLS INVENTORY

Name: _____

Room #/Location: _____

Please check any of the following in which you have expertise or training:

Emergency response:

___ First Aid

___ Search & Rescue

___ Law Enforcement Source

___ CPR

___ CB Radio

___ Ham Radio

___ EMT

___ Emergency Management

___ Critical Incident Stress
Debriefing

___ Fire fighting

___ Other: _____

___ Mobile or Cellular Phone, Type: _____

Cellular Number: _____

___ Bi/multilingual Language(s): _____

STAFF SKILLS INVENTORY SUMMARY

Staff With Skills In Medical Care

<u>Name</u>	<u>Room #</u>	<u>Training/Certification</u>

Bi/Multilingual Staff Members

<u>Name</u>	<u>Room #</u>	<u>Language(s)</u>

Staff Members With Communications Training/Equipment

<u>Name</u>	<u>Room #</u>	<u>Training/Equipment</u>

Staff Members With Other Specialized Skills For Crisis Situations

<u>Name</u>	<u>Room #</u>	<u>Skill(s)</u>

Designation of Staff Assignments/Activity Sites

<u>Assignment</u>	<u>Title/Name</u>	<u>Site(s)</u>
Decision Making/Control	1. <i>Principal</i> _____ 2. <i>Ass't. Principal</i> _____	_____
Crisis Team	1. <i>Coordinator</i> _____ 2. <i>Sub. Coord.</i> _____	_____ _____
Communications/Notification	1. _____ 2. _____	_____ _____
Evacuation/Sheltering	1. _____ 2. _____	_____ _____
Student Accounting/Release	1. _____ 2. _____	_____ _____
Building Safety/Security	1. _____ 2. _____	_____ _____
Information (Telephone and Walk-ins)	1. _____ 2. _____	_____ _____
Family Contact/Visitation	1. _____ 2. _____	_____ _____
Coordinate assistance for emergency/medical response	1. _____ 2. _____	_____ _____
Support counseling for students/staff	1. _____ 2. _____	_____ _____
_____	1. _____ 2. _____	_____ _____
_____	1. _____ 2. _____	_____ _____

Crisis Management “Toolkit”

The items listed on this page are to be placed on **INDIVIDUAL PAGES** and placed in a **NOTEBOOK** labeled “**Crisis Management Toolkit.**” This page should be placed at the beginning of the notebook and pages should be in the **SAME ORDER** as listed below. The items listed on this page are to be placed along with the notebook in a plastic container with lid. This “Toolkit” is to be located for easy access in the event of an emergency.

_____ Page 54: *Emergency Codes for Pittsylvania County Schools*

_____ List of Crisis Management Team members and their primary locations within the building

_____ Copy of school’s “Chain of Command”

_____ Page 32: *Designation of Staff Assignment/Activity Sites*

_____ Copy of School’s *Master Schedule*

_____ Page 33: *Students/Staff Who Need Special Assistance in Evacuation*

_____ Page 36: *Evacuation Partner School/Facility Information*

_____ Copy of School Emergency Evacuation Routes

_____ Page 31: *Staff Skills Inventory Summary*

_____ Phone lists:

Sherriff’s Department _____

Nearest Rescue Squad _____

General Emergency Number 911 _____

Poison Control Center _____

Local Hospital _____

Phone number for evacuation site(s) _____

_____ Bus Drivers’ emergency numbers

_____ School Map with location of 1) exits, 2) school phones, phone jacks or other telecommunications equipment, and 3) first aid kits

_____ Location of bullhorns, air horns, and/or megaphones: _____

_____ Blueprints of school building(s), including utilities or location of blueprints: _____

_____ Key holder list/location of stored keys

Crisis Management “Toolkit”

Page 2

_____ School Division Directory

_____ Location of student emergency cards (INDICATE LOCATION ON TOP OF PLASTIC CONTAINER)

_____ Location of faculty/staff emergency cards (in alphabetical order): _____

_____ Crisis response equipment location (i.e., 911 pager, two-way radios)

_____ Copies of bus rosters (listed for each bus)

_____ List of students who ride private transportation

_____ Facial tissues

_____ Several legal pads and ball-point pens

_____ At least 4 magic markers

_____ At least 100 white peel-off stickers

_____ Plastic orange vests for key people (i.e., traffic control)

The items listed above are to be placed on INDIVIDUAL PAGES and placed in a NOTEBOOK labeled “Crisis Management Toolkit.” This page should be placed at the beginning of the notebook and pages should be in the SAME ORDER as listed.

Evacuation Partner School/Facility

If it becomes necessary to evacuate the school building, the administrator, in consultation with the Superintendent's Office, may decide to transport the students and staff to another school or community facility.

This partnership is designed to avoid the problems and liability of dismissing and sending young children home early without proper supervision. This decision will be influenced by many related conditions at the time of the incident including the time of day, season of the year, urgency of the evacuation, and weather or civil conditions in the community.

Partner School/Community Facility Information

Name: _____

Location: _____

Second Location: _____

Principal: _____

Assistant Principal: _____

Telephone of Facility: _____

Fax Number for Facility: _____

Capacity: _____

Off-Campus Activities

Field trips, athletic trips and other extracurricular activities are extremely important parts of the educational experience for students. When students are away from the school building, the chances of a crisis are greater, however, and school staff needs to be prepared. Procedures and practices which are helpful in the event of an emergency include the following:

1. **Use of name tags/personal identification** which should be visible at all times is encouraged.
2. A **route map** and **itinerary** should be left at the school and a copy kept in the bus.
3. Students, staff, and chaperones should leave and return in the same vehicle. A **roster of riders** in each vehicle should be left at the school before departure.
4. If possible, at least one **adult should have a cellular phone**. If a phone is taken on the trip, the number should be left at the school.
5. For a longer trip or a trip to a crowded area, a **yearbook or a collection of photos** should be taken on the trip for possible identification.

Crisis Response

Verification of the Crisis:

When someone at the school receives information that a crisis has occurred, the administrator/designee should be notified immediately. The information should not be shared with anyone else until it can be verified.

Once the crisis is verified, the administrator/designee should decide what procedures are implemented next. If the event occurs during the school day, the following steps should occur. Depending on the event and if it occurs at night or on the weekend, a variation of the steps may be followed. In any event, the steps should be followed prior to any public announcement or response:

1. **Notify the Superintendent's Office/designee** of the event.
2. **Convene the Crisis Management Team.** This should be done without alarming the entire school. A code should be set up to reduce the confusion.
3. **Notify support personnel** such as the psychologist, nurse or others as appropriate.
4. **Assign Crisis Management Team members** in the building to locate, gather, and inform closest friends of the deceased/injured and provide support.
5. **Prepare a formal statement** for initial announcement to the entire school. Include a minimum of details and note that additional information will be forthcoming. Also prepare statements for telephone inquiries.
6. Decide on a **time for an emergency staff meeting.** Invite designated outside professionals to join the meeting to help staff members process their own reactions to the situation.
7. **Identify** students, staff, and parents likely to be **most affected by the news.** These persons should be targeted for additional support.
8. Determine if **additional division/community resources are needed** to "stand-by" to effectively manage the crisis and notify them if appropriate.

9. **Assign team members in the building to:**
 - a. **Provide grief support** for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
 - b. **Review and distribute guidelines** to help teachers with classroom discussion.
 - c. **Stand in for any substitute teacher** in the building **or** for any **staff member** unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - d. **Coordinate and greet all auxiliary support services** staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - e. **Distribute** the developed **list of community resources** to all classes.
 - f. **Assign** a counselor, psychologist, community social worker, or other designated staff member **to follow a deceased student's class schedule** for the remainder of the day if that will be helpful to teachers in those classes.
10. **Station staff/student support members** as planned **prior to** making the **announcement**.
11. **Announce the crisis** over the public address system or by delivering typed statement to every classroom. Include locations of in-building support
12. Once these steps are completed, **assigned staff members** will **perform the following**:
 - a. **Monitor grounds** for students leaving the building without permission. Redirect them to support services. If unable to intercept, notify parents/guardians expressing the school's concern.
 - b. **Notify parents/guardians** of students closest to the deceased/injured and ask them to pick up their children at the end of the school day. Implement the evacuation plan previously developed to plan for masses of parents who may pick up their children.
 - c. **Notify bus drivers**, especially those who drive the buses usually traveled in by the deceased/injured student, or who are experiencing the most severe shock.
 - d. **Notify other schools** regarding siblings or other students predicted to be strongly affected.
 - e. **Provide support to faculty and other staff members**. Provide private support to individual staff members who are greatly affected.
 - f. **Do not collect the deceased's belongings** from his/her locker or other sites until family members have been contacted and an agreed upon method of removal is established.
 - g. **Officially withdraw a deceased student** from the school attendance rolls.

The Staff Meeting

A staff meeting should be held as soon as possible after a crisis. Elements of that meeting should include:

1. **Have a photo** of the deceased/injured student **available** to familiarize staff with the student.
2. **Review the facts** of the crisis and **dispel rumors**.
3. **Help staff** members **process their responses** to the situation.
4. **Describe the feelings that students may experience** and suggest how teachers might handle specific situations.
5. Provide **guidelines for helping students** who are upset.
6. Encourage teachers to allow for expressions of grief, anger, etc. in class. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to **return to the normal routine as soon as possible** within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
7. Encourage staff to dispel rumors whenever possible and **discourage any “glorification” of the event** (especially in suicidal death).
8. Request **staff to meet** thirty minutes early the **next morning to review procedures and debrief**. If the crisis occurs on a Friday, call the meeting for the following Monday morning.

General Crisis Response Checklist

- Direct staff and others not to repeat information until verification is obtained.
- Notify the Superintendent's Office.
- Convene the Crisis Management Team and assign duties.
- Notify building support staff, such as counselors, psychologists.
- Inform closest friends of the affected student and provide support.
- Prepare formal statement or announcement.
- Announce time and place of emergency staff meeting.
- Identify other/additional students, staff, and parents likely to be most affected by news.
- Assess need for additional community resources.
- Assign trained staff or community professionals to:
 - Provide grief support to students
 - Review and distribute guidelines for classroom discussion to teachers
 - Stand in for absent/affected/substitute teachers
 - Distribute lists of community resources
- Make official announcement.
- Hold emergency staff meeting.
- As needed, assign team members and other staff to monitor grounds; notify parents, support staff, and other schools; provide support to staff; and withdraw student from school rolls. (**DO NOT** remove deceased's belongings until family has been contacted.)

Response Checklist Document

(Use During Crisis Response to Monitor and Document Activities)

School: _____ Date/Time Response Initiated _____

Description of Incident: _____

Crisis Management Team members present: _____

<u>Task</u>	<u>Who</u>	<u>Completed</u>		<u>Notes</u>
Verify/gather additional information:	_____	yes	no	_____
Notify other Team members:	_____	yes	no	_____
Notify 911:	_____	yes	no	_____
Notify Superintendent's Office:	_____	yes	no	_____
Identify most affected students/staff:	_____	yes	no	_____
Identify space(s) for crisis activities:	_____	yes	no	_____
Prepare public announcement(s):	_____	yes	no	_____
Inform faculty/staff:	_____	yes	no	_____
		Method		_____
Alter bell/schedule:	_____	yes	no	_____
Inform students as appropriate:	_____	yes	no	_____
		Method		_____
Notify parents as appropriate:	_____	yes	no	_____
		Method		_____
Schedule faculty meeting(s):	_____	yes	no	_____
Establish day 1 crisis support:	_____	yes	no	_____
Conduct Day 1 debriefing:	_____	yes	no	_____
Plan for Day 2 set:	_____	yes	no	_____
_____	_____	yes	no	_____

Keep on file in main office

Crisis Requiring Limited School Involvement

In certain crisis situations, a school-wide response would be excessive and would negatively impact operations of the school. In other situations, law enforcement involvement may limit the school's ability to respond to the incident.

Suicides and rapes or the attempts of these are examples of events that may require limited school involvement. When suicide risk is present, or when attempted suicide or rape has occurred, a limited response by trained school staff and/or the Crisis Management Team should be all that is necessary to contain potential panic and reduce further risks. While these situations do not, of themselves, constitute a school-wide crisis, inappropriate responses to these events can lead to chaos. In the case of a homicide or riot, a limited school-based response may be all that is possible due to law enforcement intervention.

Crisis Occurring During Summer or Holidays

If a school administrator or other Crisis Management Team member is notified of a crisis during the summer or a holiday, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

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

Summer/Holiday Crisis Response Checklist

- ___ Institute the phone tree to inform the Crisis Management Team members.
- ___ Identify and make a list of students and staff members most likely to be affected.
- ___ Notify staff members or families of students identified and recommend community resource people who can provide support.
- ___ Notify remaining staff with appropriate information by letter or telephone.
- ___ Schedule faculty meeting for an update before affected students return to school.
- ___ When school reconvenes, monitor students and staff members previously identified.
- ___ Make appropriate referrals for students or staff members who need additional help with the situation.

Crisis Management Team Report

School: _____ Date of Report: _____

Student(s) Involved:

Parents/Guardians Involved: _____

Description of incident (include date, time, place): _____

Immediate intervention by Crisis Management Team: _____

Follow-up procedures (with students, student body, if appropriate, and staff): _____

Follow-up procedures with parents/guardians of student(s) involved: _____

Reviewed by Principal: _____ Date: _____

(Signature)

Keep on file in main office

Post-Incident Debriefing

Post-incident debriefing is a process that reviews the handling of the incident and how those procedures may be improved. Benefits of post-incident debriefing include the following:

- A complete systematic account of the incident and an evaluation of the effectiveness of school procedures.
- Evaluation of response times.
- Evaluation of overall school, school division, and community crisis management plans.
- Review of the effectiveness of practices and procedures.
- Review of adequate equipment and technology.
- Assessment of training needs.

The systematic process of debriefing should include review of the following:

- Initial understanding of crisis.
- Initial strategies and tactics.
- Results of strategies and tactics.
- Obstacles encountered.
- What worked well and why.
- Recommendations for improvements.

Postvention

Postvention is a supportive activity for those affected by a crisis once the crisis is over. Such activities may include debriefing sessions for those involved in the crisis and educational and support groups. As postvention activities are planned, the scope of the crisis and the number of persons involved will guide the type of activities needed. One goal of postvention is to enable people to resume normal activities and not to dwell on the crisis.

Plan appropriate follow-up activities as needed for student and for staff as well. Crises can trigger problems in children who have heretofore not been identified as at-risk. Offering ongoing support may avert further tragedy.

Persons at the school who are directing postvention activities should include all individuals who may need the activity. In some instances, support personnel such as custodians, cafeteria personnel, secretaries, bus drivers, etc., may be omitted but may need the activities as much as the teachers and students who were directly involved with a situation.

Follow-up To Crisis Situations

The following information may be useful in the days and weeks following a crisis. Long term procedures should also be considered.

The Day After: Workday Two of Crisis Management

1. Gather faculty and staff members and update them on any additional information/procedures.
2. In case of a death, provide funeral/visitation information if affected family has given permission.
3. Identify students in need of follow-up support and, in accordance with the school's crisis response plan, assign staff members to monitor vulnerable students:
 - a. coordinate any ongoing counseling support for students on campus;
 - b. announce ongoing support for students with place, time, and staff facilitator; and
 - c. notify parents of affected students regarding community resources available to students and their families.
4. Convene Crisis Management Team for debriefing as soon as possible:
 - a. discuss successes and problems; and
 - b. discuss things to do differently next time.
5. Allow staff opportunity to discuss feelings and reactions.

Long-term Follow-up and Evaluation

1. Provide a list of suggested readings to teachers, parents, and students.
2. Amend crisis response procedures as necessary.
3. Write thank-you notes to out-of-building, district, and community resource people who provided (or are still providing) support during the crisis.
4. Be alert on crisis anniversaries and holidays. Often students will experience "anniversary" grief reaction the following month or year on the date of the crisis or when similar crises occur that remind them of the original crisis. Holidays, too, often are difficult for students who have experienced loss.

Checklist For Follow-up To Crisis Situations

- ___ Gather faculty and staff for update.
- ___ If acceptable to family, provide funeral information.
- ___ Identify students requiring additional support and assign staff to monitor.
- ___ Debrief with the Crisis Management Team.
- ___ Provide opportunity for staff to discuss feelings and reactions
- ___ As appropriate, provide a list of suggested readings to teachers, parents, and students.
- ___ Amend crisis response procedures as necessary
- ___ Monitor crisis anniversaries.

NOTES

IV

Communications

- **Communications Guidelines**
- **School Division Emergency Code**
- **Using Technology for Communication**
- **Communications With The Media**

Communications

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with the central office, law enforcement and other emergency services is necessary for effective response. Updated information must be transmitted to those involved. The media must also be kept informed and should be handled by one individual to reduce conflicting or confusing information being transmitted to the community.

Communication Guidelines

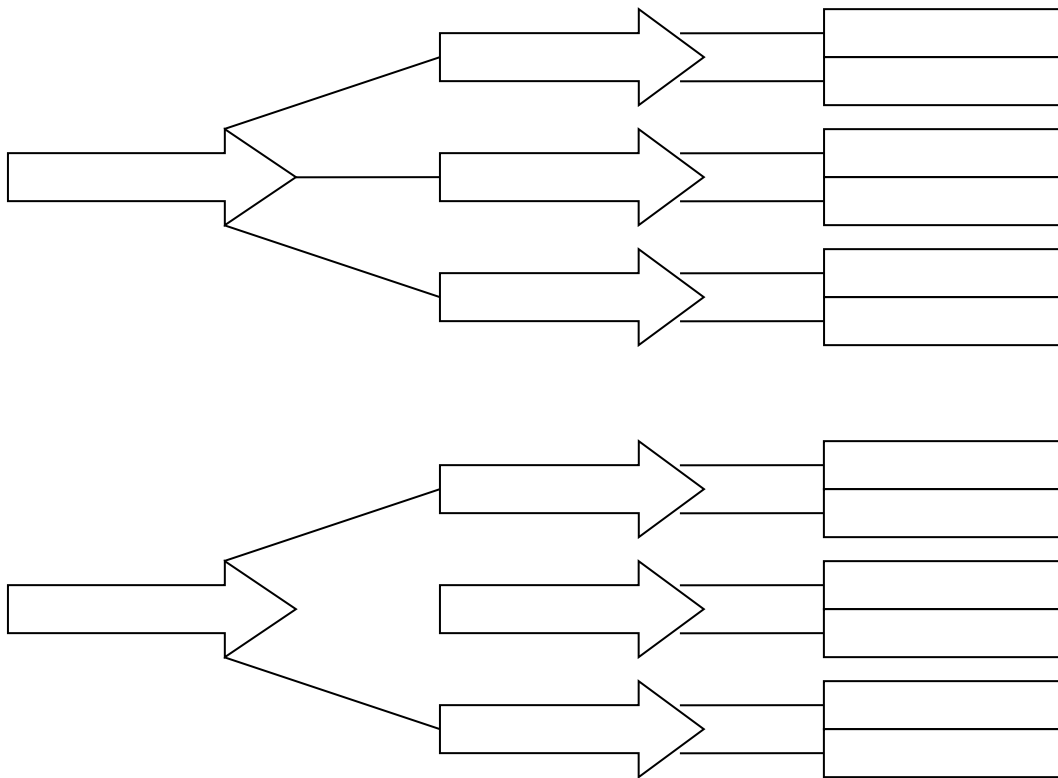
As soon as the crisis is identified, plans for proper communication must be developed and implemented. Only necessary factual information should be shared. When possible, information should be provided both orally and in writing to reduce the chance of miscommunication or the spreading of rumors. If incorrect rumors are started, efforts should be made to disseminate the proper information.

Some strategies which may be helpful include the following:

1. Identify and notify internal groups including administrators, teachers, students, custodians, administrative assistants, teaching aides, cafeteria workers, bus drivers, and any itinerant staff. It is critical that they have accurate information prior to leaving school. They can help correct any misinformation present in the community.
2. Clerical staff who answer the telephone at the school and at the central office must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information which is circulating so they can also help correct any misinformation.
3. Use of key communicators in the community can also help to correct misinformation. School administrators and the Superintendent should maintain a listing of persons in the community who may be able to help in this process.
4. The media should be used to help control rumors. They should be provided frequent updates and asked to provide this information to the public.
5. After the crisis is over, public meetings may be helpful to share accurate information. This allows community members to ask questions and receive accurate information.
6. Depending on the emergency, the administrator may choose to send a notice to all parents.

Internal Telephone Tree

The following is an example of the possible make-up of an internal telephone tree. It is important that all persons who service the school be included in the tree. For example, any aides assigned to the main office should be included in the secretarial staff listing and aides assigned to a specific class or grade level should be included in that department or grade level's list. Itinerant personnel and part time staff should be considered when appropriate.



Using Technology for Communication

Each school has several types of technology that may be available during an emergency. The administrator should review the available technology with the Crisis Management Team so they, the team, will be familiar with the resources prior to an emergency.

1. **Telephone:** While the telephone is the most widely used communications tool in the school, it should not be depended upon solely in an emergency. For many crisis situations, telephone will be available, however. The Crisis Management Team should have a copy of all school division telephone numbers.

The Crisis Management Team should mark the location of all standard jacks on the floor plan which is located in the “emergency toolkit” for the school.

2. **Intercom System Instructions:** Instructions for the use of the intercom system should be posted near the controls in the office area. It is recommended that a few reliable students also be taught to use the intercom system in the event an adult is not available to make an emergency announcement. When the intercom system also includes the capacity for classroom communication to the office, the directions should be posted near the classroom connection and a few students taught how to use that system.
3. **Bullhorns and Megaphones:** If the school has either a bullhorn or megaphone, the usual location should be noted in the “emergency toolkit.” Crisis team members should also know the location and how to operate the bullhorn or megaphone.
4. **Walkie-talkies:** All staff members should be trained in the operation of walkie-talkies even if they do not routinely carry one. Batteries should be checked often and replaced as needed. If equipment is on rechargeable batteries, those should be charged on a regular basis. They should be used for general information or to locate individuals. Sensitive or confidential information should not be delivered via walkie-talkies.
5. **Computer Telecommunications:** If computers have e-mail capacity or Internet access, these may be used to send and/or receive information. Crisis Management Team members should be familiar with the school division’s e-mail system and have an active e-mail.

6. **Fax Machines:** The fax machine may be used to send and/or receive information quickly and may be very useful when an emergency occurs away from the school. Student data, medical information or any other information may be sent quickly with better accuracy. Any staff with students on a trip away from campus should have the school's fax number.
7. **Cellular Telephones:** Cellular telephones may be very helpful in an emergency situation especially if the regular telephone system is not working due to a power outage. Information transmitted via cellular telephones should be general in nature. Sensitive or confidential information should not be transported via cellular telephones since the service is not secure. If at all possible, on off-campus trips, at least one adult should have access to a cellular telephone.
8. **Emergency Codes and Alarm Systems:** One code for the entire school division should be used. The school division code for emergencies should be shared with all individuals servicing the school division. In addition, Crisis Management Team members should be trained in the use of the alarm code, alarms, and intercom systems.
9. **Air Horns:** The administrator should have and the Crisis Team should know the location of air horns to be used if the alarm system is not operating or use outside of the building where the alarm system cannot be heard.

Voice and Hand Signals

Signals not involving the use of technology should also be determined and shared in the event that all technology is unavailable. Staff and students should be trained regarding the signals and the instructions to be followed with each signal.

Examples include the following:

Waving arms - waving arms back and forth over head means to follow in the direction led by the teacher.

Palms down - moving arms up and down with palms toward the ground will signal students to get down on the ground wherever they are at the time.

Palms out - pushing palms out, moving arms forward and back, will signal the students to stop where they are and to stand absolutely still.

Waving arms side-to-side - moving arms side-to-side in front of body will signal students to move away from the center of the playground and to take shelter toward the edge of the playground.

Communications With The Media

The school principal will notify the Division Superintendent or designee for direction in working with the media during a crisis.

Guidelines for the individuals working with the media are as follows:

- Contact the Superintendent's Office to inform the central office of the current situation, emerging developments, and to clear statements.
- Remind all staff that only the division superintendent or designee is authorized to talk with news media.
- Advise all school staff of media procedures.
- Deal up-front with reporters. Be honest, forthright and establish good communication with the media before problems or a crisis occurs.
- Do not try to stonewall the media or keep them from doing their job.
- Prior to meeting with the media, attempt to anticipate the questions and have answers for the questions.
- Be prepared to tell the media you cannot answer certain questions and when possible address the questions in opening remarks or statement.
- When possible, prepare a statement to be approved by the administration and issue that statement to the media. Make certain the statement is accurate and does not violate any confidentiality of those involved.
- Attempt to keep any statements as concise as possible and keep remarks on the facts of the crisis. Reduce the emotionalism to reduce further confusion. Answer the question and stop. Do not attempt to further explain.
- Release only facts that can be proven. If a question is asked and the answer is not certain, offer to find out the answer but do not speculate. For questions that cannot be answered, explain that the question cannot be answered at this time, but reduce the use of "no comment" as much as possible.
- If any opinions are provided, make certain it is the unified position to reduce conflicts and questions.
- When appropriate, provide a space for the media to meet.

- When answering questions for the media, be sure you understand the question. Ask for clarification prior to answering.
- Do not assume or expect comments that are made “off the record” to be kept confidential.
- Instruct all staff to refer all inquiries about the crisis to the individual(s) handling the media communications.
- Keep a log of all incoming and outgoing calls, personal contacts and statements and announcements made.

Communications Checklist

- A copy of all school division telephone numbers is available. This listing should also include all fax numbers and any cellular numbers necessary.
- A copy of the phone tree is available.
- The location of all telephones is marked on the floor plan as well as any additional phone jacks not in daily use.
- Instructions for the use of the intercom system are posted.
- Batteries for any walkie-talkies are checked quarterly and walkie-talkies are recharged daily.
- Crisis Management Team members have been trained in the use of the alarm system.
- Air horns or megaphones are located in the toolkit for warnings.
- The administrator has developed and trained the staff in the use of voice or hand signals.
- The school division has developed a code to notify staff of emergencies within the buildings.
- The administrator and/or Crisis Team has determined and developed necessary communication techniques for notifying parents as appropriate.
- The administrator has assigned or accepted the responsibility for communicating with the media.
- If the media is contacted or contacts the school, the administrator or a member of the Crisis Management Team has notified the Superintendent's

Communications

Sample Announcements

TO:

FROM:

DATE:

We have just been advised of a tragedy involving one of our (teachers, staff members, students). I wanted to notify you so that you would know the accurate details and could better assist your child in understanding this situation. The details are as follows:

(provide accurate details without compromising the privacy of the person or family involved.)

A notice was read to all students regarding this situation. Students were also told that they should contact the teacher if they wanted to talk to a counselor or other staff member.

Arrangements have been made to have people available in the building to help students and staff who need extra support as we work through this situation. If you have any questions, please contact me. I do ask your support during this time and to let me know if any special assistance is needed for your child.

(Any letter or announcement should be developed according to the situation, but should be kept as general as possible with an attempt to reduce the crisis versus increasing the concern.)

Communications

Sample Letter to Parents for Bus Accident

Dear Parents,

There was an accident involving a school bus on_____. There were known
(day and date and time)
injuries to some individuals. The students on Bus #_____witnessed the aftermath of the accident.

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

- a desire to be alone, unusually quiet;
- loss of appetite;
- problems with sleeping, nightmares;
- difficulty with concentration;
- crying;
- angry outbursts, short temper;
- headaches, upset stomach;
- and/or depressed, sad.

Your child may also exhibit some physical complaints. Please contact _____to fill out an accident report. The school will offer support services for

(Principal's Name)

students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please do not hesitate to call if you have any questions or concerns. (Give school phone number.)

Sincerely,
Principal

NOTES

V

**Quick Guide To Crisis
Management in Specific
Areas**



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school "Evacuate to a different building," and later "Evacuate to the bus zone."

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.



HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear.

Thank you for your assistance in making this Hold work smoothly."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



SECURE

Get inside Lock Outside Doors

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear. Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

SCHOOL IS SECURED
MONITORED ENTRY AND CONTROLLED RELEASE



ESCUELA BAJO PROTECCIÓN
ENTRADA VIGILADA Y SALIDA CONTROLADA

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SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However if the Hold goes on for an extended period of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Current Hold during the school day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Current Hold at the end of the day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Text Message

[School Name] has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

Notification that a Hold occurred during the day

Email

Subject Line: Safety Notification - Hold Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Hold from *[start time]* to *[end time]* due to *[state the reason for the Hold]*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? *

* The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.



EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.



SECURE

Get inside Lock Outside Doors



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in italic type.

Current Secure Action during the school day

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? *

Current Secure Action at the end of the day

Email

Subject Line: Safety Notification - Secure Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. *[Modify for monitored entry and controlled release]*

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here *[link to the platform you'll be updating]*

What is the Secure Action? *

Text Message

[School Name] is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been notified of *[state the activity occurring outside of the building]*. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

Notification that school was in Secure Action

Email

Subject Line: Safety Notification - Secure Ended at *[School Name]*

Dear Parent or Guardian,

Today *[School Name]* was notified of *[state the activity occurring outside of the building]*. As a precaution, we placed the school in Secure. The Secure status lasted *[state the length of time in Secure]*. All school operations have now returned to normal.

What is the Secure Action? *

* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

[Link to either your website or *iloveguys.org/The-Standard-Response-Protocol.html* for them to learn more.](#)



LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



LOCKDOWN

Locks, Lights, Out of Sight

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

THE DURATION OF A LOCKDOWN

A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: “We’re in Lockdown. I’m okay and I’ll update you every 5 minutes.” Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, “Pick me up at Lincoln Elementary in one hour. Bring your ID,” might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



LOCKDOWN

Locks, Lights, Out of Sight



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. include the information here, or in a separate communication thread.

Current Lockdown

Email

Subject Line: Safety Notification - Lockdown Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here *[link to the platform you'll be updating]*

What is a Lockdown?*

Text Message:

[School Name] is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here *[link to social media page/site]* for updates.

Phone Call

Parents, *[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our *[social media page/site]* for ongoing updates.

Lifted Lockdown

Email

Subject Line: Safety Notification - Lockdown Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Lockdown from *[start time of Lockdown]* to *[end time of Lockdown]* due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority.

What is a Lockdown? *

Text Message

The Lockdown at *[School Name]* has been lifted. Please check your email or voicemail for more information.

Phone Call

Parents, the Lockdown at *[School Name]* has been lifted. The school was in Lockdown from *[state Lockdown start time]* to *[state Lockdown end time]* due to *[state the incident that occurred]*. Thank you for your patience while we worked with first responders to respond to the situation.

* Lockdown is called when there is a threat or hazard inside the school building. The Lockdown Action demands locking interior doors, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. If students are unable to get behind a locked door, they are trained to self-evacuate. If your child contacts you to let you know that they safely self-evacuated, please contact the district at *[District Phone Number or Safety Hotline]* to notify us your child is safe.

Link to either your website or [loveuguy.org/The-Standard-Response-Protocol.html](https://www.loveuguy.org/The-Standard-Response-Protocol.html) for them to learn more.



EVACUATE

A Location may also be provided

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: <https://iloveguys.org/The-Standard-Reunification-Method.html>

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from iloveguys.org/The-Standard-Response-Protocol.html

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-

site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Evacuation with a return to school anticipated

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]*. Please check your email and voicemail for details and information.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email for details and information.

Evacuation with early dismissal planned

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email and voicemail for details.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email for details and information.

Evacuation to an off-site location

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* which renders the building unsafe at this time. Students can be picked up at *[alternate location]* after *[time]*. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

Phone Call

Parents, *[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

[Link to either your website or *loveuguys.org/The-Standard-Response-Protocol.html* for them to learn more.](#)



POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

“On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process.”

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

“(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)”

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy

SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

“Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy.”

For a tornado, an example would be:

“Shelter for a tornado. Go to the tornado shelter.
Shelter for a tornado. Go to the tornado shelter.”

After the danger has passed:

“Students and staff, the Shelter is released. All clear.

Thank you for your assistance and patience during the Shelter.”

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).



SHELTER

State the Hazard and Safety Strategy



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

Shelter (Current)

Email

Subject Line: Safety Notification - Shelter Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] is currently Sheltering due to [state reason for Shelter].

The safety and security of your child is our top priority. We are actively monitoring the situation.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Text Message

[School Name] is currently Sheltering due to [state reason for Shelter]. Please check your email and voicemail for more information.

Phone Call

Parents, [School Name] is currently Sheltering due to [state reason for Shelter]. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

Shelter (Past)

Email

Subject Line: Safety Notification - Shelter Ended at [School Name]

Dear Parent or Guardian,

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more. protocol at iloveguys.org/The-Standard-Response-Protocol.html

Text Message

The Shelter at [School Name] has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

Phone Call

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

* Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more.

SEQUENCING

The Actions



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.

**SCHOOL IS SECURED
NO ONE IN OR OUT**



**ESCUELA BAJO PROTECCIÓN
NADIE PUEDE ENTRAR**

SCHOOL IS SECURED

MONITORED ENTRY AND CONTROLLED RELEASE



ESCUELA BAJO PROTECCIÓN

ENTRADA VIGILADA Y SALIDA CONTROLADA

IN AN EMERGENCY

TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



Student Safety

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

Standard Response Protocol (SRP)

The SRP is based on the response to any given scenario. The benefits become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. The protocol also allows for a predictable series of actions as an event unfolds.

The SRP is based on five actions: Hold, Secure, Lockdown, Evacuate, and Shelter. Each has specific staff and student directives that are unique to the action.

The Standard Response Protocol is a program of the "I Love U Guys" Foundation. More information and detailed materials can be found at <https://iloveguys.org>



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Shelter!
"State the hazard and safety" strategy"



Shelter is called when the need for personal protection is necessary.

- Safety strategies might include:**
- Evacuate to shelter area
 - Seal the room
 - Drop, cover and hold
 - Get to high ground
- Students:**
- Use appropriate safety strategy
- Adults:**
- Lead safety strategy
 - Account for students
 - Report injuries or problems using Red Card/Green Card



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 - Account for students
 - Report injuries or problems using Red Card/Green Card

**DRILL IN PROGRESS
NO ONE IN OR OUT**



**SIMULACRO EN CURSO
NO SE PERMITE LA ENTRADA
O SALIDA DE NADIE**



Hold!
In your room or area.
Clear the halls.

Hold is called when the hallways need to be kept clear, even during class changes.

Students:

- Clear the hallways and remain in their room or area until the "All Clear" is announced
- Do business as usual

Adults:

- Close and lock door
- Account for students and adults
- Do business as usual



Secure!
Get inside.
Lock outside doors.

Secure is called when there is a threat or hazard outside the building.

Students:

- Return to inside of building
- Do business as usual

Adults:

- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



Lockdown!
Locks, Lights,
Out of Sight

Lockdown is called when there is a threat or hazard inside the building.

Students:

- Move away from sight
- Maintain silence
- Do not open the door

Adults:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



Evacuate!
"To a location"

Evacuate is called to move students and staff from one location to another.

Students:

- Leave stuff behind if required
- If possible, bring your phone
- Follow instructions

Adults:

- Bring roll sheet if possible, take Go Bag (unless instructed not to take anything)
- Lead students to evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card



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- If possible, bring your phone
- Follow instructions

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- Lead students to evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card

A

ACCIDENTS at School

Accidents At School

Minor Accidents at School

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

For minor accidents or injuries

Have students taken to the school's designated area for first aid assistance.

Other suggested preventive/supportive actions

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

- Post in the designated area for first aid the names of building staff who have completed paramedic training, American Heart Association First Aid Training or other special lifesaving or life sustaining training or expertise (i.e., CPR); include name, schedule and phone number of school nurse.
- Notify the administration or designee of minor accidents.
- If applicable, notify parents/guardians.
- If questionable to move injured, notify administration or designee for further procedures.
- Provide each teacher and bus driver with any special medical information about any student in his/her classroom or bus having special medical or physical needs. Provide training as needed to address these special needs. Such conditions might include allergies, fainting, seizures, diabetes, etc.; also include procedures that teacher/bus driver may follow in the instance of accident or other life threatening situation for the student(s)..
- An emergency and illness information form needs to be completed on each student.
- When providing first aid, follow OSHA regulations for blood borne pathogens.



ACCIDENTS To and From School

Accidents To and From School

In the event of accidents involving an employee or student who is on the way to or from school, try to determine whether or not help is on the way. **In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.**

If help is not on the way, actions to consider are:

- Call 911.
- Notify Superintendent's Office.
- Notify parents/guardians, spouse, or individual on emergency card.

If help is on the way, actions to consider are:

- If not reached earlier, continue to try to notify parents/guardians, spouse, or named individual.
- If parents/guardians, spouse, or closest relatives are not available, discuss situation with an associate at the place of employment of the parents/guardians, spouse, or closest relative.
- Send a "calm" individual to observe situation and offer support as needed.
- Send an employee trained in life sustaining techniques if indicated.
- When providing first aid, follow OSHA regulations for blood borne pathogens.



AIRCRAFT Disaster

Aircraft Disaster

Aircraft crash into or near building

Checklist:

- Call 911.
- Notify Superintendent's Office.
- Utilize fire exit plan modified to maximize the safety of all individuals.
- Students and staff assemble in an area as far from the crash scene as possible.
- Account for all building occupants and determine extent of injuries.
- Call emergency staff meeting.

Specifics:

1. **Call 911.**
2. **Notify the Superintendent's Office** and have all media and community inquires directed to this office.
3. All occupants are to exit the building according to the **fire exit plan** modifying the plan to maximize the safety of all individuals.
4. **Students and staff** are to **assemble** in an area as far from the crash scene as possible. The site should be uphill and upwind from the crash if feasible.
5. **Account** for all building occupants and determine the extent of injuries.
6. Call an **emergency staff meeting**.

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Aircraft on or near school site but no damage to building

Specifics:

1. **Call 911.**
2. **Notify the Superintendent's Office.**
3. All students and staff should remain in the building.
4. Any students or staff **outside should report** immediately to their classrooms or a designated area **inside** until further instructions are received.
5. **No evacuations need occur** unless subsequent explosions or fire endanger the building.

A

ALLERGIC Reaction

ALLERGIC Reaction

Possible Symptoms:

- Feeling of apprehension, agitation; restlessness
- Swelling of the throat, lips, tongue, or difficulty swallowing; hoarseness
- Difficulty breathing, wheezing, cough
- Tingling sensation around the mouth or face, or metallic taste in mouth
- May be accompanied by hives, generalized flushing, itching or redness of the skin

Checklist: In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

- Assess the situation.
- Send for immediate help (nurse/first responder).
- Call 911 and get AED and appropriate medication.
- Call parents/guardians/family member.
- Check vital signs.
- If necessary, start CPR and/or Rescue Breathing.
- If necessary, cover with mylar blanket to keep warm.
- A copy of pertinent information should be given to EMS.
- Designate staff member to accompany victim to emergency facility (not school nurse).

A

ALLERGIC Reaction

Specifics:

1. Assess situation, remain calm, make individual comfortable.
2. Notify nurse and/or First Responder at your school.
3. Only move for safety reasons. If individual is known to have allergies, consult the written action plan on file and proceed with physician's recommendations.
4. Call 911 even if emergency treatment has been administered.
5. Notify parents/guardians or other family member.
6. Check individual's pulse, respiration, and blood pressure. If nurse is present, be alert for breathing and pulse being slower or faster than usual. Elevate legs if blood pressure is low.
7. If necessary, start CPR and/or Rescue Breathing if you are trained to do so.
8. Cover with mylar blanket if necessary to keep warm; don't allow blanket to interfere with handling or observation.
9. A copy of the following should be sent with EMS:
 - Medication or allergen to which patient is reacting, if known.
 - Signs and symptoms of distress.
 - Emergency measures instituted.
 - Patient response to emergency measures.
 - Time of all activities.
 - Signature of nurse or attending school personnel and phone number
10. The principal or a designee (not the school nurse) should accompany individual to the emergency facility and remain until a parent/guardian, family member or physician assumes responsibility.

PITTSYLVANIA COUNTY SCHOOLS
SCHOOL HEALTH SERVICES

PROTOCOL
ANAPHYLAXIS*

Anaphylaxis is a severe allergic reaction which can be life threatening and occur within minutes (or hours) after a triggering event.

Physical Findings:

1. Feeling of apprehension, agitation
2. Swelling of the throat, lips, tongue, or difficulty swallowing
3. Difficulty breathing, wheezing
4. Tingling sensation around the mouth or face, or metallic taste in mouth
5. May be accompanied by hives, generalized flushing, itching or redness of the skin

Management:

1. Immediate administration of Epinephrine auto-injector (EpiPen) as prescribed by a medical professional.
Dosage: 0.15 mg. epinephrine auto-injector IM, if less than 66 pounds
0.3 mg. epinephrine auto-injector IM, if 66 pounds or larger
Frequency: If symptoms continue; a second dose should be administered 5 to 15 minutes after first dose.
2. Immediately call 911 and transport to nearest emergency facility even if medication has been given.
3. Notify parent.
4. Keep the individual either lying down or seated. If they lose consciousness, check if they are breathing and have a pulse. If not, begin CPR, call out for help and continue CPR until the individual regains a pulse and is breathing or until EMS arrives and takes over.
5. If possible, monitor blood pressure. Elevate legs if blood pressure is low.
6. Cover with blankets if necessary to keep warm. Do not allow blankets to interfere with handling or observation.
7. Stay with the student until transferred to an emergency facility.
8. A copy of the following should be sent with the EMS:
 - a. Medication or allergen to which patient is reacting, if known
 - b. Signs and symptoms of distress
 - c. Emergency measures instituted
 - d. Patient response to emergency measures
 - e. Time of all activities
 - f. Name of nurse or attending school personnel and phone number
 - g. Used Epinephrine auto-injector labeled with name, date and time administered
9. Complete "Report of Anaphylactic Reaction".
10. Assure replacement of the used EpiPen

REMEMBER STOCK EPIPEN

**This information is intended to inform and educate and should not be used as a substitute for the medical care and advice of your medical professional. There may be variations in treatment that your medical professional may recommend based on individual facts and circumstances. If you have any questions, you may contact the school office.*

Revised 7/18/12



ANGRY Parent/Employee/Patron

Angry Parent/Employee/Patron

Handling An Angry Parent*

strategies may be adapted to use with angry employees and patrons* **In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- **Contact the main office** through the **two-way intercom system** if individual arrives unannounced.
- **Contact school's resource officer if on campus.**
- **Be courteous and confident.**
- **Remain calm.**
- **Do not touch.**
- **Keep at a reasonable distance.**
- **Listen.**
- **Allow the opportunity to vent.**
- **Meet in a neutral, protected location.**
- **Leave door open** or have another staff member join you.
- **Avoid blame** - focus on what can be done.
- **Ask:**
 - “How can I help you get the services you/your child needs?”
 - “How can we work together?”
 - “What kinds of support can we put in place to help your child succeed?”
- If **situation escalates** to threats or irrational behavior, **notify administration** immediately.

(See **ASSAULT BY INTRUDER** for next steps.)



ANTHRAX SCARES

ANTHRAX SCARES

Preventive Measures:

- Do not allow students to open school mail.
- Wear latex gloves when opening mail.
- Limit the opening of mail to one staff member. If warranted, have this person open school mail in a room separate from open, main office areas.
- Educate employees who open school mail on how to recognize suspicious packages.
- Work with custodial and maintenance personnel to establish procedures for quickly shutting down heating, ventilation and air conditioning systems.
- Review and practice lockdown and evacuation procedures.
- **In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.**

Specifics:

1. If substance suspected to be Anthrax is detected, call 911.
2. Anyone in the immediate vicinity of the suspicious letter/package must remain in the area. Secure the room and adjoining rooms.
3. Do not open, smell, touch or taste the letter or package or its contents.
4. Notify the Superintendent's Office and the school's resource officer.
5. Sound the fire alarm and evacuate the building.
6. Shut down the heating, ventilation and air conditioning systems.
7. If early dismissal is necessary, arrange with Transportation and the Superintendent's Office to dismiss students following the normal procedures. Notify feeder schools that share buses and any extended day programs of the change in dismissal schedule.



ASSAULT By Intruder

Assault By Intruder

Checklist:

- **In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.**
- Determine the extent of crisis.
- Contact school's resource officer if on campus.
- Contact main office through nearest two-way intercom system if possible.
- If continued danger, move other potential victims from area to safety if viable.
- Provide first aid.
- Question victim(s) and/or witnesses - make reasonable notes for potential court case:
 - description of assailant
 - report of events
- Notify Superintendent, and other persons with direct interest in the situation.
- Instruct person answering the telephone to direct all requests to the Superintendent's Office.
- Schedule follow-up programs for staff and students.
- Call emergency staff meeting.

Specifics:

1. Extent of Crisis:

- Call 911.
- Initiate Lockdown
- Contact school's resource officer if on campus.
- Contact main office using two-way intercom system.
- Determine the number of victims. Determine the necessity for first aid or counseling.
- Determine the amount of threat still pending. Was this an isolated incident which is now over? Is there continued danger to the individuals already involved or to any other potential victims?

- ##### 2.
- If the assailant has not been contained and continues to pose a threat to others, inform staff (via PA) to keep their students in the classrooms, away from the halls, doors, or windows. Staff should remain calm and quietly move their students to other parts of

the building, if so directed. Inform staff of potential plans as soon as possible.

A

ASSAULT By Intruder

Assault By Intruder

Specifics: (Once Lockdown is lifted, the following procedures should be followed.)

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

3. Provide First Aid:

Provide first aid for victim(s) via nurse, trained staff members or 911. Have someone at the entrance to meet and direct the ambulance or rescue squad personnel to the victim and designate a staff member to accompany victim(s) in transport vehicle.

4. Question the Victim(s) and/or witnesses:

Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.

5. Notifications:

- The Superintendent's Office should be contacted as soon as possible.
- The Superintendent's Office will handle all media and community inquiries into the event.
- The parents, spouse, or family of the victim(s) should be notified as soon as possible.
- Inform staff of situation as soon as possible.
- The Transportation Department should be contacted in case early dismissal is needed.
- As soon as the immediate crisis/danger is over, the school's administration should prepare a written summary of the facts of the incident to share with staff, students, and parents.
- Feeder schools should be given the basic information as soon as possible.
- The Support Services Department may be needed to provide counseling support for students and staff in dealing with the trauma.

6. Telephone Answerer:

Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Superintendent's Office. Give them the telephone number for the caller to use as a reference.

7. Follow-up Programs:

The school guidance counselors should arrange special counseling for students and staff as needed.

8. Call emergency staff meeting.

B

BOMB Threat

Bomb Threat

A. BOMB THREAT

All bomb threats/telephone threats are to be treated as serious. In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Telephone Threats:

Basic Documentation - the individual taking the call should:

- Keep the caller on the line as long as possible.
- Notify principal /designee or nearest available individual.
- Write down all the information obtained in the exact words. Use the record sheet immediately following these instruction pages; place copies of the bomb threat sheet at switchboard and other appropriate phone locations.
- Find out what time the bomb is due to go off.
- Once call is terminated, immediately check *69 or caller ID if available.
- Document in writing, as soon as possible, information including:
 - Specific time message is received.
 - Date and day of week.
 - Exact wording of message.
 - Estimation of sex, age, cultural background of person making the call.
 - Make note of background noises, tone of voice.

Written Notification:

- Secure area where document is found.
- Do not remove or tamper with written document.
- If notice is written on wall - secure and leave writing as is until law enforcement official has seen it and made any needed photographs. If written document has potential to be destroyed or moved - the principal or designee shall secure written documentation in the least intrusive way and place in a sealed envelope.

All written threats will be considered as criminal evidence.

Authorities to be involved:

- Call Sheriff's Department. Individual who received the threat should be available to talk with the dispatcher.
- Notify the Superintendent's Office.
- Notify the School Resource Officer assigned to school.

The building administrator or designee shall:

- Contact the Superintendent and Sheriff's Department immediately after receiving a phone call or finding written notification of a bomb threat and follow any directions given at this site;
- Evaluate the information known about the threat using criteria listed below and be prepared to provide an oral summary of the findings to the Superintendent and Sheriff's Office in order to make decisions as to what procedure to follow;
- Search or have designee search area to which students and staff would be assigned if the decision was to evacuate;
- Make a decision as to what response(s) to make in consultation with Superintendent and the Sheriff's Department;
- Alert staff of established code which will indicate the nature of crisis and expected follow-up actions using established codes;
- Maintain a calm atmosphere;
- Complete records of incident; and
- Make efforts to identify person making threat and take appropriate disciplinary actions.

The following information must be kept confidential to ensure the success of the plan of action.

Bomb threat response will include evaluation of the threat, including an evaluation of the information supplied by the caller. The following procedure is recommended for threat evaluation:

1. Evaluate the threat on the basis of evidence, experience, and judgment to assess credibility.
 - Signs of illegal entry into the school
 - Vulnerability of school campus to illegal entry
 - Classroom security
 - Report of missing chemical from the school supply.
 - School atmosphere - disgruntle students, reasons students would not want to be in school, e.g. day of scheduled testing, first warm day of spring, senior skip day
 - Disposition of repeated calls to same school
 - Approximate age of caller
 - Specificity of the threat

2. Response Options:

- The administration should work with the Superintendent and representatives from the Sheriff's Department to determine appropriate responses.

The following recommendations of the Virginia State Police should be considered when a decision regarding appropriate responses is being made in case of a bomb threat.

THREAT TYPE I: General call - no detonation time or location specified.
(Secure)

Response: Internal lock-down - continue classes.

Rationale: When no detonation time or location is specified, prediction of safe evacuation routes or whether time will even allow safe escape is limited. The rational approach is to have everyone stay in their present locations to avoid risk of mass injury or death. The evacuation route selected could lead individuals directly to the explosion.

Internal Lock-down Procedure

Teachers will be warned, by transmission of a code over the intercom, to follow the internal lock-down procedure. The procedure will require teachers to visually scan the hallway and instruct any students in the hallway to immediately come into the classroom. **Students must not be allowed to leave the classroom.** Teachers will close classroom doors and open all windows. Class instruction will continue. To prevent further disruption, students should not be given any detail. Teachers will be given another code over the intercom indicating when regular routine may be resumed.

NOTE: Teachers must routinely inspect classrooms to ensure they are secure from unidentified packages or containers.

During the lock-down procedure, if a teacher suspects that the room is not secure, she will indicate such by using two-way communication system. This will signal authorities to inspect that classroom. If the teacher suspects that the room is not secure, the occupants should be evacuated to a secure area along with adjoining room.

THREAT TYPE II: No location specified. Time specified is less than 30 minutes from time call is received. (HOLD)

Response: Internal lock-down - continue classes.

Rationale: A specified detonation time of less than 30 minutes, without a specified location, may not allow sufficient time for a total evacuation of the building.

Again, the rational approach is to have everyone stay in their present locations to avoid the risk of mass injury or death that may result from the evacuation process.

Internal Lock-down Procedure

Teachers will be warned, by transmission of a code over the intercom, to follow the internal lock-down procedure. The procedure will require teachers to visually scan the hallway and instruct any students in the hallway to immediately come into the classroom. **Students must not be allowed to leave the classroom.** Teachers will close the classroom doors and open all windows. Class instruction will continue. To prevent further disruption, students should not be given any details. Teachers will be given another code over the intercom indicating when regular routine may be resumed.

NOTE: Teachers must routinely inspect classrooms to ensure they are secure from unidentified packages or containers.

During the lock-down procedure, if a teacher suspects that the room is not secure, she will indicate such by attaching a coded card to the exterior of her door. This will signal authorities to inspect that classroom. If the teacher suspects that the room is not secure, the occupants should be evacuated to a secure area along with adjoining rooms.

THREAT TYPE III: No location specified. Time specified is greater than 30 minutes from time call received. (EVACUATE)

Response: Total evacuation

Rationale: A specified time of denotation of at least 30 minutes or more from the time the call is received allows enough time to attempt a safe evacuate from the building. When no location is given and time allows potential for safe escape but is not attempted, more liability is created by risking injury or death to individuals by remaining in the building.

Evacuation

Procedure: Teachers will be notified by transmission of a code over the intercom to evacuate the facility. The evacuation route and assembly area will also be provided to the teacher in a designated manner.

Care should be taken to provide different evacuation routes and assembly areas when successive threats requiring evacuation have been made. This would forestall the perpetrator's ability to use the evacuation route or holding areas to target individuals.

THREAT TYPE IV: Location specified with or without detonation time (EVACUATE)

Response: Perimeter location evacuation only. Follow pre-designated evacuation route.

Rationale: When the caller specifies a location of the bomb, a perimeter evacuation will be made of that area only. Predictably, the explosive type devices that would be present, if at all, would not produce enough of an explosion to warrant a total evacuation.

Evacuation

Procedure: Affected Teachers will be notified by transmission of a code over the intercom to evacuate the facility. The evacuation route and assembly area will also be provided to the teacher in a designated manner.

Principals should have mapped evacuation routes readily available and various designated areas for students to assemble.

Checklist:

- Listen carefully to the caller to gain as much information as possible. Notify the principal/designee if the caller is in the building.
- Use *69 or caller ID.
- Call 911 immediately.
- Notify the school's resource officer.
- Notify Superintendent's Office.
- Complete proper reports

Do not re-enter building until authorized.

Training:

Any staff, student, parent volunteer or other individual responsible for answering the telephone in the main office must be trained in the Bomb Threat documentation procedures.

Bomb Threat Report Form

Make numerous copies and keep them at switchboard or main telephone for immediate use by secretary/individual responsible for answering the telephone.

Exact wording of threat:

Questions to ask:

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

Threat Language

- Well spoken (educated)
- Foul
- Irrational
- Taped
- Incoherent
- Message read by threat maker

Time: _____

Date: ____/____/____

Sex of caller: _____

Age (estimate): _____

Length of call: _____

Number at which call was received: _____

Remarks: _____

Bomb Threat Report Form

Background Sounds:

- | | |
|---|---|
| <input type="checkbox"/> Street | <input type="checkbox"/> Cellular Phone |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Animal Noises |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Music |
| <input type="checkbox"/> Motor | <input type="checkbox"/> House Noises |
| <input type="checkbox"/> Office Machinery | <input type="checkbox"/> Other _____ |

Caller's Voice:

- | | |
|---|--|
| <input type="checkbox"/> Calm/Normal | <input type="checkbox"/> Nasal |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Crying |
| <input type="checkbox"/> Cracking Voice | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Familiar |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> Deep Breathing |
| <input type="checkbox"/> Other _____ | |

B

BUS Accident/Injury

Bus Accident/Injury

Prevention:

Have a clear operation plan and be familiar with that plan. An emergency and illness information form should be completed for each student and kept on file in the main office. Each bus driver should have this information for each student transported by that driver's bus. (see attached roster)

Intervention:

In the event that a bus accident occurs and the school and transportation department has been contacted for assistance, the principal or designee coordinates the appropriate responses. In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

At the scene:

- Provide emotional support.
- Be available and attend to the injured, as directed by emergency medical personnel.
- Be available and attend to the uninjured and account for all students on the bus when incident occurred.
- Utilize bus roster to document student passengers involved in the accident.
- Contact school and direct school staff to immediately contact parents of students who were passengers on the bus at the time of the accident.

At the school:

- **Call the Central Office and request assistance from the Assistant Superintendent for Support Services or designee.**
- **Contact School Nurse Coordinators for assistance.**
- Provide emotional support and coordination.
- Attend to affected students.
- As soon as possible the principal must ensure that parents/guardians or closest relative as noted on the emergency contacts for students involved, have been contacted.
- Document parental contact.
- Provide information to faculty.

At the hospital:

- Provide emotional support for the injured and their families.

Postvention:

- Send letter to parents/guardians (example provided).
- Assess the response and arrange follow-up (Crisis Team).

B

BUS Accident/Injury

SCHOOL BUS ROSTER

This form is to be filled out by the bus operator with the assistance of the principal of the school or schools served. Copies should be maintained on the bus and at the base school.

School _____ Capacity of bus body _____ Bus No. _____

Name of operator _____

Name of Student	Contact Information	Parent Notification	Date of Contact		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
21					
23					

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B

BUS Medical Emergency Response Plan

BUS Medical Emergency Response Plan

Pull over to a safe location to assess student complaint.

Recognize potentially life-threatening situations:

- Difficulty breathing (noisy breathing, excessive cough or swelling of the throat, lips & tongue)
- Profuse sweating, nausea and chest pain
- Changes in consciousness; slow to respond or unresponsive

Call 911. State the life-threatening situation.

Notify Bus Shop and student's school.

Perform CPR, if needed and you are trained to do so.

Stay calm. Never leave the student unattended.

Evaluate the emergency response plan. Call a brief meeting within 2 days after the emergency for the purpose of improving the overall emergency responsiveness.

Bus Communications

Sample Letter To Parents

Bus Accident

Dear Parents,

There was an accident involving a school bus on _____. There were known
(day and date and time)
injuries to some individuals. The students on Bus #_____witnessed the aftermath of the accident.

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

- a desire to be alone, unusually quiet;
- loss of appetite;
- problems with sleeping, nightmares;
- difficulty with concentration;
- crying;
- angry outbursts, short temper;
- headaches, upset stomach;
- and/or depressed, sad.

Your child may also exhibit some physical complaints. Please contact _____to fill out an accident report. The school will offer support services for

(Principal's Name)

students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please do not hesitate to call if you have any questions or concerns. (Give school phone number.)

Sincerely,
Principal

B

BUS/AUTO Accident : On Trips Away From Division

Bus/Auto Accident On Trips Away From Division

Precautionary Measures Before Leaving District:

- School buses, by law, are required to carry **first aid kits**. Check to see if the kit is in place and properly equipped.
- Take along in all automobiles a first aid kit on all field trips.
- Take along a **list of students** in attendance. Include for each a home telephone number, names of parents/guardians, parents/guardians' work telephone numbers, home address, and any health or medical information.
- Take along a list of **emergency phone numbers**.
- Take along a **list of chaperones and teachers** who are in attendance on the trip including their home addresses and home telephone numbers, name and work telephone number of spouse or nearest relative, and medical and health information.
- At least one adult should have a **cellular phone**. The number should be left with the school's secretary.
- A **list of occupants of each vehicle** should be left at the school.
- Occupants should **travel** both to and from in **the same vehicle**.
- If possible, a yearbook or other **photo** means of **identification** of students should be taken on the trip.
- Follow School Board policy and administrative regulations on field trips.
- Bus drivers should be properly trained on evacuation procedures for buses.
- First aid training for bus drivers is recommended.
- **In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.**

In The Event Of An Accident:

- Remain calm.
- If threat of fire exists, move students to a safe place.

B

BUS/AUTO Accident: On Trips Away From Division

In The Event Of An Accident:

- Before evacuating the bus, observe the scene taking special note of location of any downed power lines.
- Call 911.
- Call the Director of Transportation and administration of the school(s) involved.
- Notify the Administrative Assistance of Support Services. (See list of telephone numbers.)
- Do not issue statements to the press. Refer press to the civil authorities in charge or to the Administrative Assistance for Support Services.

B

BUS/AUTO Incident: Bus Driver Directives When Someone Tries To Stop Bus At An Unauthorized Stop

Bus Driver Directives When Someone Tries To Stop Bus At An Unauthorized Stop

1. Stop Bus Only in Emergency Situations
2. Do not open door
3. Do not allow person to get on bus
4. Person needs to talk from side glass
5. Use radio for assistance (911) (shop)
6. Be as clear as possible when reporting incident with location
7. Make sure you get license number and description of vehicle
8. Report all information as soon as possible
9. Stay calm and composed at all times to prevent students from getting upset



CHEMICAL Spill

Chemical Spill

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Inside the building:

- **Evacuate** the area **immediately**.
- **Notify** the building **administrator**/designee as soon as possible.
- **Check** the **Material Safety Data Sheet** (MSDS) located in the main office complex to determine the urgency of the situation.
- **Call 911**.
- **Notify** the school division's **Director of Maintenance**.

Outside the building:

- Ensure that **all students** are **in the building** and that they remain there.
- **Shut off** all outside **air ventilators**.
- **Call 911**.
- **Notify** the school division's **Director of Maintenance**.
- Release students to parents or designee only.



CHILDNAPPING/Lost Child

Childnapping/Lost Child

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Call 911.
- Call the Superintendent's Office and notify school's resource officer if on campus.
- Notify parents/guardians of the child.
- Notify Crisis Management Team.
- Obtain full description and pull out school picture.
- Search school building and grounds.
- If childnapping, try to obtain description of suspect.
- When child is found, contact parents/guardians, Superintendent, notify teacher, complete Crisis Team Report.
- Do not release any information to the press.
- Prepare memo to inform staff and parents of incident and actions taken.
- Arrange for counseling for staff and students, if necessary.
- Call emergency staff meeting.

Specifics:

1. Immediately after it has been determined that a child has been lost/taken, **call 911**.
2. **Call the Superintendent's Office** to report the incident.
3. **Contact the parents/guardians** of the child involved. Establish a communication plan with them, if necessary.
4. **Notify the Crisis Management Team** to work on the crisis. Designate personnel to deal with phone communications, etc., and other administrative staff to assist as appropriate. If the incident occurs during the school day, classroom routine should be maintained. Notify school's resource officer if on campus.
5. **Pull the school picture** of the child and obtain a full description of the child (including clothing) to assist the police.
6. **Conduct immediate search** of school building and grounds.
7. In cases of childnapping, obtain from witnesses a **description of the suspect**.
8. **When a child is found**, contact the parents/guardians, the Superintendent's Office, notify the teacher, and fill out the Crisis Team Report.

C

CHILDNAPPING/Lost Child

Childnapping/Lost Child

Specifics:

9. **Do not release any information** to the press. Refer requests for information to the Superintendent's Office.
10. **Prepare a memo** to staff outlining the situation. Give factual information, as appropriate, to allow them to respond to students' questions knowledgeably. Prepare an appropriate memo to parents.
11. If appropriate, **arrange for counseling** assistance for students and staff.
12. **Call an emergency staff meeting.**



CHILDNAPPING/Preventive Measures

Preventive Measures

Checklists:

- Have available a list of students who are not to be released without special permission.
- Tag emergency cards of students with special release.
- Check with custodial parent/guardian before release.
- Identify caller before releasing child.

Specifics:

1. The school secretary should have at the desk a **list of students who are not to be released** to anyone except a particular parent or guardian.
2. **Emergency cards** of such students should be **tagged**.
3. Before releasing a child to anyone except a parent or guardian on the list, the school secretary should **check with the custodial parent/guardian for approval**; a record of the time and date of phone approval should be made and kept on file.
4. When a parent telephones a request that a child is to be released from school, the **identity of the caller should be confirmed** (by a separate call to the parent/guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.

D

DEATH

Death

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Notify Crisis Team Captain for the school.
- Notify the Superintendent's Office.
- Notify the faculty and staff.
- Contact the family of the deceased.
- Notify bus drivers.
- Additional responsibilities of school administration.
- Additional responsibilities of school's guidance counselor(s).
- Additional responsibilities of faculty.

Specifics:

1. Prepare a fact sheet giving accurate, up-to-date **information for the Crisis Team**.
2. **Notify** the Superintendent's Office sharing the facts.
3. Hold a **faculty meeting** as soon as possible to **share information** about the death.
4. **Contact** and, if at all possible, visit the **home of the deceased** (administrator or designee).
5. **Notify bus drivers** by memo to be alert for students who show signs of emotional distress. Ask them to report these names to guidance. Administration should personally contact the driver of the bus that goes into the neighborhood of the individual who died.
6. The **school administration** should:
 - Activate phone tree if death occurs after school hours or notify the faculty and staff at early meeting before students arrive at school.
 - Close the day with a faculty information meeting.
 - Remain highly visible.
 - When appropriate, address the media; otherwise, refer media inquiries to the Superintendent's Office.
 - Seek additional counseling support from Special Services if needed.
 - Contact feeder schools to share information and strategies.
 - Provide accurate information to faculty, staff, and students.

D

DEATH

Death

Specifics:

7. The **guidance counselor(s)** should:
 - Work with members of the school's Crisis Team to handle any requests from students, faculty and/or staff for counseling.
 - Plan logistics for counseling sessions.
 - Coordinate counseling.
 - Communicate with faculty.
 - Cancel scheduled activities after consulting administration if felt necessary.
8. The **faculty** should:
 - Announce events to students (i.e., funeral time, place)
 - Lead class discussion of the event if the situation warrants.
 - Identify students in need of counseling and turn that list in to guidance.
 - Generate activities to reduce impact of trauma (i.e., creating a class card for the bereaved family).
 - Structure and shorten assignments based on student attention.
 - Postpone testing.
 - Do not disturb the deceased belongings whether the deceased is a student or faculty member. This decision should be left to the family.

D

DISASTER

Disaster

Destruction of Part or Whole of Building

(i.e., tornado, plane crash, bomb)

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Call 911.
- Obtain information on extent of damage.
- Evacuate using fire alarm, moving students to safe areas.
- Assign one adult to supervise others in attending to injured.
- Assign staff member to assist rescue personnel.
- Call the Superintendent's Office and notify the resource officer, if on campus.
- Arrange for possible dismissal of students.
- All information to the public should be directed through the Superintendent's Office.
- Call emergency staff meeting.

Specifics:

1. **Call 911** for immediate help.
2. **Damage:** Inspect extent of damage and injuries without endangering self.
3. **Evacuation:** If there is no danger outside the building, use the fire alarm to evacuate the building. **Safe Areas** should be identified away from the problem area and students and personnel directed there by a safe designated safe route. Designate which classes/groups of students should go to each area chosen.
4. **Attend to the injured** by assigning adults without students to attend to the injured, with one adult designated as "in charge."
5. Have a designated staff member to **direct rescue personnel** to problem area(s) and assist in providing access as needed by rescue personnel. Make Head Custodian available to assist rescue personnel.
6. **Notify the Superintendent's Office** of plan being implemented and notify resource officer if on campus.

D

DISASTER

Disaster

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Specifics:

7. **Arrange** for a possible **early dismissal** with the Superintendent's Office and Transportation. Notify feeder schools that share buses of the situation and inform extended day programs of plans for early dismissal, if applicable. Contact Central Office personnel in charge of alerting radio and television stations of school closings.
8. Consider **briefly summarizing the situation** for all students and adults prior to dismissal, by P.A. or preferably by informing teachers and having them explain to students, if applicable.
 - If time permits, prepare a written memo to parents detailing the situation and how it was handled, including plan for follow-up, to be sent home with students or distributed the next day of classes.
 - Involve the Superintendent's Office in all information being prepared and distributed and refer media and other calls from the general public to the Superintendent's Office.
9. Call an **emergency staff meeting**. Explain the situation and any plans for follow-up.

D

DISASTER: Preventing Dismissal

Disaster

Preventing Dismissal

(i.e., hurricane, tornado, sniper, plane crash)

Checklist:

- Call 911 if emergency help is needed.
- Gather information.
- Identify safe areas in building.
- Direct staff to escort students to identified areas.
- Call Superintendent's Office and notify the resource officer if on campus.
- When situation is "clear," return students to class.
- Arrange for dismissal if appropriate.
- Prepare memo/letters to inform staff, students, and parents.
- Call emergency staff meeting.

Specifics:

1. **Call 911** if emergency help is needed.
2. **Gather information** from a variety of sources: telephone call, Superintendent's Office, radio or television, or visual observation. Ascertain specifics such as extent of immediate danger, possible length of time danger may exist.
3. **Safe areas:** Consider large areas at the interior of the building away from numerous windows and outside walls that have reliable source of light (see **Weather** for tornado safe areas). Designate which classes/groups of students should go to which area. Evacuate mobile units and other unattached buildings to the main building's safe areas.
4. **Move students** through use of P.A. system, if advisable, or through a system of notes sent by messengers to inform teachers and other adults of the situation and where to bring students.
5. **Notify Superintendent's Office** of plan being implemented and the school's resource officer if on campus.
6. **Monitor the situation** to ascertain when danger is removed; direct teachers and other adults to escort students back to class when situation is clear.

D

DISASTER: Preventing Dismissal

Disaster: Preventing Dismissal

Specifics:

7. If crisis interferes with normal **dismissal**, arrange with Transportation and the Superintendent's Office to dismiss students following normal procedures. Notify feeder schools that share buses and any extended day programs of change in dismissal schedule. Contact Central Office personnel in charge of alerting radio and television stations of school closings.
8. Consider briefly summarizing the danger and its resolution for all students prior to dismissal by P.A. or preferably by informing teachers and having them explain to students. Consider preparing a **written memo** to parents detailing the situation and how it was handled to be sent home with students or to be distributed the following day of classes. Prepare a written memo to staff summarizing the situation and how it was handled. Refer media and other inquiries from the general public to the Superintendent's Office.
9. **Call emergency staff meeting.**



EARTHQUAKE

Earthquake

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

A specific safety response to yesterday's event is not covered in the Crisis Management Quick Reference Guide or the Crisis Management Plan. Until Pittsylvania County Schools, in conjunction with the Office of Emergency Management, can develop protocols that meet the goal of ensuring that our schools and facilities have viable, effective crisis and emergency management plans, the following guidelines should be followed in response to an earthquake.

1. Pick "safe places." A safe place could be under a sturdy table or desk or against an interior wall away from windows and bookcases, or tall furniture that could fall on you. The shorter the distance to move to safety, the less likely you will be injured. Injury statistics show that people moving as little as 10 feet during an earthquake's shaking are most likely to be injured.
2. Practice drop, cover, and hold-on in each safe place. **Grab** a sturdy desk or table and hold on to one leg of the table or desk. Protect your eyes by keeping your head down. Practice these actions so that they become an automatic response. (Practice drop, cover, and hold-on at least twice a year. Frequent practice will help reinforce safe behavior. When an earthquake or other disaster occurs, many people hesitate, trying to remember what they are supposed to do. Responding quickly and automatically may help protect you from injury.)
3. Wait in your safe place until the shaking stops, then check to see if you are hurt. You will be better able to help others if you take care of yourself first, then check the people around you. Move carefully and watch out for things that have fallen or broken, creating hazards. Be ready for aftershocks.
4. Be on the lookout for fires. Fire is the most common earthquake-related hazard, due to broken gas lines, damaged electrical lines or appliances, and previously contained fires or sparks being released.
5. Evacuate the building after the shaking stops (use the stairs, not the elevator). Earthquakes can cause fire alarms and fire sprinklers to go off. You will not be certain whether there is a real threat of fire. As a precaution, use the stairs.
6. If you're outside in an earthquake, stay outside. Move away from buildings, trees, streetlights, and power lines. Crouch down and cover your head. Many injuries occur within 10 feet of the entrance to buildings. Bricks, roofing, and other materials can fall from buildings, injuring persons nearby. Trees, streetlights, and power lines may also fall, causing damage or injury.
7. When it's safe, report in all injuries, damages, etc. to the Superintendent's Office and await further instructions.



FIGHTING

Fighting

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Violence Between Two or More Students

(Physical Fighting)

Prevention:

Have a clear operation plan and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with information provided regarding managing a potentially dangerous person.

Intervention:

I. Contacts

- A. Contact the administration using the two-way intercom system nearest the incident.
- B. Contact the school's resource officer if on campus.

II. Escalation (Steps before actual altercation occurs)

- A. Use clear, loud, firm, short commands (i. e., Stop!, No!, Stop fighting Joe and John!).
 1. Call names of individuals involved.
 2. Use a sudden loud noise such as whistle or throwing books onto floor.
- B. Look for victim (individual who looks at you).
 1. Remove victim from scene.
- C. Alternatives
 1. Set reasonable enforceable limits for fighting and follow through.
 2. Stop confrontation as quickly as possible.

F

FIGHTING

Fighting

III. Intense Fighting

- A. Get assistance.
 - 1. Use two-way intercom system nearest to incident if possible.
 - 2. Call for help vocally.
 - 3. Send a student for help.
- B. Remove audience.
 - 1. Use short firm commands to peel away layers of audience from back to front of crowd if possible.
- C. Remove objects that may be used as possible weapons or may cause physical harm (i.e., book bags, chairs, benches)
- D. Have policy in force
 - 1. Have a clear statement of consequences for those who refuse to leave the scene and enforce immediately

IV. Intervention During Lull

- A. Get assistance via a student or vocally
- B. Use short, concise commands using names of students involved (i.e., Come with me, Joe; John, stay where you are.)
- C. Intervene physically only if you can do so in a safe manner for both yourself and students involved
- D. Remove the victim or injured
- E. Separate combatants out of eye sight of one another and escort separately to safe location



FIRE, ARSON OR EXPLOSIVES

Fire, Arson or Explosives

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Sound fire alarm and evacuate building.
- Call 911.
- Determine if there are any injuries.
- Call the Superintendent's Office.
- Arrange transportation for early dismissal, if necessary.
- Determine building status for return to classes.
- Follow-up activities.
- Call emergency staff meeting.

Specifics:

1. **Sound the fire alarm.** Evacuate the building. Prior arrangement should be made for evacuation of any handicapped persons. Account for all students/staff/others on the campus.
2. **Call 911.**
3. If there are any **injuries**, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse or other trained individuals (see *Staff Skills Inventory Summary*).
4. **Call the Superintendent's Office** and notify of incident and actions.
5. If **early dismissal** is necessary, arrange with Transportation and the Superintendent's Office to dismiss students following the normal procedures. Notify feeder schools that share buses and any extended day programs of the change in dismissal schedule.
6. If the **building is damaged** to the point that reentry is inadvisable and the use of the building will be delayed for repair, this information should be shared with students, parents, and staff as soon as possible. The Superintendent's Office should contact the media with information pertaining to the temporary closing of the school and its facilities.
7. Prepare a **written memo** for staff to advise of follow-up procedures. Send letter for parents home with students summarizing the situation and follow-up procedures as needed.
8. **Call emergency staff meeting.**



GAS Leak

GAS Leak

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

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

Checklist:

- Evacuate the building.
- Turn off main gas valve.
- Call 911.
- Notify the Superintendent's Office and the Maintenance Department.
- Notify the gas supplier.

Specifics:

1. If a leak is in or near the building, **evacuate the building** immediately, following the school's evacuation plan. Get the students and staff a safe distance from the building, upwind of the odor.
2. **Turn off** the main **gas valve**. Make sure appropriate tools are available in the emergency toolbox (a wrench should be all that is needed).

Location of gas valve: _____

(Contact the maintenance department to arrange for someone to locate and mark your main gas valve.)

3. **Call 911** and report suspected leak.
4. **Notify the Superintendent's Office** and Maintenance Department.
5. **Contact the company supplying the gas**. Make certain each year to update this number in your files.

Telephone Number of gas supplier: _____

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



HOSTAGE: Armed/Dangerous Intruder

Hostage: Armed/Dangerous Intruder Situations

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Call 911.
- Secure all classroom areas to prevent intrusion.
- Notify the Superintendent's Office.
- Instruct staff to keep all students in their present areas, unless otherwise directed by the police (via P.A. system).
- No school personnel should circulate through the building.
- Instruct person(s) answering the phone to direct all inquiries to the Superintendent's Office.
- Keep phone lines open for police use.
- Keep maps of the building and grounds available in more than one area of the facility (i.e. Main Office and Custodians' Area).
- Identify individuals familiar with the building to assist the police in locating and isolating the intruder.
- Prepare written memo for staff and parents.
- Schedule follow-up programs for students and staff to review security plan.
- Call emergency staff meeting.

Specifics:

1. **Call 911.**
2. **Secure all classrooms** by locking all classroom doors. The more closely contained the intruder can be kept, the less the danger there is to others and the easier it is for the police to apprehend the individual.
3. **Notifications:**
 - The Superintendent's Office should be contacted as soon as possible.
 - The Superintendent's Office will handle all media and community inquiries into the situation.

H

HOSTAGE: Armed/Dangerous Intruder

- Inform the staff of the situation as soon as possible and continue communications with the staff.
 - The Transportation Department should be contacted in case early dismissal is needed
 - As soon as the immediate crisis/danger is over, the school's administration should prepare a written summary of the facts of the incident to share with staff, students, and parents.
 - After the crisis is over, the Superintendent's Office may wish to arrange a special press conference to give the media the same information that has been shared with the staff, students and parents.
4. The staff should to **keep the students in their present areas**. Students should not be released for any reason until told to do so by the police.
 5. **No personnel should circulate** through the building. All staff should be protected from involvement in the crisis where possible.
 6. **Prepare a statement for the individuals who answer the telephones** to read. Instruct them that any further inquiries should be made to the Superintendent's Office. Give them the telephone number for the caller to use as a reference.
 7. **Keep the phone lines open**. The police and other public safety personnel will need access to the phones with highest priority. Even the pay phones need to be available to the police.
 8. **School maps** should be **located in more than one area**. Maps will be most helpful to the police in locating the intruder and planning strategies for the apprehension.
 9. **Identify persons familiar with the facility** and have them available to discuss the interior room arrangements, etc. These individuals should be available at the chosen school map location away from the scene.
 10. As soon as the immediate crisis danger is over, the staff and parents should be made aware of not only what occurred, but why certain action was taken. This **information** is best **released in written form**.
 11. The school guidance counselors along with the Support Services Department should be available for **special counseling** for students and staff as needed.
 12. **Call emergency staff meeting**.

Injury

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Report injury to the school's administration.
- Move injured to first aid area, if applicable for treatment.
- Notify parents/guardians/family member.
- If severe, call 911.
- Designate staff member to accompany injured individual to emergency facility.
- Record injury.
- Call emergency staff meeting.

Specifics:

1. **Report injury** to the school's administration following procedures adopted by the individual school.
2. Have **injured individual** taken to the school's **designated area** for first aid. Secure the assistance of any member of the staff who is listed as having paramedic training, American Heart First Aid Training, or other special lifesaving or life sustaining training (see *Staff Skills Inventory Summary* posted in the first aid area).
3. **Notify parents/guardians** of the situation.
4. **If** the injury is **severe** enough to warrant the assistance of rescue personnel, **call 911**.
5. If the injured individual is taken to an emergency facility, the principal or designated representative should **accompany** and remain with the **injured** until parent, guardian, family member or physician assumes responsibility.
6. **Record the accident/injury** in the **first aid record log** kept in the first aid area.
7. **Call an emergency staff meeting**.

INTRUDER or Trespasser

Intruder/Trespasser

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Lockdown
- Contact the school's resource officer if on campus.
- If possible, contact the main office using the two-way intercom system.
- Determine the whereabouts of the intruder/trespasser.
- Isolate the individual.
- Determine the extent of the crisis.
- Make reasonable notes for potential court case.
- Move other students and staff from area.
- Contact 911.
- Notify the Superintendent's Office.
- Instruct person answering the telephone to direct all requests to the Superintendent's Office or designee.
- Complete and submit police information for charges.

Specifics:

1. **Determine the whereabouts of the intruder.** Use school maps to assist police and staff members in locating intruder. Do not let intruder out of site, if possible.
2. **Isolate intruder** from rest of the building and students. Escort to main office if possible.
3. **Determine extent of the crisis:**
 - Trespassing with no safety hazard may be dealt with through informing the intruder of the offense being committed. If the trespasser refuses to leave, call 911 for assistance from the Sheriff's Office.
 - Trespassing with threat to others' safety will require assistance from the Sheriff's Office. Trespass charges should be filed.
4. **Makes notes:**
 - Date/time of incident.
 - Statements made by trespasser and administration.
 - Description of trespasser (i.e., physical such as clothing, hair color, tone of voice, type of vehicle, license plate, etc.).

INTRUDER or Trespasser

Intruder or Trespasser

Specifics:

5. **Move other students/staff.** Staff may be asked to keep their students in certain areas, or to keep them out of certain areas. Staff should move students as quietly and quickly as possible when directed to do so.
6. **Call 911** if assistance is needed.
7. **Notification:**
 - The Superintendent's Office should be contacted as soon as possible.
 - All media and community inquiries should be directed to the Superintendent's Office or to designee.
 - Keep staff informed of actions.
8. If **situation escalates, see appropriate crisis area** for additional steps [Hostage, Armed/Dangerous Intruder, Assault by Intruder]

Protocol for Principals to use when dangerous person(s) may be in the area

- Stay Calm

If there is an imminent threat to the school then follow established Crisis Management Plan, **In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.**

If there is not an imminent threat to the school then:

- Follow directions from the Superintendent or central office staff.
- Staff should be in a state of heightened awareness.
- Make sure all established safety protocols are followed, i.e. doors are locked, teachers double check exterior doors, continue to grant access through the front door by use of the buzzer system
- Keep students indoors as much as possible. Keep students inside for gym activities or recess.
- For Schools without a SRO
 - Neighboring SROs will remotely monitor your building via the security cameras or as directed by the Sherriff's Office. Extra patrols will be dispatched to your school as directed by the Sherriff's Office.
- For Schools with a SRO
 - The SRO will continue to monitor the building assigned, monitor buildings without a SRO, or other assignments as directed by the Sherriff's Office.
- Be prepared to go to a Lockdown or Secure should the situation escalate.
- Stay Calm
- Be prepared to share this information with parents as needed and remind them of your monthly lock-down drills.

P

POISONING

Poisoning

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Call 911.
- Call Poison Control Center 1-800-222-1222
- Administer first aid suggested by Poison Control Center.
- Call parents/guardians or a family member.
- Designate staff member to accompany victim to emergency facility, if transported.

Specifics:

1. **Call 911** if person is in distress.
2. **Post emergency number for Poison Control** Center in the first aid area. Have the following information when the call is placed: substance exposed to, time of exposure, length of time exposed to substance, exact name of substance, and any other pertinent information you may feel will help.
3. Refer to *Staff Skills Inventory Summary* posted in first aid area for assistance in administering first aid suggested by the Poison Control Center.
4. **Call parents/guardians** or a family member to advise them of the situation.
5. If necessary to transport to an emergency facility, the principal or a designee should **accompany the individual** and remain until a parent/guardian, family member or physician assumes responsibility.

P

POWER FAILURE or LINES DOWN

Power Failure/Lines Down

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Notify electrical supplier.
- Notify the Superintendent's Office and the Maintenance Department.
- Alert staff of area where downed lines are located.

Specifics:

1. **Notify your electrical supplier** (City of Danville, Mecklenburg Electric Cooperative or Virginia Power) of the situation: power failure and/or downed lines. If downed lines: call 911

Telephone number of supplier: _____

2. **Notify the Superintendent's Office** and the Maintenance Department.
3. **Alert staff** of area where downed lines are located to keep students and other people from going near them. If there are trained emergency personnel at the site, they should go to the area to keep people away. These personnel should have knowledge of the dangers of downed power lines and electrical shocks.

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



RAPE

Rape

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Call 911.
- Contact parents/guardians, family member.
- Collect information.
- Contact School Nurse.
- Accompany to emergency facility.
- Contact School Counselor and/or School Psychologist.
- Direct office staff that this is **Confidential Information**.
- Notify Superintendent's Office.

Specifics:

1. **Call 911** and give pertinent information.
2. The administration should **contact parents/guardians** or nearest of kin. Check emergency card if the victim is a student. Check personnel emergency card if a staff member.
3. **Obtain** as much **information** regarding the assailant and incident as possible. Write this down at the time.
4. **Contact School Nurse**. When administering to the victim, follow OSHA regulations regarding blood borne pathogens.
5. The principal or a designee should **accompany the victim to the emergency facility** and remain until a parent/guardian/family member or physician assumes responsibility.
6. Provide a space in the school for the rape survivor and identified peers to receive support. Have school **counselors** and/or **school psychologist available**.
7. Do not release any information to the media. Emphasize that this is **confidential** and the protection of the victim is foremost in importance.
8. **Notify the Superintendent's Office** and summarize the situation and steps taken.



SHOOTINGS/WOUNDINGS/ATTACKS

Shootings/Woundings/Attacks

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Assess the situation and contact the school's resource officer if on campus.
- Call 911.
- Use emergency signal - all students and staff are to stay in classrooms, secure the door, and stay on the floor.
- Establish a command post with several telephones available.
- Implement first aid procedures until rescue service arrives.
- Notify Superintendent's Office.
- Keep a written log of events.
- Prepare a written memo for staff and parents.
- Implement necessary follow-up activities.
- Call emergency staff meeting.

Specifics:

1. **Assess** the situation for injuries, possible hostages, etc. **Contact** the school's **resource officer** if on campus.
2. **Notify 911.**
3. Determine if the perpetrator is still on the premises. Determine number of victims and identify witnesses.
4. The **emergency signal** to staff and students should convey the seriousness of the situation. Follow-up announcements will be necessary to keep everyone informed. Prepare a general statement of the facts.
5. **Establish a command post** to handle the load of the Crisis Team and to direct the press and concerned members of the community to the Superintendent's Office.
6. **Implement** necessary **first aid** procedures through trained staff, school nurse, physical education department, and other qualified personnel. Direct rescue personnel to injured and give any required assistance. Designate a staff member to accompany victim(s) in ambulance.
7. **Notify** the Superintendent's Office.

S

SHOOTINGS/WOUNDINGS/ATTACKS

Shootings/Woundings/Attacks

Specifics:

8. Identify a place where a **log of events** is to be kept. Record all significant events, actions, and individuals that are involved.
9. Keep **staff informed** through a **memo** or emergency staff meeting. Parents may be informed through a letter sent home with students.
9. **Follow-up management** should be well delegated. Security concerns should be considered. Crisis counseling for students and staff may be needed. All staff should assist in restoring the building to a normal state. Reopen school as soon as possible.
11. **Call emergency staff meeting.**



SUICIDAL Threats

SUICIDAL Threats

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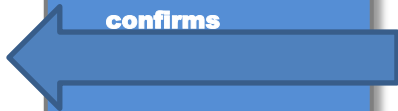
Educational professional becomes aware of suicide threat.



Educational professional immediately contacts Licensed School Professional (LSP) and does not leave student alone.



Assessment confirms



LSP immediately connects with student and assesses suicide risk. LSP never leaves the student alone.

A parent/guardian is notified. If parent abuse is suspected, Social Services is notified instead of the parent/guardian.



Assessment confirms No Risk

A parent/guardian conference is held at school. Prior to release of the student, the parent must sign all pages of the Student Release to Parent Safety Form. The parent receives a copy of the Student Release to Parent Safety Form as well as the Student Return to School Notification Form.



A parent/guardian is notified. The Parent Notification for No Suicide Risk Form is completed.

If parent abuse is suspected, Social Services is notified instead of the parent/guardian.

Follow-up with student upon return to school and obtain Student Return to School Notification Form. Follow-up with student routinely throughout the year as needed.



Follow-up with student throughout the year as needed.

IN RESPONSE TO A SUICIDE THREAT

In accordance with § 22.1-272.1 Code of Virginia, all licensed educational professionals who believe a student may be at risk for attempting suicide hold the responsibility of reporting these students to a licensed school professional, while ensuring the safety of the student. All educational professionals who discover that a student has thought or fantasized about taking one's own life, even without the presence of any action to carry out these thoughts, will immediately notify a Licensed School Professional (LSP).

Licensed School Professional (LSP)

LSP refers to professionals trained in suicide prevention, including, but not limited to, school counselors, school psychologists, school nurses, and visiting teachers. LSPs are trained to conduct interviews with students in order to informally assess the level of suicide risk. A Suicide Risk Assessment and Checklist is provided for reference. Under such conditions as a suicide threat, commitment to student confidentiality is superseded by the need to initiate life-saving interventions.

CONDUCTING A SUICIDE RISK ASSESSMENT AND CHECKLIST

In accordance with § 22.1-272.1 Code of Virginia, when a student appears to be at risk for attempting suicide, licensed school professionals are responsible for assessing a student's level of imminent risk.

The LSP is responsible for completing an initial student risk assessment.

The LSP, upon notification, will immediately interview the student to determine the suicide risk. The LSP will use the ASIST Suicide Model. (www.livingworks.net)

• Connect

- Explore invitations.
- Ask about suicide.

• Understand

- Listen to reasons for dying and living.
- Review risk.

• Assist

- Develop a safe plan.
- Follow-up on commitments.

LSP Trust Your Instinct. If you have the slightest suspicion about a drawing, a statement in a writing assignment, or a change in disposition, it is important for you to address your concerns directly with the student rather than adopting a wait-and-see approach. As the licensed school professional (LSP), you will be the person to address the student concerns on the initial intake. While a privately based professional can do an in-depth suicidal risk assessment and perhaps a contract agreement, you may ask some preliminary questions, delineate behaviors of concern, and share your findings with the parent/guardian and outside mental health professionals. Your questions will show that you care and that you are interested in the feelings the student is experiencing. Your questions will not fuel suicidal thoughts but instead help to uncover the line of thinking and display your care and concern for the student's safety.

PARENT/GUARDIAN OR SOCIAL SERVICES CONTACT

In accordance with § 22.1-272.1 Code of Virginia, if a student is determined to be at risk for suicide, then the licensed school professional who completed the assessment shall immediately contact the student's parent or guardian. If a student indicates that parental abuse or neglect is the reason for contemplating suicide, parental contact should not be made. The local or state social services office should be notified immediately.

Suspected Abuse

If a student is found to be at risk for suicide and the student suggests that a reason for this risk may be associated with parental/guardian abuse or neglect, the licensed school professional will **NOT** contact the parent/guardian. The LSP will contact Pittsylvania County Child Protective Services (CPS) and the nearest School Resource Officer (SRO). The need for an immediate response in order to protect the student from danger must be emphasized. The licensed school professional will maintain the safety of the student until the CPS worker or authorized person physically accepts responsibility for the student's security.

If the LSP does not get a timely response from CPS, the administrator shall be contacted to help facilitate an immediate response to the referral. Under no circumstances shall the student be left alone. Likewise, if a parent/guardian is contacted and the LSP discovers that although the adult acknowledges the suicidal risk, yet does not appear determined to take immediate action for the safety of the student, this could also be considered abuse or neglect. CPS and the SRO shall be contacted and appropriate steps taken. The LSP will document the referral to CPS using the Department of Social Services Notification Form.

A student who is at risk of suicide should remain under adult supervision until an authorized individual accepts responsibility for the safety of the student.

Note: The investigation of alleged abuse or neglect is often an involved process. CPS workers will be called upon to begin the process of investigation with a child who is very likely to be difficult to interview. It is expected that emergency treatment will be sought *jointly* by school and social services personnel prior to the completion of such an investigation.

RELEASE TO PARENT/GUARDIAN OR APPROPRIATE AGENCY

When the suicide risk is deemed to be significant, the LSP will refer the student and parent/guardian to mental health services for further assessment at the expense of the family. The LSP will complete the Student Release to Parent Safety Form.

If the student is receiving ongoing therapy from a community or faith-based mental health professional, the LSP may share information with the therapist as soon as the parent/guardian provides consent for release of information. The LSP shall indicate the present signs of suicide or observed behaviors of concern. The school may accept documentation from the therapist that he/she is aware of the suicidal concern and that a current treatment plan is in place to address the suicide risk. The LSP will maintain the safety of the student until the parent/guardian physically accepts responsibility for the student's security.

PARENT/GUARDIAN CONFERENCE PRIOR TO STUDENT LEAVING THE SCHOOL

When a student is at risk for suicide, the parent/guardian must come to the school and pick up the student. Before leaving school, the parent/guardian must meet with the LSP who conducted the risk assessment and sign a **Student Release to Parent Safety Form**. It is best practice for a school administrator to be present during this meeting. The subsequent guidelines shall be communicated to the parent/guardian at the meeting.

1. Inform parent/guardian of the level of risk and that the student is in need of mental health services.
2. If the student is currently receiving therapy for suicidal concerns, the parent/guardian may provide a copy of the documented current treatment plan if consent to exchange information is obtained.
3. Provide the parent/guardian with information about local mental health centers at which the student may be evaluated. When possible, have the parent/guardian call to make an appointment during the conference or before leaving the school.
4. Complete the **Student Release to Parent Safety Form**, which includes local mental health resources. Have the parent sign all pages, and give the parent a copy of all pages.
5. Provide the parent/guardian with the name of the primary contact at the school (LSP) who can be reached the following day and subsequent days if necessary.
6. Give the parent a copy of the **Student Return to School Notification Form**. Inform the parent/guardian that the Student Return to School Notification Form must be returned to the counseling office or a designated LSP when the student returns to school.
7. Inform the parent/guardian that the counselor or LSP will have a follow-up meeting with the student when he/she returns to school.
8. Attempt to obtain consent for release of information from the parent/guardian in order to facilitate planning for the student's reentry into school.

REENTRY INTO SCHOOL

1. The **Student Return to School Notification Form** must be returned to the counseling office or a designated LSP when the student returns to school.
2. Upon return to school, it is required that a LSP conduct a follow-up meeting with the student. The LSP should ascertain the child's status. (e.g. What's going on with the child now? Is he/she seeing someone for mental health treatment or counseling? Did the parents/guardians follow-up with recommendations given at the time of the intervention?)
3. If the student is returning after a suicide attempt or inpatient hospitalization, it is recommended that the parent/guardian meet with an administrator and a LSP. There should be an exchange of information, including recommendations about what to do in school to assist the child, strategies for handling make-up work, needed academic accommodations, assistance for parents/guardians, and possible referrals to community-based teams. It is also recommended that the parent provide a copy of the discharge summary from the hospital before the student reenters the school setting.

A follow-up meeting should be held even if the parents/guardians are not cooperative or refuse to be involved, or in cases of suspected neglect or abuse by the parents/guardians. Written meeting notes should be maintained about parental/guardian involvement, and allegations of abuse and or neglect. Confidentiality of records and parents' rights to access the records must be maintained in accordance to State Law. School officials should check with the School Board attorney or other appropriate legal counsel for guidance on this matter.

By definition, an abused or neglected child is one whose parents/guardians refuse to provide care necessary for the child's health (Sections 16.1.228 and 63.2-100 of the Code of Virginia). Those parents/guardians who fail to provide care should be reported to local social services, and the parent/guardian shall be notified about any report by letter delivered in an effective manner.

All documentation completed during this process should be maintained by the professional(s) providing these services in a file separate from the student's scholastic record for a period to include the balance of the current year as well as the entire following school year in accordance with the Library of Virginia, General Schedule No. 21, Series 007109.

IMMINENT SUICIDE ATTEMPT

If it is discovered that a student has attempted suicide or may imminently attempt suicide while in the jurisdiction of the school, the administrator will immediately notify emergency personnel and the parent/guardian.

Non-Administrative Educational Professionals who discover an imminent suicide attempt must do the following:

1. Immediately notify the administrator(s) of the school.
2. Remain with the student until support personnel have arrived including, but not limited to, licensed school professionals.
3. Evacuate any other students from the area, if appropriate.
4. Attempt to calm the student and engage the student in conversation until help has arrived.

Administrators: All administrators who are notified that a student, while in the jurisdiction of the school, has attempted suicide or may attempt suicide will immediately do the following:

1. **Call 911** and request police and ambulance response.
2. Ensure that a licensed school professional reports immediately to the scene where the student is located. **Do not leave the child alone.**
3. Notify the parents and request their presence at the school immediately.
4. Notify the Office of the Superintendent.

COMPLETED SUICIDE

All administrators who are notified that a student has completed a suicide while in the jurisdiction of the school will immediately:

1. Notify Law Enforcement
2. Notify the Office of the Superintendent.
3. Hold a faculty meeting at the first opportunity. Call the Crisis Intervention Team to coordinate and provide staff support services.
4. Arrange grief counseling for individuals impacted by the suicide.

STAFF MEMBER SUICIDE THREAT

1. Do not leave the staff member alone.
2. Contact the Office of the Superintendent.
3. Contact the LSP.

Parent Notification For No Suicidal Risk

When a LSP determines that there is no suicidal risk, a principal should decide who will contact the parent regarding the situation which led to a suicide assessment. The phone call and any pertinent information about the assessment should be documented below.

Student's Name: _____

Printed Name of Person Contacting Parent/Guardian: _____

Signature of Person Contacting Parent/Guardian: _____

With whom did you speak? _____

Date: _____

Time: _____

Notes:

All documentation completed during this process should be maintained by the professional(s) providing these services in a file separate from the student's scholastic record for a period to include the balance of the current year as well as the entire following school year in accordance with the Library of Virginia, General Schedule No. 21, Series 007109.

Parent Notification For Potential Suicide Risk

Student's Name: _____

Printed Name of Person Contacting Parent/Guardian: _____

Signature of Person Contacting Parent/Guardian: _____

With whom did you speak? _____

Date: _____

Time: _____

In accordance with § 22.1-272.1 Code of Virginia, if a student is determined to be at risk for suicide, then the licensed school professional who completed the assessment shall immediately contact the student's parent or guardian. If a student indicates that parental abuse or neglect is the reason for contemplating suicide, parental contact should not be made. The local or state social services office should be notified immediately.

When contacting the student's parent or guardian, the licensed school professional should:

1. provide his or her name and the position held at the school;
2. state that in his or her professional judgment the student is at imminent risk of suicide;
3. assure the parent or guardian that the student is currently safe;
4. state the legal requirement for the call, citing § 22.1-272.1 of the Code of Virginia;
5. ask the parent whether he or she is aware of the student's mental state;
6. ask the parent whether he or she wishes to obtain or has obtained mental health counseling resources;
7. offer to facilitate the referral; and
8. determine the parent's intent to seek appropriate services.

Notes:

When a student is at risk for suicide, under no circumstances shall the student be allowed to leave the school alone or be left in any room or office alone (including the restroom). A parent, guardian, or appropriate agency must pick the child up from school and sign all pages of the Student Release to Parent Safety Form. The school will keep a copy of the Student Release to Parent Safety Form.

All documentation completed during this process should be maintained by the professional(s) providing these services in a file separate from the student's scholastic record for a period to include the balance of the current year as well as the entire following school year in accordance with the Library of Virginia, General Schedule No. 21, Series 007109.

Social Services Notification

Student's Name: _____

Name of Person Contacting Social Services: _____

Signature of Person Contacting Parent or Guardian: _____

With whom did you speak? _____

Date: _____

Time: _____

In accordance with § 22.1-272.1 of the Code of Virginia, if a student is determined to be at risk for suicide, then the licensed school professional who completed the assessment shall immediately contact the student's parent or guardian. If a student indicates that parental abuse or neglect is the reason for contemplating suicide, parental contact should not be made. The local or state social services office should be notified immediately.

If you are not able to speak with anyone at Social Services, contact the nearest School Resource Officer.

Pittsylvania County Department of Social Services

220 H. G. McGhee Drive, P.O. Box E, Chatham, VA 24531

(434) 432-7281 (Phone) (434) 432-0923 (Fax)

When contacting social services, the licensed school professional should:

1. provide his or her name and the position held at the school;
2. state that in his or her professional judgment the student is at imminent risk of suicide;
3. provide the name and identifying information of the child;
4. state the legal requirement for the call, citing § 22.1-272.1 of the Code of Virginia;
5. provide specifics as to the reported abusive behavior or incidents;
6. explain changes that may have been noted in the student's recent behavior, and;
7. offer to facilitate the referral to mental health services.

Notes:

When a student is at risk for suicide, under no circumstances shall the student be allowed to leave the school alone or be left in any room or office alone (including the restroom). A parent, guardian, or appropriate agency must pick the child up from school and sign all pages of the Student Release to Parent Safety Form. The school will keep a copy of the Student Release to Parent Safety Form.

All documentation completed during this process should be maintained by the professional(s) providing these services in a file separate from the student's scholastic record for a period to include the balance of the current year as well as the entire following school year in accordance with the Library of Virginia, General Schedule No. 21, Series 007109.

Student Release to Parent Safety Form - Page 1 of 4

Student's Name: _____ Date: _____

I understand that my child's actions/words are to be taken very seriously. I want to help _____ (child's name) find new ways of managing stress in times of crisis. I realize that there are no guarantees about how a crisis is resolved, and that I am making reasonable efforts to maintain the safety of everyone. Inpatient hospitalization may be necessary in some cases.

School: _____

Name of Parent/Guardian: _____

It is my intention upon leaving _____ (Name of School)
with my son or daughter _____ (Child's Name)

that I will take the following action (check one):

Immediately go to the Danville/Pittsylvania Mental Health Center for emergency services;

Immediately take my son/daughter to the following medical/mental health facility:

_____; or

Other: _____

I, the parent of _____, (child's name) have participated in a conference with school personnel.

By signing below, I acknowledge that I have been notified that my child is experiencing suicidal thoughts and may be in danger of harming himself/herself. I have been advised that I should immediately seek consultation from a community-based mental health professional, mental health center, or hospital emergency room. Mental health resources have been provided.

If I opt for supportive interventions outside the professional mental health arena, such as religious-based interventions, I will provide a safety plan and an issues-based intervention procedure that will keep the child safe and address the precipitant issues. If I choose interventions other than a mental health professional (such as religious-based interventions), I will inform school personnel of the outcome, including any safety plan.

(Parent or Legal Guardian – Printed Name)

(Parent or Legal Guardian – Signature)

By signing below, I acknowledge that I had a conference with this parent prior to the student listed above being released from school.

(Licensed School Professional Printed Name) _____ (Licensed School Professional Signature and Title)

Student Release to Parent Safety Form - Page 2 of 4

Precautionary Actions to Ensure A Safe Home Environment

1. Remove all firearms and ammunition.
2. Remove or lock up all of the following:
 - knives, razors, and other sharp objects
 - prescriptions and over-the-counter drugs (including vitamins and aspirin)
 - alcohol, illegal drugs, and related paraphernalia
3. Make sure someone is available to provide personal support and monitor the child at all times.
4. Pay attention to the child's mood swings and aggressive behavior. Do not hesitate to contact emergency services.
5. Limit or restrict access to vehicle/car keys as appropriate.
6. Identify people who might escalate risk for the child and minimize their contact with the child.
7. Provide access to things the child identifies as helpful, and encourage healthful behaviors such as good nutrition and adequate rest.
8. Other _____

By signing below, I agree that I will ensure a safe environment for my child by taking the precautions listed above. If I believe that my child is a danger to himself/herself, or others, I will do one of the following:

- Call _____ (Name or Person/Organization)
- or call 911
- or take my child to a hospital.

(Parent or Legal Guardian – Signature)

(Date)

Student Return to School Notification

Student's Name: _____ Date: _____

School: _____

Name of Parent/Guardian: _____

In response to my child's experiencing suicidal thoughts, I took the following action (check one):

I took my son/daughter to the Danville/Pittsylvania Mental Health Center for emergency services;

I took my son/daughter to the following medical/mental health facility;

 I took my son/daughter to the following religious organization for supportive interventions:

 Other: _____

Important Information: _____

By signing below, I acknowledge that the information above is true and accurate.

(Parent or Legal Guardian – Printed Name)

(Parent or Legal Guardian Signature)

All documentation completed during this process should be maintained by the professional(s) providing these services in a file separate from the student's scholastic record for a period to include the balance of the current year as well as the entire following school year in accordance with the Library of Virginia, General Schedule No. 21, Series 007109.

By signing below, I acknowledge that I held a follow-up meeting with this student when he/she returned to school.

(Printed Name of Counselor or LSP)

(Signature of Counselor or LSP)

(Date)

CONSENT TO EXCHANGE INFORMATION

I understand that different agencies provide different services and benefits. Each agency must have specific information in order to provide services and benefits. By signing this form, I am allowing agencies to exchange certain information so it will be easier for them to work together effectively to provide and/or coordinate these services or benefits.

I, _____, am signing this form for
(FULL PRINTED NAME OF CONSENTING PERSON OR PERSONS)

(FULL NAME OF CLIENT) (CLIENT'S ADDRESS)

(CLIENT'S BIRTH DATE) (CLIENT'S SSN-Optional) (CLIENT'S MEDICAID NO.)

My relationship to the client is: Self Parent Power of Attorney Guardian
 Other Legally Authorized Representative

I want the following confidential information about the client to be exchanged:

Yes No	Yes No	Yes No
<input type="checkbox"/> <input type="checkbox"/> Assessment Information	<input type="checkbox"/> <input type="checkbox"/> Medical Diagnosis	<input type="checkbox"/> <input type="checkbox"/> Educational Records
<input type="checkbox"/> <input type="checkbox"/> Financial Information	<input type="checkbox"/> <input type="checkbox"/> Mental Health Diagnosis	<input type="checkbox"/> <input type="checkbox"/> Psychiatric Records
<input type="checkbox"/> <input type="checkbox"/> Benefits / Services Needs Planned, and/or Received	<input type="checkbox"/> <input type="checkbox"/> Medical Records	<input type="checkbox"/> <input type="checkbox"/> Criminal Justice Records
	<input type="checkbox"/> <input type="checkbox"/> Psychological Records	<input type="checkbox"/> <input type="checkbox"/> Employment Records

Other information (write in) _____

I want: _____

(NAME AND ADDRESS OF REFERRING AGENCY AND STAFF CONTACT PERSON)

And the following other agencies to be able to exchange this information:

- Danville-Pittsylvania Community Services
- Danville/ Pittsylvania County Health Dept.
- Danville/Pittsylvania County Dept. of Social Services
- Danville-Pittsylvania Community Policy and Management Board
- Danville/ Pittsylvania County Juvenile Court Services Unit
- Danville/Pittsylvania County School Systems
- Pittsylvania County Community Action

Are More Agencies listed on Back? YES NO

I want this information to be exchanged ONLY for the following purpose (s):

- Service Coordination and Treatment Planning
- Eligibility Determination

Other (write in) _____

I want information to be shared: (check all that apply)

- Written Information
- In Meetings or By Phone
- Computerized Data

I want to share additional information received after this consent is signed: YES NO

This consent is good until: _____

I can withdraw this consent at any time by telling the referring agency. This will stop the listed agencies from sharing information after they know my consent has been withdrawn. I have the right to know what information about me has been shared, and why, when, and with whom it was shared. If I ask, each agency will show me this information.

I want all the agencies to accept a copy of this form as a valid consent to share information.

Faxed signatures will be accepted.

If I do not sign this form, information will not be shared, and I will have to contact each agency individually to give them information about me that they need.

Signature (s): _____ **Date:** _____
(CONSENTING PERSON OR PERSONS)

Person Explaining Form: _____
(Name) (Title) (Phone Number)

Witness (If Required): _____
(Signature) (Address) (Phone Number)

References

Explore Invitations

ACTIONS

- Giving away possessions
- Withdrawal (family, friends, school, work)
- Loss of interest in sports and leisure
- Misuse of alcohol, drugs
- Impulsive/reckless behavior
- Self-mutilation
- Extreme behavior changes

WORDS

- "All of my problems will end soon."
- "No one can do anything to help me now."
- "Now I know what they were going through."
- "I just can't take it any more."
- "I am a burden to everyone."
- "I can't do anything right."
- "I just can't think straight anymore."

PHYSICAL

- Lack of interest in appearance
- Change/loss in sex interest
- Disturbed sleep
- Change/loss of appetite, weight
- Physical health complaints

FEELINGS

- Desperate
- Angry
- Guilty
- Worthless
- Lonely
- Sad
- Hopeless
- Helpless

STRESSFUL EVENTS with FEELINGS OF LOSS

Explore invitations

- *Invitations are signs of distress that invite help.*
- *Anything the person at risk says, does or makes you feel might be an invitation.*
- *Accept invitations: follow your intuition; explore the meaning of things you see and hear.*

References

Safety Framework

Right now, what will keep you safe?

Develop SafePlan		Confirm Actions	
Safety First, when happening... <ul style="list-style-type: none"> <input type="checkbox"/> <i>harm</i> to self and/or others is occurring or about to occur <input type="checkbox"/> the person is <i>unable</i> to participate in the intervention 		Act...	<ul style="list-style-type: none"> activate emergency response activate 24-hour monitoring
Safety Guards, when present... <ul style="list-style-type: none"> <input type="checkbox"/> <i>suicide planned</i> <input type="checkbox"/> <i>alcohol, drug, medication concerns</i> <input type="checkbox"/> <i>prior suicide behaviour</i> <input type="checkbox"/> <i>mental health concerns</i> 	Ask the person at risk... <ul style="list-style-type: none"> how can it be disabled safely? what is needed for safe/no use? what have you learned that might help you keep safe-for-now? what have you learned that might help you keep safe-for-now? 	what and who	when and how
Safety Aids, when possible... <ul style="list-style-type: none"> <input type="checkbox"/> important <i>situational</i> changes <input type="checkbox"/> <i>strengths</i> available <input type="checkbox"/> <i>supports</i> needed 	Decide with the person at risk... <ul style="list-style-type: none"> what is doable now? which can you use now? who is able, available and acceptable? 		
		<i>medical doctor</i> <i>safety contact</i>	

Turning Points Christina *might* have had and ways to support them

Turning points	<i>now</i>	Support
"I just realized I don't want to kill myself."	REJECTS SUICIDE	"Something is telling you to start thinking about safety (?)"
"It builds up and up but then... I am not sure."	UNCERTAIN about CHOICES	"You need to be sure so we had better keep you safe-for-now (?)"
"But I haven't got around to that either."	UNCERTAIN about CHOICES	"So maybe you are not sure about something you need to be sure about (?)"
"Suicide is the only answer, but..."	HOPES for SOMETHING or UNCERTAIN about CHOICES	"There could be some hope or at least something that is making you uncertain (?)"
"What else can I do?"	HOPES for SOMETHING	"You wish there was something else you could do (?)"
"All I want to do right now is die."	UNCERTAIN about CHOICES	"But sometimes you want to live (?)"





Notes about other simulations

References

Suicide Risk Assessment

Based on Brock and Sandoval's (1996) Student Interview Model for Suicide Risk Screening

Student Name: _____

Date: _____ Time: _____

LSP Completing Form: _____ Referred by: _____

Engagement

- It seems things haven't been going so well for you lately. Your parents and/or teachers have said _____. Most teens/children would find that upsetting.
- Have you felt upset, maybe some sad or angry feelings you've had trouble talking about?
- Maybe I could help you talk about these feelings and thoughts?
- Do you feel like things can get better, or are you worried (afraid, concerned) things will just stay the same or get worse?
- Are you feeling unhappy most of the time?

Identification

- Other teenagers/children I've talked to have said that when they feel that sad and/or angry, they thought for a while that things would be better if they were dead.
- Have you ever thought that?
- What were your thoughts?
- Is the feeling of unhappiness so strong that sometimes you wish you were dead?
- Do you sometimes feel that you want to take your own life?
- How often have you had these thoughts?
- How long do they stay with you?

Inquiry

- What has made you feel so awful?
- What problems/situations have led you to think this way?
- Tell me more about what has led you to see killing yourself as a solution.
- What do you think it would feel like to be dead?
- How do you think your father and mother feel? What do you think would happen with them if you were dead?

Assessment

Current Suicide Plan

- Have you thought about how you might make yourself die?
- Do you have a plan?
- On a scale of 1 to 10, how likely is it that you will kill yourself? When are you planning to or when do you think you will do this?
- Do you have the means with you now, at school, or at home?
- Where are you planning to kill yourself?
- Have you written a note?
- Have you put things in order?

References

Suicide Risk Assessment

Prior Behavior

- Has anyone that you know of killed or attempted to kill himself/herself? Do you know why?
- Have you ever threatened to kill yourself before? When? What stopped you?
- Have you ever tried to kill yourself before? How did you attempt to do so?

Resources

- Is there anyone or anything that would stop you?
- Is there someone whom you can talk to about these feelings?
- Have you or can you talk to your family or friends about suicide?

Note. From Brock, S. E., & Sandoval, J. (1996). Suicidal ideation and behaviors. In G. G. Bear, K. M. Minke, & A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives* (pp. 361-374). Bethesda, MD: National Association of School Psychologists.

Teacher Interview

- Have you noticed any major changes in your student's school work recently?
- Have you notice any behavioral, emotional, or attitudinal changes?
- Has the student experienced any trouble in school? What kind of trouble?
- Does the student appear depressed and/or hostile and angry? If so, what clues does the student give?
- Has the student either verbally, behaviorally, or symbolically threatened suicide or expressed statements associated with self-destruction or death?

Parent/Caregiver Interview

- Has any serious change occurred in your child's or family's life recently? (*If yes*) How did your child respond?
- Has your child had any accidents or illnesses without a recognizable physical basis?
- Has your child experienced a loss lately?
- Has your child experienced difficulty in any areas of his/her life?
- Has your child been very self-critical, or does he/she seem to think that you or teachers have been very critical lately?
- Has your child made any unusual statements to you or others about death or dying? Any unusual questions or jokes about death or dying?
- Have there been any changes you've noticed in your child's mood or behavior over the last few months?
- Has your child ever threatened or attempted suicide before or attempted to harm himself/herself?
- Have any of your child's friends or family, including yourselves, ever threatened or attempted suicide?

References

Suicide Risk Checklist

Tally the total number of checks in each column to determine the risk level.

	Low Risk	Medium Risk	High Risk
1. Current Suicide Plan A. Details B. How Prepared C. How Soon D. Method E. Chance of Intervention	<input type="checkbox"/> Vague <input type="checkbox"/> Means not available <input type="checkbox"/> No specific time <input type="checkbox"/> Pills, slash wrists <input type="checkbox"/> Others present most of the time	<input type="checkbox"/> Some specifics <input type="checkbox"/> Has means close by <input type="checkbox"/> Within a few days or hours <input type="checkbox"/> Drugs alcohol, car wreck <input type="checkbox"/> Others will be there if called upon	<input type="checkbox"/> Well thought out <input type="checkbox"/> Has means in hand <input type="checkbox"/> Immediately <input type="checkbox"/> Gun, hanging, jumping <input type="checkbox"/> No one nearby; isolated
2. Pain	<input type="checkbox"/> Pain is bearable <input type="checkbox"/> Wants pain to stop, but not desperate. <input type="checkbox"/> Identifies ways to stop the pain.	<input type="checkbox"/> Some specifics. <input type="checkbox"/> Becoming desperate for relief. <input type="checkbox"/> Limited ways to cope with Pain.	<input type="checkbox"/> Pain is unbearable <input type="checkbox"/> Desperate for relief from pain. <input type="checkbox"/> Will do anything to stop the pain.
4. Prior Suicidal Behavior of A. Self B. Significant others	<input type="checkbox"/> No prior suicidal Behavior <input type="checkbox"/> No significant others have engaged in suicidal behavior	<input type="checkbox"/> One previous low lethal attempt; history of threats <input type="checkbox"/> Significant others have recently attempted suicide behavior	<input type="checkbox"/> One of high lethality, or multiple attempts <input type="checkbox"/> Significant others have recently committed suicide
5. Mental Health A. Coping behaviors B. Depression C. Mental status D. Psychopathology	<input type="checkbox"/> History of mental illness, but not currently considered mentally ill. <input type="checkbox"/> Daily activities continue as usual with little change. <input type="checkbox"/> Mild; feels slightly down. <input type="checkbox"/> No significant medical problems. <input type="checkbox"/> Stable relationships	<input type="checkbox"/> Mentally ill but currently receiving treatment. <input type="checkbox"/> Some daily activities disrupted; disturbance in eating, sleeping, and school work. <input type="checkbox"/> Moderate; some moodiness, sadness, irritability, loneliness, and decrease of energy. <input type="checkbox"/> Acute, but short-term, or Psychosomatic illness. <input type="checkbox"/> Recent acting-out behavior and substance abuse, acute suicidal behavior in stable personality.	<input type="checkbox"/> Mentally ill and not currently receiving treatment. <input type="checkbox"/> Gross disturbance in daily functioning. <input type="checkbox"/> Overwhelmed with Hopelessness, sadness, and feelings of depression. <input type="checkbox"/> Chronic debilitating, or acute catastrophic, illness. <input type="checkbox"/> Suicidal behavior in unstable personality; emotional disturbance; repeated difficulty with peers, family, and teacher.
6. Stress	<input type="checkbox"/> No significant stress.	<input type="checkbox"/> Moderate reaction to loss and environmental changes.	<input type="checkbox"/> Severe reaction to loss or environmental changes.
Total Checks			

This check list was adapted from Poland (1989).

References

- Brock, S. E., & Sandoval, J. (1996). Suicidal ideation and behaviors. In G. G. Bear, K. M. Minke, & A. Thomas (Eds.), *Children's needs II: Development, problems, and alternatives* (pp. 361-374). Bethesda, MD: National Association of School Psychologists.
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TERRORISM

Terrorism

According to FEMA, the weapons of mass destruction associated with acts of terrorism fall into four categories: 1) conventional, 2) chemical, 3) biological, and 4) nuclear.

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Disaster

Destruction of Part or Whole of Building (i.e., plane crash, bomb)

Checklist:

- Call 911.
- Obtain information on extent of damage.
- Evacuate using fire alarm, moving students to safe areas.
- Assign one adult to supervise others in attending to injured.
- Assign staff member to assist rescue personnel.
- Call the Superintendent's Office and notify the resource officer, if on campus.
- Arrange for possible dismissal of students.
- All information to the public should be directed through the Superintendent's Office.
- Call emergency staff meeting.

Specifics:

1. **Call 911** for immediate help.
2. **Damage:** Inspect extent of damage and injuries without endangering self.
3. **Evacuation:** If there is no danger outside the building, use the fire alarm to evacuate the building. **Safe Areas** should be identified away from the problem area and students and personnel directed there by a safe designated safe route. Designate which classes/groups of students should go to each area chosen.
4. **Attend to the injured** by assigning adults without students to attend to the injured, with one adult designated as "in charge."

5. Have a designated staff member to **direct rescue personnel** to problem area(s) and assist in providing access as needed by rescue personnel. Make Head Custodian available to assist rescue personnel.
6. **Notify the Superintendent's Office** of plan being implemented and notify resource officer if on campus.
7. **Arrange** for a possible **early dismissal** with the Superintendent's Office and Transportation. Notify feeder schools that share buses of the situation and inform extended day programs of plans for early dismissal, if applicable. Contact Central Office personnel in charge of alerting radio and television stations of school closings.
8. Consider **briefly summarizing the situation** for all students and adults prior to dismissal, by P.A. or preferably by informing teachers and having them explain to students, if applicable.
 - If time permits, prepare a written memo to parents detailing the situation and how it was handled, including plan for follow-up, to be sent home with students or distributed the next day of classes.
 - Involve the Superintendent's Office in all information being prepared and distributed and refer media and other calls from the general public to the Superintendent's Office.
9. Call an **emergency staff meeting**. Explain the situation and any plans for follow-up.

T

TERRORISM

Terrorism

Specifics:

- I. Conventional Weapons (Guns, bombs, and other explosives):
Follow guidelines under:**

- A. BOMB THREAT**

REFER TO PAGE 75

A. Hostage: Armed/Dangerous Intruder Situations

B. In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Initiate Lockdown
- Call 911.
- Secure all classroom areas to prevent intrusion.
- Notify the Superintendent's Office.
- Instruct staff to keep all students in their present areas, unless otherwise directed by the police (via P.A. system).
- No school personnel should circulate through the building.
- Instruct person(s) answering the phone to direct all inquiries to the Superintendent's Office.
- Keep phone lines open for police use.
- Keep maps of the building and grounds available in more than one area of the facility (i.e. Main Office and Custodians' Area).
- Identify individuals familiar with the building to assist the police in locating and isolating the intruder.
- Prepare written memo for staff and parents.
- Schedule follow-up programs for students and staff to review security plan.
- Call emergency staff meeting.

Specifics:

1. **Call 911.**
2. **Secure all classrooms** by locking all classroom doors. The more closely contained the intruder can be kept, the less the danger there is to others and the easier it is for the police to apprehend the individual. Initiate Lockdown.
3. **Notifications:**
 - The Superintendent's Office should be contacted as soon as possible.
 - The Superintendent's Office will handle all media and community inquiries into the situation.
 - Inform the staff of the situation as soon as possible and continue communications with the staff.
 - The Transportation Department should be contacted in case early dismissal is needed
 - As soon as the immediate crisis/danger is over, the school's administration should prepare a written summary of the facts of the incident to share with staff, students, and parents.
 - After the crisis is over, the Superintendent's Office may wish to arrange a special press conference to give the media the same information that has been shared with the staff, students and parents.
4. The staff should **keep the students in their present areas**. Students should not be released for any reason until told to do so by the police.
5. **No personnel should circulate** through the building. All staff should be protected from involvement in the crisis where possible.
6. **Prepare a statement for the individuals who answer the telephones** to read. Instruct them that any further inquiries should be made to the Superintendent's Office. Give them the telephone number for the caller to use as a reference.

7. **Keep the phone lines open.** The police and other public safety personnel will need access to the phones with highest priority.
8. **School maps** should be **located in more than one area** in the building in case the intruder has “holed up” in an area where a map would usually be found.. Maps will be most helpful to the police in locating the intruder and planning strategies for the apprehension.
9. **Identify persons familiar with the facility** and have them available to discuss the interior room arrangements, etc. These individuals should be available at the chosen school map location away from the scene.
10. As soon as the immediate crisis danger is over, the staff and parents should be made aware of not only what occurred, but why certain action was taken. This **information** is best **released in written form.**
11. The school guidance counselors along with the Support Services Department should be available for **special counseling** for students and staff as needed.
12. **Call emergency staff meeting.**

B. Weapons Situation

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Administrator Checklist:

- Assess the situation.
- Initiate Lockdown
- Call 911.
- Contact the school's resource officer.
- Gather information.
- Isolate individual or suspect, if possible.
- Do not use force or touch the person or weapon.
- Remain calm.
- Tell another administrator what the situation is.
- Use emergency signal to notify teachers and staff.
- Notify the Superintendent or designee.
- Refer media questions to the Superintendent's Office.
- Call emergency staff meeting.

Specifics:

1. Do a quick **assessment** of the scene.
2. At the discretion of the administrator, **call 911**. Contact the school's resource officer if on campus. Provide as much information as possible. Be prepared to act as a resource and liaison between the school and police. If necessary, have a map of the school available for police. Confer with police for advice on how they intend to proceed if their assistance is required.
3. **Gather** as much detailed **information** as possible. Try to determine:
 - Location, identity and detailed description of individual.
 - Location and description of weapon.
 - Any pertinent background information on individual, including possible reason for carrying a weapon.
4. **Isolate individual or suspect**. (If weapon is in a locker or elsewhere, prevent access to it.)
5. If interaction with the individual is imminent, **do not use force or touch** the person or weapon. Avoid sudden moves or gestures.
6. **Remain calm**. Try not to raise your voice, but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
7. Be certain that at least one **other administrator** or designee **is aware** of the situation.
8. **Notify Superintendent's Office**.
9. **Use emergency signal** to notify teachers and staff of the threatening situation and have teachers keep students in classrooms until all is clear.
10. **Refer media questions** to the Superintendent's office or to designee.
11. **Call emergency staff meeting** for debriefing.

C. Weapon Wielding Student/Intruder

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Specifics:

- **Evacuate** the area.
- **Call 911.**
- **Contact** the school's resource officer.
- **Evaluate** the perpetrator.
- **Isolate** the area.
- **Remain calm.** Give an appearance of being in command.
- **Get help.**
- **Avoid heroics.** Do not touch the weapon or individual.
- **Don't threaten.**
- **Keep** a safe, non-intimidating **distance.**
- Use **slow deliberate movements.**
- Use the **Three-Step Turn** (take three steps back, turn sideways, and withdraw if possible.)
Give assailant options of escape (i.e., "Please leave," "You are free to leave the area.")

Preventive Measure

Pittsylvania County Crimestoppers is offering a monetary reward for information leading to the recovery or arrest of individuals bringing weapons or other illegal substances onto school property.

Call: 1-800-791-0044

D. Shootings/Woundings/Attacks

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Checklist:

- Assess the situation and contact the school's resource officer if on campus.
- Call 911.
- Use emergency signal - all students and staff are to stay in classrooms, secure the door, and stay on the floor.
- Establish a command post with several telephones available.
- Implement first aid procedures until rescue service arrives.
- Notify Superintendent's Office.
- Keep a written log of events.
- Prepare a written memo for staff and parents.
- Implement necessary follow-up activities.
- Call emergency staff meeting.

Specifics:

1. **Assess** the situation for injuries, possible hostages, etc. **Contact** the school's **resource officer**.
2. **Notify 911**.
3. Determine if the perpetrator is still on the premises. Determine number of victims and identify witnesses.
4. The **emergency signal** to staff and students should convey the seriousness of the situation. Follow-up announcements will be necessary to keep everyone informed. Prepare a general statement of the facts.
5. **Establish a command post** to handle the load of the Crisis Team and to direct the press and concerned members of the community to the Superintendent's Office.
6. **Implement** necessary **first aid** procedures through trained staff, school nurse, physical education department, and other qualified personnel. Direct rescue personnel to injured and give any required assistance. Designate a staff member to accompany victim(s) in ambulance.
7. **Notify** the Superintendent's Office.
8. Identify a place where a **log of events** is to be kept. Record all significant events, actions, and individuals that are involved.
9. Keep **staff informed** through a **memo** or emergency staff meeting. Parents may be informed through a letter sent home with students.
10. **Follow-up management** should be well delegated. Security concerns should be considered. Crisis counseling for students and staff may be needed. All staff should assist in restoring the building to a normal state. Reopen school as soon as possible.
11. Call emergency staff meeting.

II. Chemical Weapons: Follow guidelines under Chemical Spill.

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

A. Chemical Spill

Inside the building:

- **Evacuate** the area **immediately**.
- **Notify** the building **administrator/designee** as soon as possible.
- **Check** the **Material Safety Data Sheet (MSDS)** located in the main office complex to determine the urgency of the situation.
- **Call 911**.
- **Notify** the school division's **Assistant Superintendent for Operations or Director of Maintenance & Facilities**.

Outside the building:

- Ensure that **all students** are **in the building** and that they remain there.
- **Shut off** all outside **air ventilators**.
- **Call 911**.
- **Notify** the school division's **Assistant Superintendent for Operations or Director of Maintenance & Facilities**.
- Release students to parents or designee only.

III. Biological Weapons: Follow guidelines under Anthrax.

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

A. Anthrax Scares

Preventive Measures:

- Do not allow students to open school mail.
- Limit the opening of mail to one staff member. If warranted, have this person open school mail in a room separate from open, main office areas.
- Educate employees who open school mail on how to recognize suspicious packages.
- Work with custodial and maintenance personnel to establish procedures for quickly shutting down heating, ventilation and air conditioning systems.
- Review and practice lockdown and evacuation procedures.

Specifics:

1. If substance suspected to be Anthrax is detected, call 911.
2. Anyone in the immediate vicinity of the suspicious letter/package must remain in the area. Secure the room and adjoining rooms.
3. Do not open, smell, touch or taste the letter or package or its contents.
4. Notify the Superintendent's Office and the school's resource officer.
5. Sound the fire alarm and evacuate the building.
6. Shut down the heating, ventilation and air conditioning systems.
7. If early dismissal is necessary, arrange with Transportation and the Superintendent's Office to dismiss students following the normal procedures. Notify feeder schools that share buses and any extended day programs of the change in dismissal schedule.

IV. Nuclear Weapons: Follow guidelines under Weather/Tornado

A. Weather

Tornado/Inclement Weather

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

DEFINITIONS:

WARNINGS - The hazard (tornado, flash flood, etc.) is imminent. The probability of occurrence is extremely high. Lead time for thunderstorm type events is generally 30 minutes or less. Be prepared to respond accordingly.

WATCHES - Meteorologists have determined that conditions appear right for the development of the hazard. Probability of occurrence is greater than 60% in the watch area. Watches generally cover larger areas than warnings. Normal in-door activities should continue; no school-wide announcement is necessary. The principal or designee should monitor the situation.

ADVISORIES - An advisory is issued for weather that is expected to be a disruption to the normal routine and an inconvenience, but is not expected to be life-threatening.

Checklist:

- Principal alerts staff of impending situation – Code Green.
- Get word to all students and staff who are outside or who are in out-lying buildings, mobile units.
- Evacuate classrooms according to established plan; provide for handicapped.
- Check for and provide care for injured.
- Obtain emergency toolbox.
- Account for all students/staff/others.
- Determine status for safe return to classes or dismissal.

Specifics:

1. Upon notification from County EOC via 911 pager, principal should **notify faculty** of impending situation – Code Green.
2. Pre-designated staff should **notify outside students/staff** to move indoors and cease all outside activities. Mobile units with classes in progress should be moved to indoors to the cafeteria, auditorium, library, and/or gym during Watch notification.
4. Upon notification from County EOC via 911 pager of Tornado Warning, **classes** should be **evacuated to the designated safe zones** within the building. Assign staff to assist the handicapped. Staff should keep students under their control, maintain quiet, orderly evacuations and ensure that all students are placed in the proper Tornado position.
5. Upon direct Tornado impact, **call 911** and advise dispatcher of the situation; provide first aid to the injured; and contact the Superintendent’s Office.
6. Have a pre-designated person to acquire the **emergency toolbox** and ensure all utility connects are safe from future hazards (i.e., shut off gas main, disconnect power if needed to prevent fires).
7. Assess from faculty and staff and **account for all students and staff** after the event.
8. Await instruction from County EOC via 911 pager or direct contact from the Superintendent’s Office for **safe return to classes or dismissal**.



THREATS (General)

THREATS

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Threat Assessment Protocol

Adapted from Guidelines for Responding to Student Threats of Violence by Dewey Cornell and Peter Sheras, (Sopris West, 2006)

IDENTIFY AND EVALUATE THREAT

A threat is an expression of intent to harm someone that may be spoken, written, or gestured. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to an actual or prospective victim and regardless of whether the actual or prospective victim is aware thereof, existing in any fashion, whether orally, visually, in writing, or electronically. This protocol does NOT address threats to damage property, threats made by non-students, fights with no threat, or language such as slurs, insults, or verbal abuse that does not constitute a threat.

WHEN IN DOUBT, treat the expression as a threat. Student threats shall be reported to the school administrator (principal, assistant principal, or principal designee) if they cannot be easily and readily resolved by other staff. Criteria for reporting threats should include age of the child, and the context of the threat or remark.

ADMINISTRATOR NOTIFIED

The administrator makes a preliminary determination of the seriousness of the threat. If the threat has not been resolved, and the administrator determines it is potentially serious, then the Threat Assessment Documentation should be completed.

THREAT ASSESSMENT

The student, recipients of threat, and other witnesses shall be interviewed to obtain a specific account of threat in context using the Threat Assessment Documentation form.

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Initial Documentation

Instructions:

This form should be completed by the School Administrator and School Psychologist. Other team members may include: Counselor, Teacher, School-Home Coordinator, and School Resource Officer.

Administrator completing form:
School Psychologist completing form:
Other Team Members Present:

Information On Student Making Threat
Name of student: Date of birth: Grade: Address : Phone: Name of Parent or Guardian: Is there a history of violent behavior in present school or previous school (if yes, explain)? Please obtain discipline report from office and review history (attach copy). Is there a history of violent behavior away from school (if yes, explain).
Information About The Threat: Date threat occurred: ____/____/____ Date administrator learned of threat: ____/____/____

Where the threat was made?

Who reported the threat?

What was reported (Quote if possible; use quotation marks to identify direct quotes)

Where and when did the threat occur?

Information on victim(s) or recipient(s) of threat:

Has the intended target/victim(s) been identified? Yes No

Name(s) & grade of victim(s):

Primary recipient(s) of the threat (check all that apply):

Student Teacher Parent Administrator Other

Number of victim/recipients of threat: One Two Three Four Five or More

Notes:

Additional Questions:

1. Do you have access to guns or weapons? (If yes, which weapons and where are they located?)
2. Have you had recent altercations with another student or staff member? (If yes, who?)
3. Do you enjoy coming to school?
4. Are you picked on by other children at school? (If yes, who?)
5. Have you noticed an increased feeling of anger?
6. Have you thought about hurting yourself or others in the past? (If yes, when?)
7. Do you have a plan to hurt yourself or others? (If yes, describe)
8. Have you experienced bullying on the internet or social media? (if yes, when and by whom?)

Notes:

Witness Interview

Date:

Time:

Witness Name:

Administrator completing interview:

Others Present:

Witness Interview Directions: Use these questions as a guide for individuals who have direct or indirect knowledge of the threat; complete this form for each individual interviewed. Other questions should be asked, if appropriate and relevant. This should not be completed by the student. Write the witness' exact words as possible and use quotation marks to indicate witness' exact words.

Is the witness the Recipient (target) of threat or witness to threat, but not recipient?

If the witness is the recipient are they a student or a staff member?

Has the recipient been threatened before by this individual?

1. What exactly happened today when you were [place of incident]?
2. What exactly did [student who made the threat] say or do? (Write the witness's exact words.)
3. What do you think he or she meant when saying or doing that?
4. How do you feel about what he or she said or did? (Gauge whether the person who observed or received the threat feels frightened or intimidated.) Are you concerned that he or she might actually do it?
5. Why did he or she say or do that? (Find out whether witness knows of any prior conflict or history behind this threat.)
6. Additional witnesses; Other relevant information:

Pittsylvania County Schools Threat Assessment & Response Summary Sheet

This summary sheet is used to determine the level of threat and to guide the response to the threat.

Name of student:

Date of threat:

Time of Threat:

Team members:

To your knowledge did the student making the threat:

- | | | | |
|--|------------------------------|-----------------------------|----------------------------------|
| Have or seek accomplices: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Report the threat as a specific plan: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Write plan(s) or a list: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Repeat the threat over time: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Mention weapon in the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Use weapon in the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Have prior conflict with recipient: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Previously threaten the recipient: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Experience being bullied by the recipient of the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Follow or approach the recipient of the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |
| Have the ability to develop and carry out the threat: | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Unknown |

Based on the interviews and the responses above, determine the type of threat (refer to PCS Threat Assessment Flow Chart). Check appropriate box and once identified, follow the prescribed response.

- Transient Serious Very Serious

Student Release to Parent Form for Threat Assessment

Student: _____ Date: _____

I understand that my child's actions/words are to be taken very seriously. I want to help _____ find new ways of managing stress in times of crisis. I realize there are no guarantees about how crises resolve, and that we are all making reasonable efforts to maintain safety for everyone. In some cases inpatient hospitalization may be necessary.

School: _____

Name of Parent/Guardian: _____

It is my intention upon leaving _____ (Name of School)

with my son or daughter _____ (Student's Name)

that I will take the following action (check one):

Immediately go to the Danville/Pittsylvania Mental Health Center for emergency services;

Immediately take my son/daughter to the following medical/mental health facility:

_____; or

Other: _____

(Parent/Guardian Signature)

(Date)

(Witness Signature)

(Date)

(Time)

Things I can do:

- Provide encouragement and support

- _____
- _____

- Ensure a safe environment:

1. Remove all firearms & ammunition

2. Remove or lock up:

- knives, razors, & other sharp objects
- prescriptions & over-the-counter drugs (including vitamins & aspirin)
- alcohol, illegal drugs & related paraphernalia

3. Make sure someone is available to provide personal support and monitor My child at all times.

4. Pay attention to Child's mood swings and aggressive behavior. Do not hesitate to contact Mental Health..

5. Limit or restrict access to vehicle/car keys as appropriate.

6. Identify people who might escalate risk for the client and minimize their contact with the client.

7. Provide access to things client identifies as helpful and encourage healthful behaviors such as good nutrition and adequate rest.

8. Other _____

If I believe _____ is a danger to him/herself or others, I agree to:

- Call _____
- or call 911
- or help _____ get to a hospital.

Parent Signature: _____

Support Signature: _____

Student Signature: _____

School Representative Signature: _____

Hotline numbers I can call:

AGENCY	Contact Information	HOURS OF OPERATION
Virginia Suicide Hotline	800-784-2433	24 hours/7 days per week
Danville Regional Medical Center	434-799-4450 http://www.danilleregional.org/services/psychiatry.html	24 hours/7 days per week emergency
Danville/Pittsylvania County Community Services Board	434.793.4922 http://www.dpcs.org/bh.html 434.793.4931	24 hours/7 days per week
Virginia Crisis Contention	2-1-1	Connects Virginia's to mental health services
National Suicide Prevention Lifeline	1-800-273-TALK www.suicidepreventionlifeline.org	24 hours/7 days per week
National Hopeline Network	1-800-SUICIDE www.hopeline.com	24 hours/7 days per week

* In Emergencies, Call 911

REENTRY MEETING FORM

Student's Name: _____ Date of Meeting: _____

Parent(s) in Attendance: _____

School Personnel in Attendance:

Student's status including any current mental health treatment or counseling: _____

Offer the parent(s) the *Release of Confidential Information* form, if not already done (document parent's response):

Recommendations by professional: _____

Strategies for handling make-up work or academic accommodations: _____

Assistance for parents/guardians: _____

Referrals to community based teams or service providers: _____

Future meeting dates (if needed): _____

CONSENT TO EXCHANGE INFORMATION

I understand that different agencies provide different services and benefits. Each agency must have specific information in order to provide services and benefits. By signing this form, I am allowing agencies to exchange certain information so it will be easier for them to work together effectively to provide and/or coordinate these services or benefits.

I, _____, am signing this form for
 (FULL PRINTED NAME OF CONSENTING PERSON OR PERSONS)

 (FULL NAME OF CLIENT) (CLIENTS ADDRESS)

 (CLIENT'S BIRTH DATE) (CLIENTS SSN-Optional) (CLIENT MEDICAID NO.)

My relationship to the client is: Self Parent Power of Attorney Guardian
 Other Legally Authorized Representative

I want the following confidential information about the client to be exchanged:

Yes No	Yes No	Yes No
<input type="checkbox"/> <input type="checkbox"/> Assessment Information	<input type="checkbox"/> <input type="checkbox"/> Medical Diagnosis	<input type="checkbox"/> <input type="checkbox"/> Educational Records
<input type="checkbox"/> <input type="checkbox"/> Financial Information	<input type="checkbox"/> <input type="checkbox"/> Mental Health Diagnosis	<input type="checkbox"/> <input type="checkbox"/> Psychiatric Records
<input type="checkbox"/> <input type="checkbox"/> Benefits / Services Needs Planned, and/or Received	<input type="checkbox"/> <input type="checkbox"/> Medical Records	<input type="checkbox"/> <input type="checkbox"/> Criminal Justice Records
	<input type="checkbox"/> <input type="checkbox"/> Psychological Records	<input type="checkbox"/> <input type="checkbox"/> Employment Records

Other information (write in) _____

I want: _____

 (NAME AND ADDRESS OF REFERRING AGENCY AND STAFF CONTACT PERSON)

And the following other agencies to be able to exchange this information:

- Danville-Pittsylvania Community Services
- Danville/ Pittsylvania County Juvenile Court Services Unit
- Danville/ Pittsylvania County Health Dept.
- Danville/Pittsylvania County School Systems
- Danville/Pittsylvania County Dept. of Social Services
- Pittsylvania County Community Action
- Danville-Pittsylvania Community Policy and Management Board

Are More Agencies listed on Back? YES NO

I want this information to be exchanged ONLY for the following purpose (s):

- Service Coordination and Treatment Planning
- Eligibility Determination

Other (write in) _____

I want information to be shared: (check all that apply)

- Written Information
- In Meetings or By Phone
- Computerized Data

I want to share additional information received after this consent is signed: YES NO

This consent is good until: _____

I can withdraw this consent at any time by telling the referring agency. This will stop the listed agencies from sharing information after they know my consent has been withdrawn. I have the right to know what information about me has been shared, and why, when, and with whom it was shared. If I ask, each agency will show me this information.

I want all the agencies to accept a copy of this form as a valid consent to share information.

Faxed signatures will be accepted.

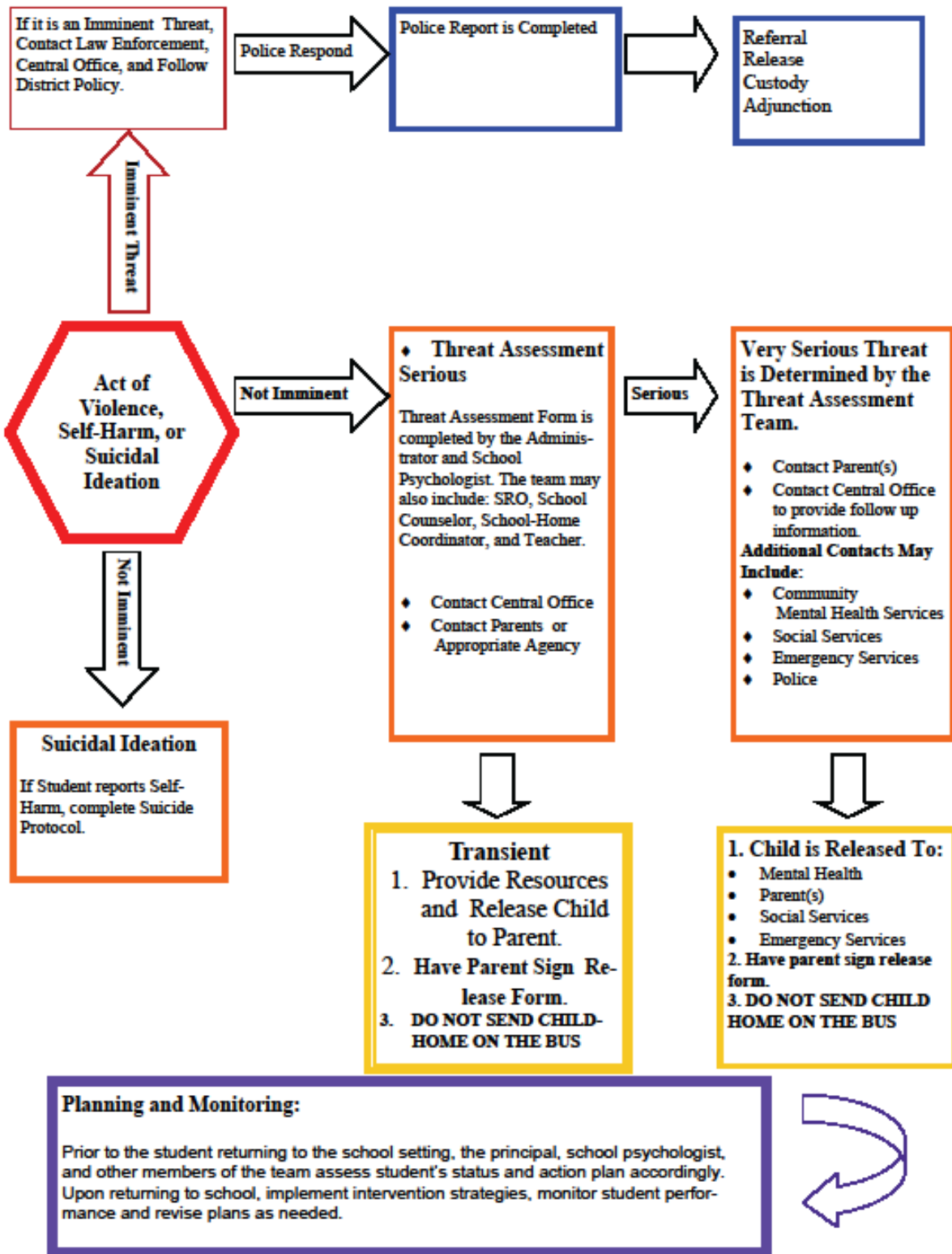
If I do not sign this form, information will not be shared and I will have to contact each agency individually to give them information about me that they need.

Signature (s): _____ **Date:** _____
 (CONSENTING PERSON OR PERSONS)

Person Explaining Form: _____
 (Name) (Title) (Phone Number)

Witness (If Required): _____
 (Signature) (Address) (Phone Number)

Threat Assessment Flow Chart





VANDALISM

Vandalism

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

- **Photograph** any willful and malicious destruction of school property (i.e., graffiti, broken windows, etc.).
- For minor damage, simply **note** the time, date, and type of damage for your records.
- For serious acts of vandalism (i.e., hate crimes or gang-related activity), **report** those to the police.
- **Clean up and repair** the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively **prosecute** all vandals to convey that the school will not tolerate this type of offense.
- **Collect restitution** by having the offender pay money or provide labor to clean and/or repair the damage he/she has caused.
- **Notify the Superintendent's Office** of the situation and steps taken.



WEAPONS Situation

Weapons Situation

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Administrator Checklist:

- Assess the situation.
- Initiate Lockdown.
- Call 911.
- Contact the school's resource office if on campus.
- Gather information.
- Isolate individual or suspect, if possible.
- Do not use force or touch the person or weapon.
- Remain calm.
- Tell another administrator what the situation is.
- Use emergency signal to notify teachers and staff.
- Notify the Superintendent or designee.
- Refer media questions to the Superintendent's Office.
- Call emergency staff meeting.

Specifics:

1. Do a quick **assessment** of the scene.
2. At the discretion of the administrator, **call 911**. Contact the school's resource officer if on campus. Provide as much information as possible. Be prepared to act as a resource and liaison between the school and police. If necessary, have a map of the school available for police. Confer with police for advice on how they intend to proceed if their assistance is required.
3. **Gather** as much detailed **information** as possible. Try to determine:
 - Location, identity and detailed description of individual.
 - Location and description of weapon.
 - Any pertinent background information on individual, including possible reason for carrying a weapon.
4. **Isolate individual or suspect**. (If weapon is in a locker or elsewhere, prevent access to it.)

W

WEAPONS Situation

Weapons Situation

Specifics:

5. If interaction with the individual is imminent, **do not use force or touch** the person or weapon. Avoid sudden moves or gestures.
6. **Remain calm.** Try not to raise your voice, but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
7. Be certain that at least one **other administrator** or designee **is aware** of the situation.
8. **Notify Superintendent's Office.**
9. **Use emergency signal** to notify teachers and staff of the threatening situation and have teachers keep students in classrooms until all is clear.
10. **Refer media questions** to the Superintendent's office or to designee.
11. **Call emergency staff meeting** for debriefing.

Preventive Measure

Pittsylvania County Crimestoppers is offering a monetary reward for information leading to the recovery or arrest of individuals bringing weapons or other illegal substances onto school property.

Call: 1-800-791-0044



WEAPON Wielding Student/Intruder

Weapon Wielding Student/Intruder

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

Specifics:

- **Initiate Lockdown**
- **Evacuate** the area.
- **Call 911.**
- **Contact** the **school's resource** officer if on campus.
- **Evaluate** the perpetrator.
- **Isolate** the area.
- **Remain calm.** Give an appearance of being in command.
- **Get help.**
- **Avoid heroics.** Do not touch the weapon or individual.
- **Don't threaten.**
- **Keep** a **safe, non-intimidating distance.**
- Use **slow deliberate movements.**
- Use the **Three-Step Turn** (take three steps back, turn sideways, and withdraw if possible.)
- **Give assailant options** of escape (i.e., "Please leave," "You are free to leave the area.")



WEAPON Situations/Outside Facilities

WEAPON Situation/Outside Facilities

Specific (Shootings)

1. **Assess** the situation.
2. Have the **Sheriff's Department notified** of situation.
3. If interaction with the individual is imminent, do not use force or touch the person or weapon. Avoid sudden moves or gestures.
4. **Remain calm.** Try not to raise your voice, but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
5. By using either voice commands or hand signals, instruct individuals to hit the ground, cover the head with the hands and lie very still.
6. Take cover, if any is available and if movement will not further endanger lives.
7. Be certain that at least one other administrator or designee is aware of the situation.
8. Notify the Superintendent's Office.
9. Refer media questions to the Superintendent's Office or to designee.
10. Call emergency staff meeting for debriefing.

Preventive Measure

Pittsylvania County Crimestoppers is offering a monetary reward for information leading to the recovery or arrest of individuals bringing weapons or other illegal substances onto school property.

Call: 1.800.791.0044



WEATHER

WEATHER

Tornado/Inclement Weather

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

DEFINITIONS:

WARNINGS - The hazard (tornado, flash flood, etc.) is imminent. The probability of occurrence is extremely high. Lead time for thunderstorm type events is generally 30 minutes or less. Be prepared to respond accordingly.

WATCHES - Meteorologists have determined that conditions appear right for the development of the hazard. Probability of occurrence is greater than 60% in the watch area. Watches generally cover larger areas than warnings. Normal in-door activities should continue; no school-wide announcement is necessary. The principal or designee should monitor the situation.

ADVISORIES - An advisory is issued for weather that is expected to be a disruption to the normal routine and an inconvenience, but is not expected to be life-threatening.

Checklist:

- Principal alerts staff of impending situation – Code Green.
- Get word to all students and staff who are outside or who are in out-lying buildings, mobile units.
- Evacuate classrooms according to established plan; provide for handicapped.
- Check for and provide care for injured.
- Obtain emergency toolbox.
- Account for all students/staff/others.
- Determine status for safe return to classes or dismissal.

W

WEATHER

Weather

Specifics:

1. Upon notification from County EOC via 911 pager, principal should **notify faculty** of impending situation.
2. Pre-designated staff should **notify outside students/staff** to move indoors and cease all outside activities. Mobile units with classes in progress should be moved to indoors to the cafeteria, auditorium, library, and/or gym during Watch notification.
3. Upon notification from County EOC via 911 pager of Tornado Warning, **classes** should be **evacuated to the designated safe zones** within the building. Assign staff to assist the handicapped. Staff should keep students under their control, maintain quiet, orderly evacuations and ensure that all students are placed in the proper Tornado position.
4. Upon direct Tornado impact, **call 911** and advise dispatcher of the situation; provide first aid to the injured; and contact the Superintendent's Office.
5. Have a pre-designated person to acquire the **emergency toolbox** and ensure all utility connects are safe from future hazards (i.e., shut off gas main, disconnect power if needed to prevent fires).
6. Assess from faculty and staff and **account for all students and staff** after the event.
7. Await instruction from County EOC via 911 pager or direct contact from the Superintendent's Office for **safe return to classes or dismissal**.

References

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“Crisis Intervention Handbook.” Chatham, VA: Pittsylvania County Schools, 1993.

First Aid Guide For School Emergencies. Flipchart. Virginia Department of Health, 1998.

Petersen, Suni and Ronald L. Straub. School Crisis Survival Guide. West Nyack, NY: The Center For Applied Research In Education, 1992.

Resource Guide For Crisis Management In Schools. Virginia Department of Education: Office of Compensatory Programs, 1998.

Martinsville City Schools’ Guide for Crisis Management. Martinsville, Virginia: Martinsville City Schools, 1998.

Pages for Flip Chart

ACCIDENTS/INJURY

EXPLANATION: Minor accident or injury in the building or on school grounds.

STEPS TO FOLLOW:

1. Seek first aid assistance.
2. Notify parents if applicable
3. If questionable to move injured, notify administration.
4. Complete proper form for accidents to file in the main office.

TAB = ACCIDENTS/INJURY

PAPER COLOR = NO PREFERENCE

AIRCRAFT DISASTER

CODE: FIRE BELL SYSTEM

EXPLANATION: Aircraft crashes into or near the building or campus.

STEPS TO FOLLOW:

1. Exit the building via fire evacuation routes.
2. Move to designated area and remain until instructions are given that it is clear to return to classrooms or other instructions are given.

Keep roll book or class roster with you at all times.

TAB = AIRCRAFT DISASTER

PAPER COLOR = BLUE

ALLERGIC REACTION

EXPLANATION: Individual has a reaction to medication, food, or insect bite.

STEPS TO FOLLOW:

1. Do not move the victim.
2. Notify the administration/main office.
3. Secure the medication kit and/or instructions on file from the victim's physician.
4. Keep the victim calm, comfortable, and warm.
5. Keep record of time of all activities.

TAB = ALLERGIC REACTION

PAPER COLOR = NO PREFERENCE

ANGRY PARENT/EMPLOYEE/PATRON

EXPLANATION: Confrontation with an angry individual.

STEPS TO FOLLOW:

1. Notify administrator of individual's presence and apparent state of emotions.
2. Be courteous.
3. Remain calm.
4. Do not touch.
5. Keep distance.
6. Listen.
7. Allow opportunity for individual to vent.
8. Keep door open.
9. Avoid blame.

TAB = ANGRY PARENT/EMPLOYEE/PATRON

PAPER COLOR = NO PREFERENCE

ASSAULT BY INTRUDER

Lockdown

EXPLANATION: Assault by an outside intruder on a staff member or student with or without the use of a visible weapon.

STEPS TO FOLLOW:

1. Notify an administrator and the resource officer if on campus of location of assailant.
2. If lockdown occurs, keep students away from doors and windows and keep doors secured until notified that the situation is clear.
3. Ignore the regular bell system.
4. Administer first aid as needed.

Keep roll book or class roster with you at all times.

TAB = ASSAULT BY INTRUDER

PAPER COLOR = RED

BOMB THREAT

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

EXPLANATION: Bomb threat has been called into the campus or a bomb has been found or has exploded.

STEPS TO FOLLOW:

1. Evacuate the building via the fire evacuation routes.
2. Remain in designated area until notified otherwise.
3. Ignore regular bell system.
4. No school personnel is to reenter the building to search for a possible bomb.

Keep roll book or class roster with you at all times.

TAB = BOMB THREAT

PAPER COLOR = YELLOW

CHEMICAL SPILL

EXPLANATION: A chemical spill has occurred in the building or on school grounds.

STEPS TO FOLLOW:

1. Evacuate the area immediately.
2. Notify an administrator of the location of the spill.
3. Follow instructions given via the PA system for evacuation of the building, etc.
4. Do not return to the area until told verbally by the administration that the area is clear.

Keep roll book or class roster with you at all times.

TAB = CHEMICAL SPILL

PAPER COLOR = ORANGE

FIGHTING

EXPLANATION: Violence between two or more students erupts.

STEPS TO FOLLOW:

1. Use clear, loud, firm, short commands (Stop! No!)
2. Call names of participants (John, stop! No, Jane!)
3. Remove victim who looks at you.
4. Send someone for help.
5. Remove the audience.
6. Remove objects that could cause injury.

TAB = FIGHTING

PAPER COLOR = NO PREFERENCE

FIRE/DISASTER

CODE: BELL SYSTEM

EXPLANATION: A fire or destruction of part or all of building occurs.

STEPS TO FOLLOW:

1. Exit building via fire evacuation routes.
2. Remain in designated area until notified to return to classrooms or until other instructions have been given.

Keep roll book or class roster with you at all times.

TAB = FIRE/DISASTER

PAPER COLOR = BLUE

GAS LEAK

CODE: FIRE BELL SYSTEM

EXPLANATION: Gas if leaking from pipe or storage tank.

STEPS TO FOLLOW:

1. Evacuate the building via fire routes.
2. Stay in designated area until notified it is safe to return to classrooms or other instructions have been given.

Keep roll book or class roster with you at all times.

TAB = GAS LEAK

PAPER COLOR = BLUE

HOSTAGE

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

EXPLANATION: Individual on campus has a weapon or has taken a hostage.

STEPS TO FOLLOW:

1. Lock doors.
2. Stay away from windows and doors.
3. Remain in classroom or secure area until instructed otherwise.
4. Ignore regular bell system.
5. No school personnel should circulate through the building.

Keep roll book or class roster with you at all times.

TAB = HOSTAGE

PAPER COLOR = RED

RAPE/SUICIDE THREAT

EXPLANATION: A rape or suicide threat has been reported to a staff member.

STEPS TO FOLLOW:

1. Notify an administrator and guidance counselor who will then remove the student from the class to a quiet and secure area.

TAB = RAPE/SUICIDE THREAT

PAPER COLOR = NO PREFERENCE

SHOOTINGS/WOUNDINGS/ATTACKS

Lockdown

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

EXPLANATION: Student or staff member has been injured by an assailant.

STEPS TO FOLLOW:

5. Notify an administrator and the resource officer if on campus of location of assailant.
6. If lockdown occurs, keep students away from doors and windows and keep doors secured until notified that the situation is clear.
7. Ignore the regular bell system.
8. Administer first aid as needed.

Keep roll book or class roster with you at all times.

TAB = SHOOTINGS/WOUNDINGS/ATTACKS

PAPER COLOR = RED

WEAPONS SITUATION

Lockdown

In addition to these actions, be prepared to implement the appropriate Standard Response Protocol and sequence through these as the situation changes.

EXPLANATION: An individual has in his/her possession a weapon.

STEPS TO FOLLOW:

1. Notify an administrator.
2. If code red lockdown signal is announced, lock door to classroom, stay away from windows and doors and instruct students to get down on the floor.
3. Ignore regular bell system and wait for announcement that the area is safe before unlocking doors.
4. If interaction with individual is imminent, DO NOT FORCE or TOUCH the person or weapon.
5. Avoid sudden moves or gestures.
6. Remain calm. Try not to raise your voice.
7. Use Three-Step Turn (take three steps back, turn sideways, and withdraw if possible) using slow deliberate movements.
8. Give assailant options of escape (i.e., "Please leave," "You are free to leave the area.")
9. Do not threaten.

Keep roll book or class roster with you at all times.

TAB = WEAPONS SITUATION

PAPER COLOR = RED

WEATHER/TORNADO

EXPLANATION: Tornado warning or severe weather warning has been issued.

STEPS TO FOLLOW:

1. Move all students to designated areas.
2. Once in the designated area, students should assume the “Tornado Position.”
3. Remain in position until notified it is safe to return to classrooms or until other instructions have been given.
4. Ignore the regular bell system.

Keep roll book or class roster with you at all times.

TAB = BOMB THREAT

PAPER COLOR = YELLOW

PITTSYLVANIA COUNTY SCHOOLS

“Monthly Lockdown Drill Form”

Name of School: _____ Lockdown Date: _____ Time of Lockdown: _____

_____ Yes _____ No Code used for this lockdown?

_____ Yes _____ No All exterior and classroom doors are locked?

_____ Yes _____ No All Staff/Students are located in a locked room?

_____ Yes _____ No All staff members and students are away from door and windows? (not visible if possible)

_____ Yes _____ No Lights are out?

_____ Yes _____ No Blinds are down (if possible)?

_____ Yes _____ No Students are quiet?

_____ Yes _____ No Did anyone enter or exit room until lockdown is terminated?

_____ Yes _____ No Did staff stay in lockdown until the designated procedure had been administered to terminate?

_____ Yes _____ No Were students outside during the Lockdown? (If so, what plan of action did the instructor follow?)

Note: Any discrepancies above should be listed below with details and reason. (If needed, continue on back.)

Comments:

People who evaluated the Lockdown:

- | | | |
|----|----|----|
| 1. | 3. | 5. |
| 2. | 4. | 6. |

School Principal's Signature _____

DUE BY THE 5TH OF EACH MONTH TO TERESA WILKERSON