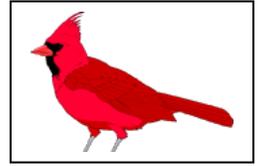


Island Union Elementary School District



A Charter School

Safe Schools Manual

Charlotte Hines
Superintendent/Principal

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The Island Union Elementary School District is an equal opportunity/affirmative action employer offering equal educational opportunities.

Superintendent's Message

The increase of violence and disruptive influences at every level of our society necessitates, that the Island Union Elementary School District's commitment to: The development of a positive safe school environment that is safe and free of violence, drugs, intimidation, and fear.

This safety manual is designed to assist the school in preparing for the safety of its students and staff. Development of a safe school environment, providing Island Union Elementary School District students with a positive, secure learning opportunity.

Charlotte Hines
Superintendent

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Introduction

This Safety Response Manual is intended to provide an organizational tool for Island Union Elementary School District. It combines existing pieces of a school emergency plan while at the same time allows for the addition of topics that are related to school safety.

This manual and its sections are in compliance with all federal state and local guidelines and recommendations.

Points of Contact

- Island Union School District Superintendent – 924-6424
- Island Union School District Chief Business Official– 924-6424
- Local Fire Department - 911 or 924-2150
- State Highway Patrol - 582-0231 (Hanford)
488-4323 (Fresno)
- Sheriff's Department - 911 or 584-9276
- American Red Cross - (559) 732-6436
- Office of Emergency Services (Civil Defense) - 582-3211
Ext 2720

This manual is meant to provide a place to consolidate and organize plans for crisis, emergency, and disaster situations. It is not intended to cause you additional work. Many of these plans or procedures exist in your facility and may only need to be reviewed and/or revised. Insert the reviewed documents into the appropriate areas of this manual to make them accessible in the event of an emergency.

This manual will be reviewed annually prior to the start of each new fiscal year for any necessary revisions as deemed necessary.

Procedures for Adult Visitors in the Schools

Parental involvement and community support are valued by the Island Union School District, and visitors are always welcome. However, safety is a primary concern. **Enforce the requirement that all visitors (including parents, media, community, etc.) sign in at the office so that there is a record of everyone who is physically present in the building. Provide ID badge or visitor sticker and require visitor to wear badge or sticker.** Although schools are public institutions, you have the right to limit access within the building for the safety of students and staff so as not to disrupt the instructional environment. Visitors should be aware that they cannot interrupt classes, school programs, or school business.

Increasingly, parents visit schools to determine if a particular school program meets the needs of their child. This is a prevalent practice in the Island Union School District. Appointments made for visitors shall not interrupt instructional time.

The following are suggested for visitors in the schools:

- Special days may be set aside for school visitation by the public.
- Parents new to the school may make appointments to visit the school.
- Parents may visit a classroom by appointment; in which they have a child.
- The principal and staff should determine how to handle parental requests for specific teachers.
- Parents are encouraged to select the appropriate program for their child. This is different from making teacher selections.
- If custody is a question for visitation, please call the individual school site office.

Emergency Student-Evacuation Procedures

Once the dismissal order is received from the Superintendent or the designated proper school authority, the principal will do the following.

1. Relay evacuation instructions to every classroom by the most rapid and efficient means.
2. Review the dismissal procedure already provided to parents to ensure that it will be followed. The procedure should provide guidance regarding parents who have made special arrangements for child care in the event parents are not at home.
3. Ensure that designated school personnel will inspect the entire structure once dismissal is completed to ensure that the building is empty and that any precautions dictated by the Fire Plan or other specific disaster plans are taken.
4. May request assistance from administration and/or law enforcement agencies to ensure that students disperse from the school building to minimize hazards and congestion.
5. Ensure that all dealings with the news media and the public are handled by the Superintendent at Island Union School District.

Closing of Schools Due to Emergency Conditions

In the event that an emergency situation requires school to close, when school is in session, these are the procedures to follow:

1. The Superintendent will make the decision to close the school(s) and alert (a) Principals, (b) Supervisor of MOT(maintenance of transportation), (c) Director of Food Service, and (d) Media (Radio/TV/Newspaper).
2. All employees will remain at their sites or work areas until dismissed by their principal (or Supv. of MOT, or Food Service Director). Dismissal of staff will be at the principal's/supervisor's discretion, based on the needs of the site/department.
3. All students are to be taken, by their teachers, to the multipurpose room or gym, and will wait there to be checked out by a parent or person on the emergency card.
4. All students must be accounted for!
5. The principal will assign staff members to check all areas of the campus, classrooms etc. to look for stragglers and have stragglers escorted to the waiting area.
6. In the event a day care provider, or babysitter, (ages 21 and older) who is not listed on the emergency card, arrives to take students, the principal may use his/her discretion about whether or not to release the student to the babysitter. A Xerox copy of the sitter's driver's license, and a working phone number, where the sitter can be reached, will be required before the adult may sign out students.

If emergency allows for regular dismissal procedures, then:

1. Students who ride the bus will be dismissed first and will report to the bus loading area, as directed by the principal. The principal will assign staff members to check off names of students loading on the buses. The principal will assign a staff member to any Special Education students requiring assistance.
2. Buses will leave in their regular afternoon dismissal order and leave about 7 minutes apart from the sites.

NON - EMERGENCY TELEPHONE NUMBERS

ISLAND UNION SCHOOL DISTRICT
924-6424

HANFORD POLICE DEPARTMENT
NON-EMERGENCY 585-2540

KINGS COUNTY FIRE DEPARTMENT
NON-EMERGENCY 584-9276

HANFORD COMMUNITY MEDICAL
CENTER (HOSPITAL)
450 N. Greenfield Avenue – 582-9000
or CENTRAL VALLEY GENERAL
HOSPITAL - 1025 N. DOUTY ST.
583-2250

KINGS COUNTY SHERIFF'S DEPT.
CENTRAL DISPATCH – 584-9276

POISON CONTROL – NON
EMERGENCY
1-800-404-4646

ANIMAL CONTROL
KINGS COUNTY SHERIFF'S DEPT
584-9214

AMERICAN AMBULANCE
NON EMERGENCY – 585-6800

UTILITIES

REFUSE – WASTE CONNECTIONS INC.
(559) 897-5217

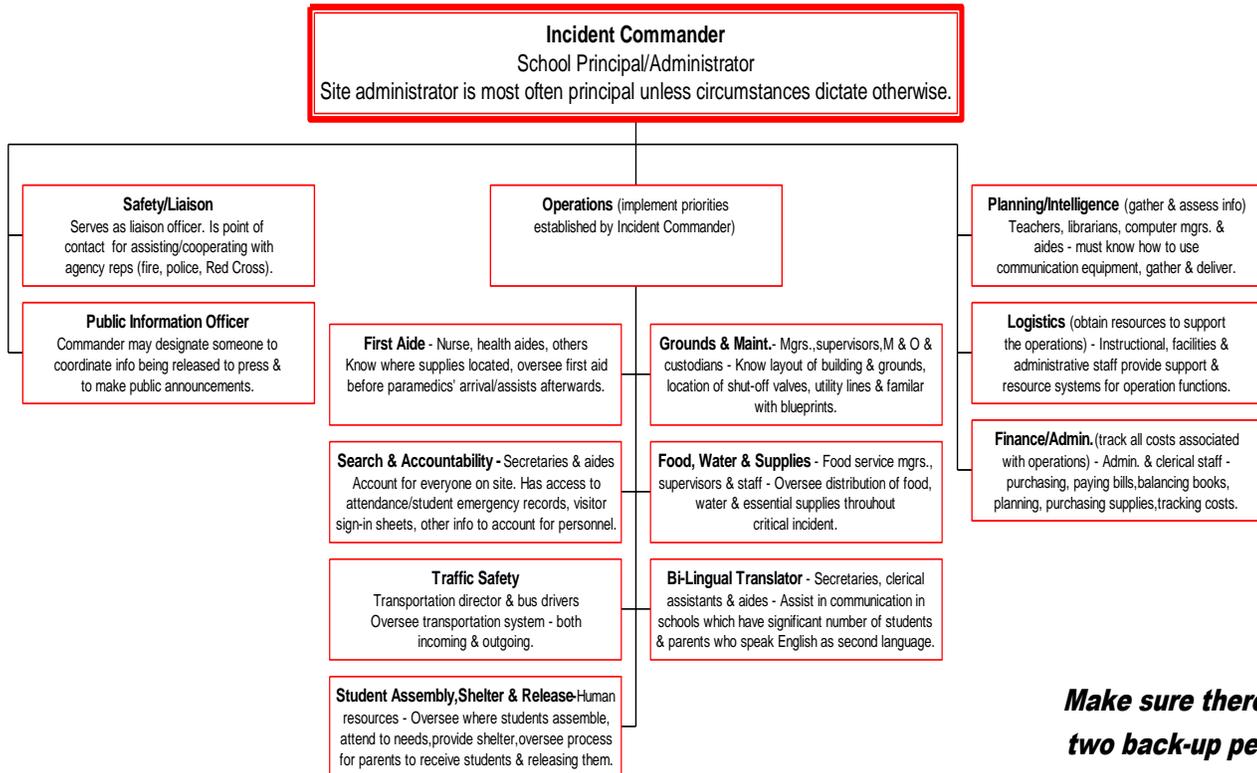
PG&E – 1-800-743-5000

THE GAS CO. -1-800-427-2200

PACIFIC BELL TELEPHONE CO.
REPAIR SERVICE – 1-800-750-2355
or 611

SCHOOL INCIDENT COMMAND SYSTEM FUNCTIONS

Crisis Management



Make sure there are two back-up people assigned to each position.

Responsibilities of Personnel During/After Emergency

Principal/Vice Principal

Shall become responsible for the overall direction of disaster procedures at the school site.

1. Direct evacuation of building in accordance with procedures.
2. Arrange for transfer of students, staff, and other individuals when their safety is threatened by a disaster.
3. Take any other steps deemed necessary to ensure the safety of students, staff, and other individuals.
4. Assist in any other areas as directed by the superintendent..

Teachers

Shall be responsible for the supervision of students and will remain with students until directed otherwise.

1. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warnings, written notifications, or intercom orders and procedures as described in the established procedures.
2. Render first aid if necessary.
3. Grab emergency kit and roster sheet.
4. Take roll after evacuation.
5. Report missing students and staff to the principal.
6. Assist as directed by the principal.

Teacher Aides

1. Assist teachers in gathering students together.
2. Render first aid as needed.
3. Assist as directed by teacher or principal.

Responsibilities of Personnel During/After Emergency (continued)

Custodians/Maintenance/Grounds

Shall be responsible for the use of emergency equipment, for the handling of school supplies, and for the safe use of available utilities.

1. Survey and report damage to principal.
2. Assist rescue operations as directed.
3. Assist fire-fighting efforts until regular fire-fighting personnel take over.

4. Control main shut-off valves for gas, water, and electricity and ensure that no hazard results from broken or fallen lines.
5. Assist in the disbursement of supplies and equipment.
6. Conserve usable water and other supplies.
7. Assist as directed by the principal or supervisor of maintenance, operations and transportation.

Secretarial Staff

1. Responsible for reporting a fire or other disaster.
2. Take enrollment cards and sign-out sheets for off-site student release if required.
3. Utilize telephones and monitor emergency radio broadcasts.
4. Assist as directed by the principal.
5. Perform the duty of messenger-courier as directed.

Food Services/Cafeteria Workers

1. Use, prepare, and serve, on a rationed basis, cafeteria stock and water supply whenever providing food for students and staff becomes necessary during a disaster.
2. Assist as directed by the principal.

Responsibilities of Personnel During/After Emergency (continued)

Bus Drivers

1. Supervise the care of students if disaster occurs while students are on bus.
2. Transfer students to new location when directed.
3. Utilize bus radios as an emergency communication system.

Nurse

Assist in medical care as directed.

After School Program

After School site coordinator will assist in all emergencies. A command post will be set up at each site, telephone **Superintendent at District Office**.

These responsibilities shall be modified to meet the needs of each specific facility.

Central Office Staff

The Central Office Staff will assist in all emergencies. A command post will be set up at each site, telephone **Superintendent at District Office**.

These responsibilities shall be modified to meet the needs of each specific facility.

Emergency Procedures

Evacuation

In case of an emergency and, if necessary, to protect employees and students, the building may have to be evacuated. This is a decision that will be made by the building principal, utilizing all available information. However, there may be instances when local fire, disaster, or police personnel may order evacuations, and it is imperative that communications to the Superintendent's Office be accurate and timely.

Evacuations should be orderly and practiced throughout the year.

Teachers shall take roster sheet, emergency kit and shall call roll after evacuation and report missing students and/or staff to the principal. (Hold up red card if student is missing.)

Office staff shall take enrollment cards and sign out sheets for off-site student release if required. (This information should be kept in an index file or single drawer that can easily be taken in an emergency). Responsibility for this task should be assigned and an alternate assigned prior to any drill or emergency.

The Custodial/Maintenance/Grounds Departments shall be responsible for shut-off valves for gas, water, and electricity and shall ensure that no hazard results from broken or fallen power lines.

An outdoor assembly should be designated for evacuations. In the event of an actual disaster, all students and employees shall go to the designated assembly area. This assembly area should be free of overhead obstruction (e.g., power lines, transformers, large trees, etc.) and away from power sources. The classes should be placed in an assembly area in such a way that dismissal of students and staff will be orderly and efficient. (Attach map of site plan with class locations designated).

Within close proximity of the assembly area, a student release station, first-aid station, and command communications station should be set up (show location on site plan). All staff shall be aware of location of the assembly area and all station locations.

No student shall be dismissed until appropriate procedures are implemented.

Emergency Procedures

Fire	When the Fire Alarm sounds, leave the building at once under the direction of the teacher, following the exit route below.
Map attached in front of binder	
<hr/> <hr/> <hr/> <hr/>	
TORNADO WATCH	This means there is a chance of dangerous winds ...maybe a tornado DO THIS: Stay alert for further weather information. (The school will have at least one adult posted as a weather observer).
TORNADO WARNING	This means that a tornado has been seen in the area. Signal: DO THIS: Go at once to the safe area listed below:
School cafeteria	<hr/> <hr/> <hr/> <hr/>

Room _____

Date Posted _____

Evacuation of Nonambulatory Physically Handicapped or Other Health-Impaired Students

Procedures to prepare for Emergency Evacuation or Drill:

Each principal should ensure that personnel assigned to evacuate physically disabled students receive ongoing professional development in safe, appropriate lifting and carrying procedures.

Each principal should designate the area outside and adjacent to each stairwell on every floor as the Rescue Area. The Rescue Area might be the stairwell itself, the hall area, or an adjacent classroom, depending on the presence of smoke/fire and on traffic flow during evacuation. The Rescue Area should also be marked on maps of the building and included in written procedures for evacuating the building that are posted in each classroom.

The principal should determine the number of physically disabled handicapped students by period, by day, and by floor who will need assistance in evacuating the building. Personnel available on that floor should be assigned to assist specific students to evacuate with their classes or from a Rescue Area. To evacuate those students who have been moved to the Rescue Area rather than evacuate with their classes, unassigned personnel from all floors should also be assigned to assist. All personnel should be told that if they find themselves available, they should proceed to work their way from the top-floor Rescue Areas to lower-floor Rescue Areas to assist in any evacuations that are needed.

Routine evacuation drills should be scheduled to provide an opportunity for personnel and students to practice evacuating from different classrooms at different periods of the day and on different days of the week. Personnel and students should be made aware that the actual emergency might determine exit procedures, since certain stairwells or parts of the building may be blocked or inaccessible.

All students, especially those who are nonambulatory, should be informed of procedures for emergency evacuation and should know who would assist them in leaving the building. A written plan, taking into account student movement throughout the day, should be available to all personnel and should be posted in each classroom.

All students should be taught appropriate safety procedures for exiting the building in the event of a fire or an emergency e.g., the need to remain calm, what to do if there is heavy smoke, how to react if clothing catches on fire, etc.

Emergency Communications Guidelines

1. Each school principal shall be in charge of communications during an emergency situation. This person will need to be in charge of communications with outside agencies, various departments, and in-house communications. This person(s) shall also be responsible for monitoring any Emergency Radio Broadcasts and local television and radio updates.
2. Providing factual updates during the situation is crucial. Students and staff should be informed as appropriate under the circumstance. The Superintendent will make a decision as to whether an interim or a full story will be released.
3. It is imperative that only accurate, verified information of a public nature be shared. For this purpose, it is best to limit the spokesperson for the situation to one individual. All student information is confidential, including names, and cannot be shared with the media.
4. Although schools are public institutions, you have the right to limit access within the building and on school grounds for the safety of students and staff so as not to disrupt the instructional environment. Reporters should be aware that they cannot interrupt classes/school programs/school business and cannot interfere with school or police investigations. Should reporters forget, give them a polite reminder.

External Communications

In an emergency situation:

1. Call 911 and give a description of the emergency and the name and location of the school or facility from which you are calling.
2. Call the District Office and advise the Superintendent of the nature and scope of the situation.

The Superintendent will notify other applicable departments as required.

A. School has two-way radio communication:

School principal, learning coordinator, or supervisor of maintenance, operations, and transportation. They have been given a demonstration on how to use the radios.

Internal Communications

In an emergency situation, disseminating information to the staff needs to be addressed. The use of two-way radios, megaphones, runners, tones, intercom systems, etc., are important tools for the principal to utilize.

The principal is responsible for the overall direction of the disaster procedures and communications at the school site.

Create an After-Hours Emergency Preparedness Plan

Purpose

This plan should address all functions (ASP, PTA meetings, outside agencies using the building, and school activities, etc.) performed after normal working and office hours.

General

Regular Emergency Planning utilizes the use of this manual that is located in an accessible place in each building.

All facilities that have functions or personnel working after regular school hours need to devise an Emergency Plan that addresses their particular situation, especially notification of building occupants.

The following are recommendations for our After-Hours Emergency Preparedness Plan:

I. Create a system to indicate an after-hours emergency.

1. Our evacuation signal is announce over intercom #00
1. Our Shelter In-Place signal is lockdown alarm

II. Suggested actions to be taken before emergency occurs:

- 1) Principal or designee will develop a plan to disseminate emergency information to employees and/or groups after hours. The communications that could be utilized could be in the form of the following: PA (Public Address) systems, radios, local broadcasts, designated off-site personnel, etc.
- 2) Principal or designee will see that employees or other personnel utilizing the building after hours are instructed and drilled in the actions and duties that they are to perform in an emergency.
- 3) Any fire will be reported by activating the Alarm System. Call **911**

Create an After-Hours Emergency Preparedness Plan (continued)

III. Suggested actions when emergency occurs:

- 1) The principal or designee shall implement building-shelter or evacuation procedures.
- 2) Implement a system to alert others who may be unaware of emergency procedures.
- 3) Call **911**.
- 4) Notify the Superintendent **immediately**, who will notify the proper departments.
- 5) Guide emergency vehicles to proper entrance.
- 6) Keeping people informed should prevent any panic situation.

Abduction/Kidnapping/Student Missing – (CODE ADAM)

Definition

When a person unlawfully and without consent restricts another person's movements and there is knowledge by the person of the restriction and a substantial interference of the liberty of the person restricted, it is called *abduction*.

This may or may not be removal of a person from the site and can be the detaining of a person on a school site by an unauthorized person.

Procedure

1. Notify 911. Identify yourself, the school, and the nature of the emergency. Give all the information you have available, i.e., description of the child and the abductor, names if you know them, description of the vehicle when appropriate, as well as the place and time the student was last seen. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify the Superintendent at Island Union School District.
3. Notify the parent of the situation and steps being taken.
4. Keep any witnesses, both adults and students, in the office and preferably separated to prevent sharing stories.
5. Assist the police. (Have student's file and pictures available).
6. Have counselor assist with any emotional response on the part of the staff or students during the situation and following.

Bomb Threat – (CODE BLACK)

Most bomb-threat calls are very brief: The message is stated in a few words and then the caller hangs up. Every effort should be made to obtain detailed information from the caller, such as:

1. When is the bomb going to explode?
2. What kind of bomb is it?
3. What does the bomb look like?
4. Why did you place it?

*See sample form used to document bomb threat.

When a bomb threat is received, implement the following plan:

1. Call local Police/Fire Department and the Superintendent. (Office staff should have immediate access to telephone numbers).
2. Evacuate building of all students and those employees not assisting with building sweep.
3. The building will be under the principal's jurisdiction, but it will be under the Police or Fire Department's authority if a bomb is discovered.
4. When the Police/Fire Departments declare the building safe, the principal can make the decision for the students and other personnel to re-enter the building.
5. If students or staff cannot reenter the building on a timely basis, they may have to be transported to another facility. **No student shall be moved from the waiting area until the order is received from the superintendent or designee.** The Transportation Dept. will implement the movement of students and staff to an alternate building location.

Building Collapse

Definition:

A **building** collapse occurs when the structure integrity of the building is lost due to overstressed conditions.

Procedure:

Should a **building** collapse occur and endanger the school population, do the following:

1. Initiate Evacuation Plan.
2. Alert staff-Our signal is fire alarm then direct_____.
3. Call **911**
4. Notify the Superintendent **immediately**, who will notify the proper departments.
5. Fight small fires if it is possible to do so without endangering lives, but notification of the Fire Department is mandatory on all fires.
6. Students shall not enter a vacated building if there is any doubt concerning the safety of the structure. In this event, an inspection should be requested by the Maintenance Department.
7. Render first aid, if necessary.
8. Students and staff should not return to the school until the Fire Department officials declare the area safe.
9. The principal or designee will direct any other action as directed by the on-scene commander.

Create a Building Collapse Plan

Purpose

To establish emergency procedures to be used in the event a building collapse occurs.

General

All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary.

The following is our recommendation for the Building Collapse Plan:

I. Create a system to indicate a building collapse.

1. Our evacuation signal is fire alarm
2. Our Shelter In-Place signal is PA

Create a Building Collapse Plan (continued)

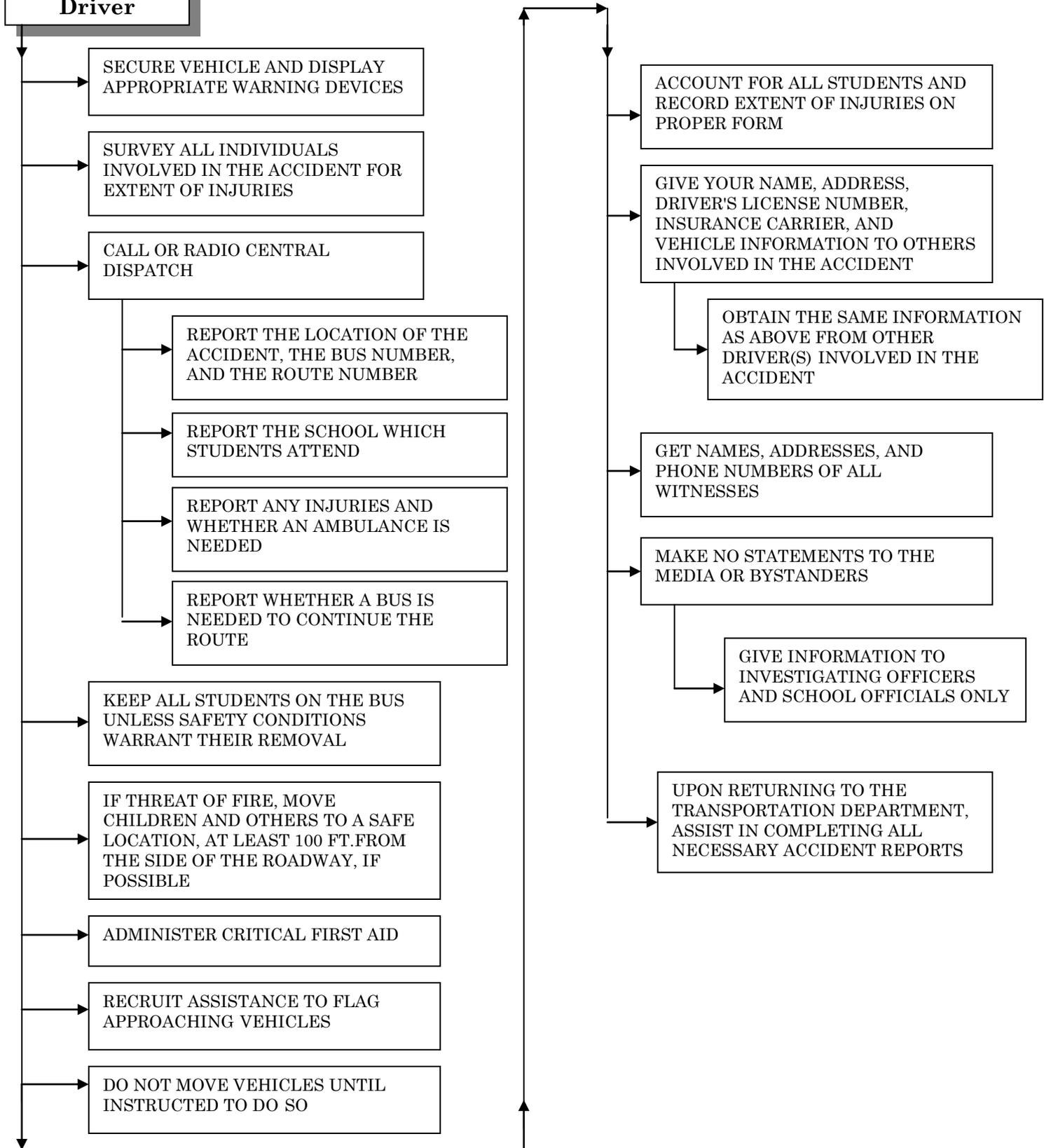
III. Evacuation Plan

The following are minimum recommendations for the Evacuation Plan:

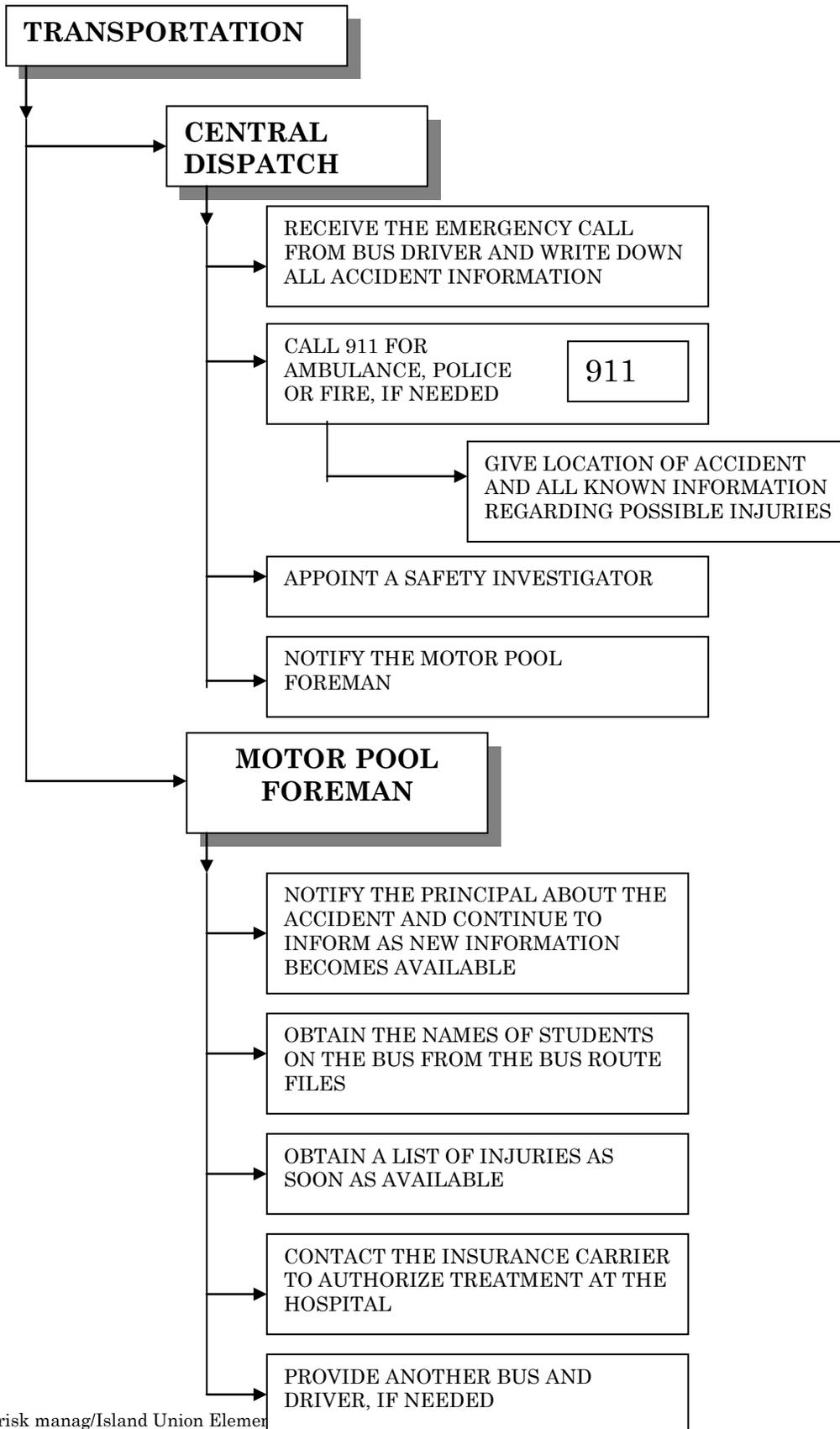
1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary (**fire alarm**) and secondary (**alternative door/window then straight to fence**) evacuation routes and hazards along these routes.
6. Assignments of staff and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.
9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc.)
10. Emergency telephone numbers/alternate communications (internal/external.)
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of the plan (all responders, government, etc.)
15. Reentry into the building shall be only after the building has been evaluated and determined safe

BUS ACCIDENT

Bus Driver



BUS ACCIDENT (CONT'D)



BUS ACCIDENT (CONT'D)

PRINCIPAL'S OFFICE

CALL THE SUPERINTENDENT'S OFFICE WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED FROM AMONG THE FOLLOWING

OPERATIONS
BUSINESS
SAFETY
MEDIA RELATIONS

COLLECT EMERGENCY HEALTH INFORMATION FROM ENROLLMENT CARDS FOR ALL STUDENTS ON THE BUS

APPOINT A STAFF MEMBER TO GO TO THE ACCIDENT SITE AND TO REPORT ANY SPECIAL HEALTH CONSIDERATIONS TO THE MEDICS ON SITE.

IF AN AMBULANCE HAS BEEN CALLED, THE STAFF MEMBER SHOULD ACCOMPANY THE AMBULANCE TO THE HOSPITAL WITH THE EMERGENCY HEALTH INFORMATION, AND SHOULD ACT AS A LIAISON BETWEEN HOSPITAL AND SCHOOL

IN THE EVENT OF A SERIOUS INJURY OR FATALITY THE PRINCIPAL OR DESIGNEE WILL GO TO THE ACCIDENT SITE AND TO THE HOSPITAL

APPOINT STAFF TO CONTACT PARENTS AND AS THE INFORMATION IS AVAILABLE, INFORM THEM

THAT THEIR CHILD IS UNINJURED OR INJURED AND TO WHAT EXTENT

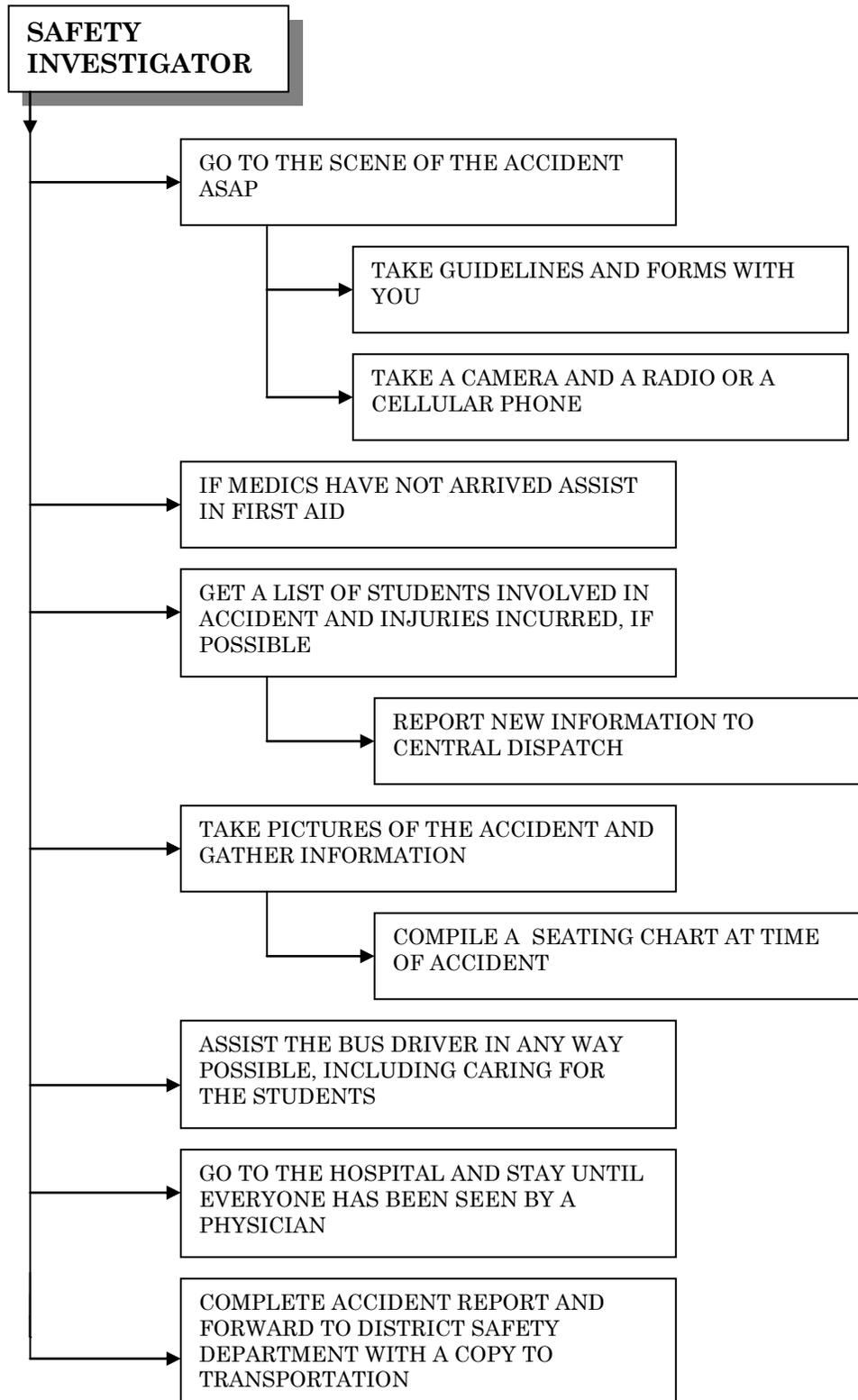
OF THE MEDICAL FACILITY TO WHICH STUDENT HAS BEEN TAKEN

TO CONTACT THE HOSPITAL

REFER INCOMING MEDIA CALLS TO MEDIA RELATIONS

INFORM STAFF

BUS ACCIDENT (CONT'D)



Chemical Release/Hazardous Substance (CODE BLACK)

Definition

A **chemical release** occurs when hazardous materials escape from their contained environment.

Procedure

Should an off-property chemical release accident endanger the school population, do the following:

1. Initiate Shelter In-Place Plan.
2. Alert staff-Our signal is _lockdown – then alert students they can come out from under desks but remain in room until all clear.
3. Call **911**
4. Notify the Superintendent **immediately**, who will notify the proper departments.
5. All windows and doors must be closed and remain shut. Stay in the building and disable Heating, Ventilating, and Air Conditioning (HVAC) also, kitchen exhaust system units are to be turned off.
6. Do not proceed outside unless directed. If required, take action to evacuate the building and, if necessary, the school site. Transfer school-site operation only by the direction of the superintendent or his/her designee or local authority having jurisdiction (i.e., Fire Department, Police Department, etc.).
7. Render first aid, if necessary.
8. The principal or designee will direct any other action as directed by the on-scene commander.

The school will be advised of the necessary action verbally, by telephone, or by emergency radio communication. Turn on the radio and/or television for additional information

Chemical Release/Hazardous Substance (continued)

If a chemical release occurs within the building, do the following:

1. Initiate Evacuation Plan if required.
 - a. Evacuate the area of campus nearest the spill (classroom, wing, etc.). Be sure to locate the students upwind from the spill.
2. Alert staff-Our signal is Lockdown alarm – then alert – can come out from desk but remain in room _____.
3. Call **911** for Hazmat response/police/fire.
4. Notify the Superintendent who will notify the proper departments.
5. Shut down recirculating air conditioning system.
6. Render first aid, if necessary.
7. All appropriate state and local agencies will be notified as to the nature of the emergency.
8. With the staff, maintain control of the students at a safe distance from the accident and take roll call. Students and staff shall not return to their prospective areas in the school until it is determined to be safe.

Create a Chemical Release/Hazardous Substance Emergency Preparedness Plan

Purpose

To establish emergency procedures to be used in the event an accident occurs when hazardous materials escape from their contained environment.

General

All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary.

The following are recommendations for our Chemical Release Plan

I. Create a system to indicate an after-hours emergency.

1. Our evacuation signal is Fire alarm_____

II. Evacuation Plan

The following are minimum recommendations for the Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of staff and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.
9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc.)
10. Emergency telephone numbers/alternate communications (internal/external.)

Create a Chemical Release Plan (Continued)

11. Community Awareness Plans for school community
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of the plan (all responders, government, etc.)
15. Reentry into the building shall be only after the building has been evaluated and determined safe.

III. Shelter In-Place Procedures

The following are minimum recommendations for the Shelter-In-Place Plan.

1. Explanation of Shelter In Place Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside building, (Examples: gas lines, high voltage, vents).
4. Migration plan for the identified hazards.
5. Hazard identification outside building. (Examples: Gas lines, power lines, sewer lines, propane tanks).
6. Assignments of staff and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.
9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies), location, etc.
10. Emergency telephone numbers.
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of the plan (all responders, government, etc).

Child Abuse/Neglect/Dependency

Definition

Child Abuse is an act of commission. **Child Neglect** is an act of omission. A **dependent** is any child, other than an abused or neglected child, who is under improper care, custody, control, or guardianship.

An abused or neglected child is defined by state law as a child whose health or welfare is harmed or threatened with harm when his/her parent, guardian, or other person exercising custodial control or supervision of the child inflicts or allows to be inflicted upon the child physical or emotional injury by other than accidental means: commits or allows to be committed an act of sexual abuse, sexual exploitation, or prostitution upon a child; abandons or exploits such child; or does not provide the child with adequate care, supervision, food, clothing, shelter, education, or medical care necessary for the child's well-being.

The most common forms of abuse are physical abuse (i.e., assault or contact that causes physical injury or emotional injury) and sexual abuse (i.e., touching private areas or zones of a child's body).

The Child Protection Program is mandated by statute, which means there are state laws that declare a child's right to be free from abuse and neglect. .

Under California law any person is obligated to report child abuse, child sexual abuse, and child neglect or dependency. This means that any school staff member or District employee who becomes aware of abuse or neglect from any source whether from a student, parent, staff member, or any other person no matter if the information is oral or in written form, is obligated to report the suspected abuse or neglect to the proper authorities immediately. If you receive information in written form or come into the possessions of writings, photographs, pictures, or other information in a tangible form that is related to suspected abuse or neglect, do not mark, write on, or otherwise alter the documents or tangible information in any way. Such information should be provided to the proper authorities after you mark your report.

Child Abuse/Neglect/Dependency (continued)

Abuse or neglect can be caused by a child's parents, guardian, or other person who has the permanent or temporary care, custody, or responsibility for the supervision of a child-including District personnel. Abuse can also be caused by another child or by a stranger or someone outside the school setting. Regardless of who is reported to have caused the abuse or neglect, you should immediately report it to the proper authorities and let them handle the investigation.

Procedure

If there is any question in your mind whether information you have learned might indicate that a child has been abused or neglected, you should call in the report and let the proper authorities investigate and determine what has occurred.

**ALL STAFF MEMBERS ARE CONSIDERED MANDATED REPORTERS.
NOTIFYING SUPERVISOR DOES NOT RELIEVE YOU OF THIS
RESPONSIBILITY.**

1. Under California law there are several authorities to which abuse or neglect can and should be reported. It is the District's policy, in compliance with state law, that you should immediately report incidents of suspected abuse or neglect to child protective agency.

Call 582-8776 Ext. 2325 - Child Protective Services.

If the number is busy, keep calling until you get through, do not wait until the next day or, if it is Friday, until the following Monday.

Report must be in writing or on designated form within 36 hours directly to CPS (mandated by Penal Code 273 and 11165) and copy to principal. Obtain form from school office.

When you call Child Protective Services, you should provide all the information you have, including, if possible:

- The name of the child who is suspected of being abused or neglected. The name of the child's parents, their address, and telephone number.
- The child's age.
- The name and address of the person whom you suspect is responsible for the abuse or neglect.
- Any other information that you believe would be useful to investigate the suspected abuse or neglect, including any documents or other tangible information that relates to your report.

Child Abuse/Neglect/Dependency (continued)

In the event that the abuse or neglect is caused by a District employee, this is a personnel matter that also should be reported to the principal of your school so that appropriate action can be taken.

2. After you have reported the abuse to the Child Protective Services, immediately inform your principal of the report in writing and include the date and time of the report. Do not inform the person or persons suspected of abuse or neglect of the allegations made against them, and do not inform the person or persons suspected that you have called in a report to Child Protective Services.

In the event that the person who is alleged to have committed the abuse or neglect is an employee of the District, the principal/supervisor shall first call Child Protective Services, informing said Department that the principal/supervisor intends to confront the employee concerning the allegations, and allowing the Child Protective Services the opportunity to be present when that meeting is held. If the Child Protective Services is unwilling or unable to send an officer to that meeting, the principal may proceed with the meeting in a timely fashion.

Under state law, school personnel are not permitted to conduct an internal investigation in lieu of an official investigation by the Child Protective Services, or other law enforcement authorities. Do not delay your report to further investigate suspected abuse or neglect or to confirm it with other parties.

3. If a social worker or police officer that visits your school wishes to interview a child alone, school personnel are to comply. First, review the credentials or badge of the individual officer or detective to confirm his/her identity and document his/her name and agency. Then provide him/her with a room to conduct the interview.
4. If you fail to report suspected abuse or neglect or if you conduct an investigation before making a report, you may be charged with failure to report abuse or neglect.

If you have questions, contact the District Office or the Superintendent.

Civil Disturbance/Gangs

Definition

A *civil disturbance is* a riot or out-of-control demonstration that could threaten the welfare and safety of staff and students. This can include, but not be limited to, organized gang activity and can occur either inside or outside of the building.

Procedure

Emergency

1. **Notify 911.** Make sure the 911 operator understands that there is a civil disturbance, the location of the disturbance, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify all teachers that you have an emergency situation. The Emergency Signal is Lock down. Keep all students inside their classrooms until further notice. All classroom doors should be locked at the sound of the Emergency Signal. Teachers and students should move away from the doors and windows. They should remain quiet and seated.
3. Notify the **Superintendent.**
4. Notify all students outside their classrooms (including those outside the school building) to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. All doors should remain locked: students and staff should remain seated and quiet until the All-Clear Signal PA announcing all clear is given or other instructions are forthcoming.
6. Assist police as directed by them.

Create a Civil Disturbance/Gangs Plan

Purpose

To establish emergency procedures to be used in the event of a Civil Disturbance to protect the staff and students.

General

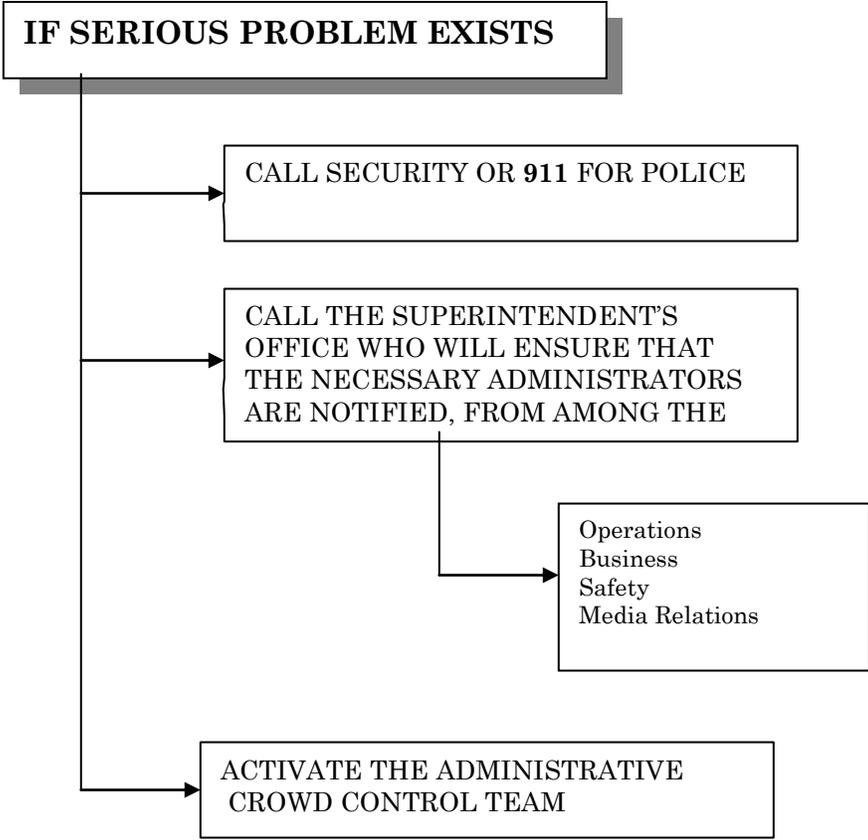
All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary.

The following are recommendations for our Civil Disturbance Plan:

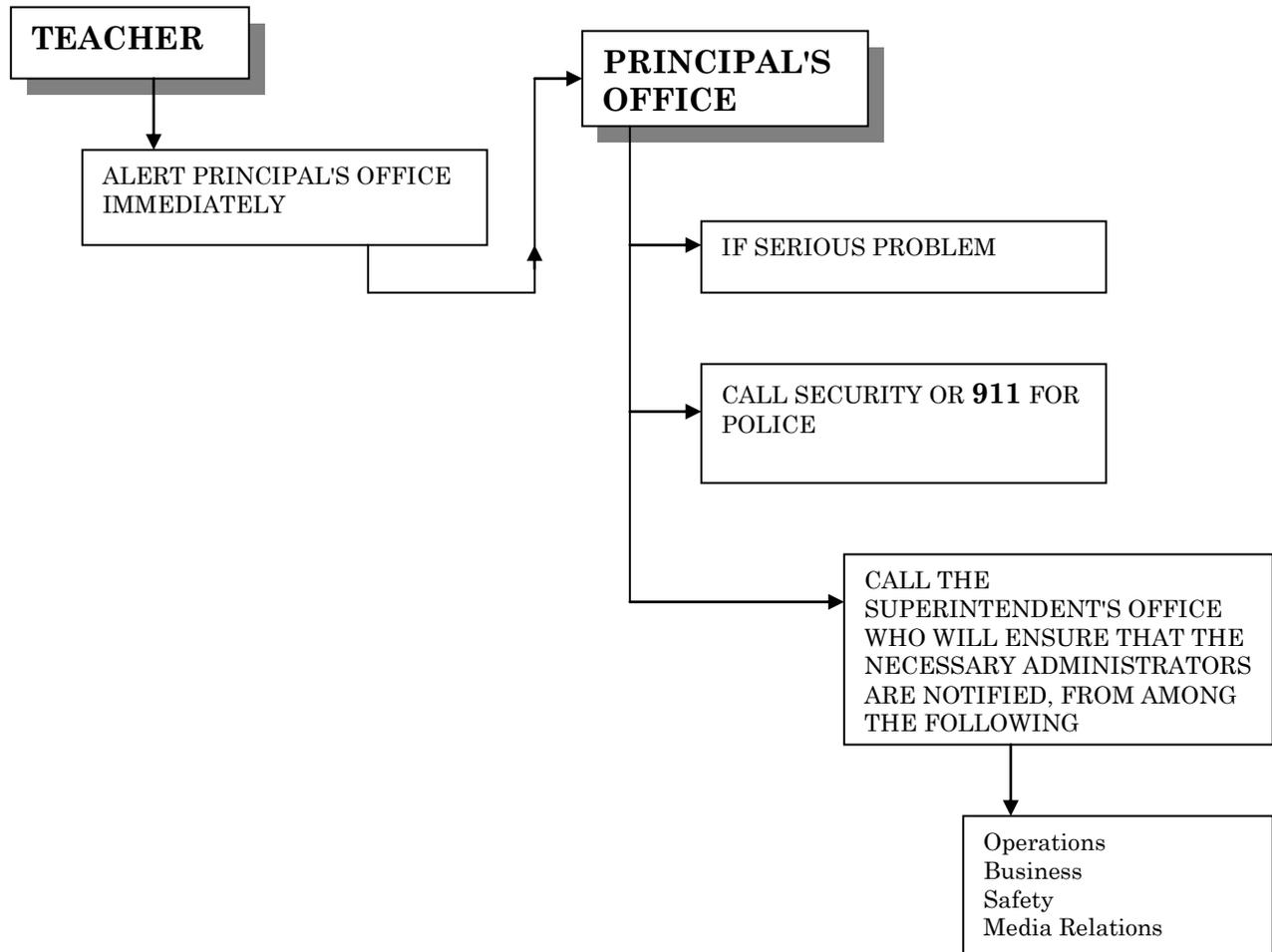
I. Create a tone or system of signals to indicate a civil-disturbance situation.

1. Keep all students inside classrooms until further notice. Our signal is lock down.
2. If the situation has been resolved, the All-Clear Signal will be given. Our All-Clear Signal is PA all clear_____.

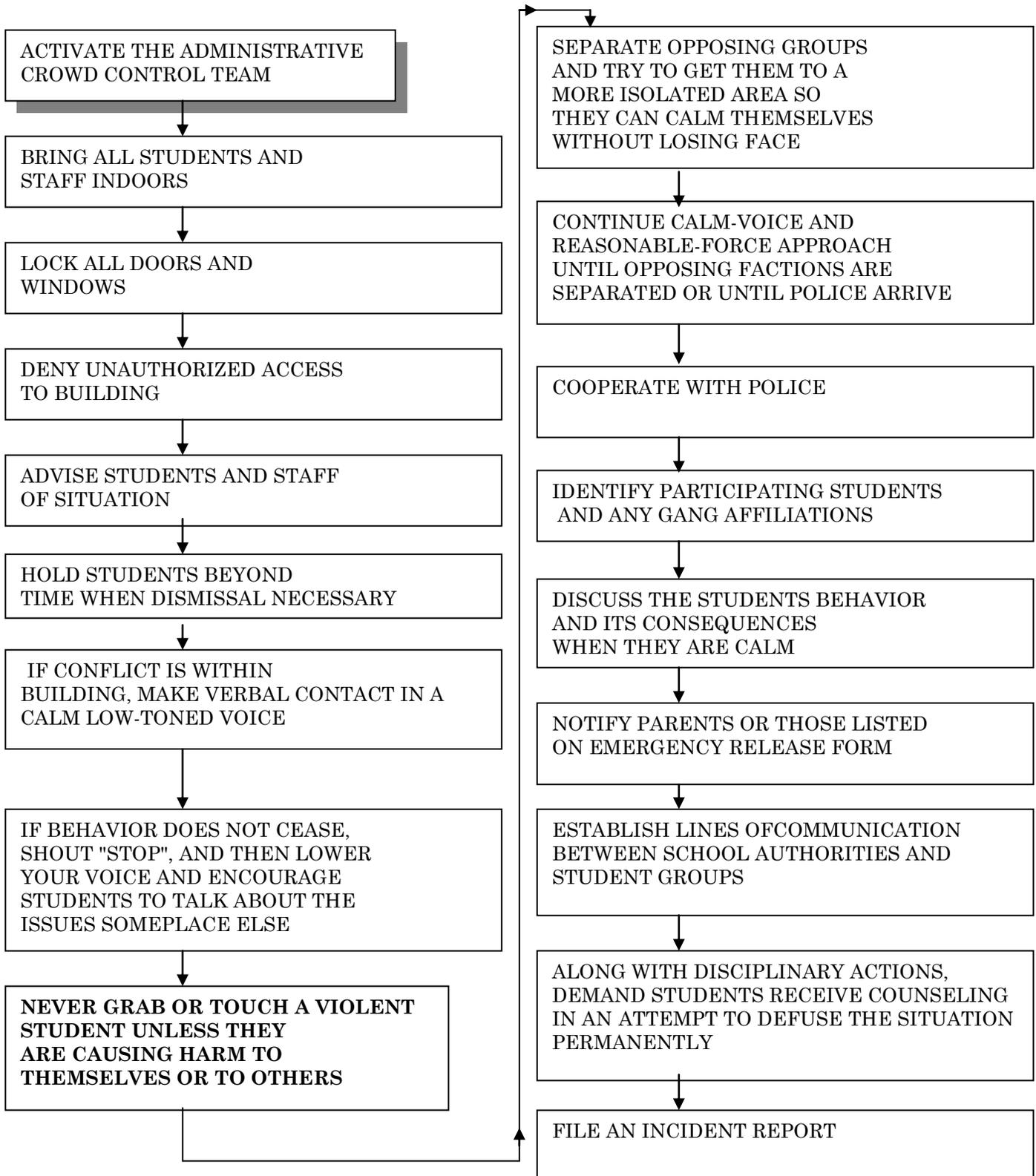
II. Shelter in Place.



**RIOT,
RACIAL CONFLICT
OR
GANG ALTERCATION**



**RIOT
RACIAL CONFLICT,
OR
GANG ALTERCATION - (CONT'D)**



Earthquake/Disaster – DUCK,COVER AND HOLD

Definition

An earthquake is a shaking or trembling of the earth.

Procedure

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides.

1. The custodian and/or maintenance/groundsman personnel shall assist with the shutdown of the facility's mechanical, water, and gas systems. The electrical system is to be shut off as necessary.
2. At no time-either from the building or from external, designated evacuation sites-should students or staff be dismissed until the Island Union School District Elementary School Emergency Dismissal procedures have been implemented. This precaution is crucial for accountability reasons and because the possible condition of the surrounding community may not be known.
3. Students shall not reenter a vacated building if there is any doubt concerning the safety of the structure. In this event, an inspection should be requested by the Maintenance Department.
4. Call **911**.
5. Notify the District Office immediately; they will notify the proper departments.
6. Render first aid, if necessary.
7. The principal or designee will direct any other action as directed by the on-scene commander.

EARTHQUAKE - DUCK, COVER AND HOLD

INSIDE BUILDING

- A. Move away from windows, light fixtures and other objects that may fall.
- B. Execute "duck, cover and hold" procedure underneath desks
- C. After movement stops
IMPLEMENT EVACUATION PROCEDURE:
 - 1. Grab emergency kit & roster sheet
 - 2. Leave building to designated area
 - 3. If any child is unable to evacuate, implement *buddy system*
 - 4. Avoid contact with all objects
 - 5. Render first aid
 - 6. Take roll
 - 7. Hold up red card if student is missing

EARTHQUAKE - DUCK, COVER AND HOLD

OUTSIDE BUILDING-DURING LUNCH, RECESS, PE OR OUTDOOR

- A. Move to open space - away from buildings, trees and overhead power lines
- B. Execute "duck, cover and hold" procedure
- C. Be aware of your surroundings
- D. Return to teacher you have after lunch at Designated area
- E. Notify administrator for missing child

Create an Earthquake/Disaster Plan

Purpose

To establish emergency procedures to be used in the event an earthquake/disaster occurs. It is required by law to have a minimum of two earthquake drills per year. During an earthquake drill, have students demonstrate the ability to react appropriately to your command.

General

There is no warning signal given to indicate an anticipated earthquake. A rolling or shaking movement of the building and of the ground presages an earthquake. Destructive earthquakes are normally preceded by lesser tremors. All school personnel must be aware of the emergency procedures established for the building and be ready to react when necessary.

The following are recommendations for the Earthquake/Disaster Plan:

I. Create a tone or system of signals to indicate an Earthquake/Disaster.

1. Teachers command students to: the situation has been drop and cover.
2. Our evacuation signal is Fire Alarm.

II. Evacuation Plan

The following are minimum recommendations for the Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of additional staff and a list of responsibilities.
7. Training of staff.

Create an Earthquake/Disaster Plan (continued)

1. Explanation of the Accountability Plan for staff and students.
2. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc).
3. Emergency telephone numbers/alternate communications (internal/external).
4. Community Awareness Plans for school community.
5. Drilling procedures and reporting of drills.
6. Education of students and staff.
7. Informing everyone concerned of your plan (all responders, government, etc).
8. Reentry into the building shall be only after the building has been evaluated and determined safe.

Evacuation Plan

The following are minimum recommendations for our Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of additional staff (other than Safety Committee) and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.
9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc).
10. Emergency telephone numbers/alternate communications (internal/external).
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of the plan (all responders, government, etc.).
15. Reentry into the building shall be only after the building has been evaluated and determined safe.

Explosion

Definition

An explosion is a sudden violent release of energy from its contained environment.

Procedure

In the event an explosion occurs at the school site, do the following:

The principal will determine if the explosion endangers the school population.

If yes, the following will be implemented:

1. Initiate Evacuation Plan.
2. Alert staff - Our signal is Fire Alarm.
3. Call 911.
4. Notify the Office immediately; they will notify the proper departments.
5. Transfer school-site operation only by direction of the Superintendent or his/her designee or local authority having jurisdiction (Fire Department, Police Department, etc.).
6. Students shall not reenter a vacated building if there is any doubt concerning the safety of the structure. In this event, students shall not enter a vacated bldg. until directed to do so by proper authorities.
7. Render first aid, if necessary.
8. The principal or designee will direct any other action as directed by the on-scene commander.
9. Look for Red Cards indicating missing students.

If no, the following will be implemented:

1. Alert staff listed on plan document.
2. Notify the Office immediately; they will notify the proper departments.
3. The principal or designee will determine and direct any other action as required.

Create an Explosion Plan

Purpose

To establish emergency procedures to be used in the event an explosion occurs.

General

All school personnel must be aware of the emergency procedures established for the building and be ready to react when necessary. Explosions can occur without warning. If the explosion occurs within the building or threatens the building, the principal or designee will implement the Evacuation Plan.

The following are recommendations for the Explosion Plan:

I. Create space or system of signals to indicate an Explosion.

1. Teachers command students to: the situation has been **drop and cover**.
2. Our evacuation signal is Fire Alarm.

II. Evacuation Plan

The following are minimum recommendations for the Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of additional staff and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.

Create an Explosion Plan (continued)

9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc).
10. Emergency telephone numbers/alternate communications (internal/external).
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of your plan (all responders, government, etc.).
15. Reentry into the building shall be only after the building has been evaluated and determined safe.

Fallen Aircraft

Definition

A *fallen-aircraft* occurs when an aircraft falls near a school or on a portion of the school building.

Procedure

Should a fallen aircraft endanger the school population, do the following:

A. If an aircraft falls near the school, the following will be implemented:

1. Alert Staff - Our signal is PA.
2. Notify the Office immediately; they will notify the proper departments.
3. Render first aid, if necessary.
4. The principal or designee will determine and direct any other action as required.

B. If an aircraft falls on a portion of the school, the following will be implemented:

1. Initiate Evacuation Plan.
2. Alert staff - Our signal is Fire Alarm.
3. Call 911.
4. Notify the Office immediately; they will notify the proper departments.
5. Staff will evacuate students from buildings to a safe area as directed.
6. All students and staff will be kept at a safe distance, upwind, allowing for possible explosions.
7. Students shall not reenter a vacated building if there is any doubt concerning the safety of the structure. In this event, an inspection should be requested by the Maintenance Department.
8. Render first aid, if necessary.
9. The principal or designee will direct any other action as directed by the on-scene commander.

Create a Fallen Aircraft Plan

Purpose

To establish emergency procedures to be used in the event a fallen-aircraft occurs.

General

All school personnel must be aware of the emergency procedures established for the building and be ready to react when necessary. Fallen aircraft accidents occur without any advance warning. They are identified usually by sight, sound, fire.

The following are recommendations for our Fallen Aircraft Plan:

I. Create a tone or system of signals to indicate a Fallen Aircraft.

1. Our evacuation signal is Fire Alarm

II. Evacuation Plan

The following are minimum recommendations for your Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of additional staff and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.
9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc).

Create a Fallen Aircraft Plan (continued)

10. Emergency telephone numbers/alternate communications (internal/external).
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of your plan (all responders, government, etc.).
15. Reentry into the building shall be only after the building has been evaluated and determined safe.

Fire

Definition

A fire occurs when combustible materials ignite in the presence of oxygen and heat.

If a fire alarm sounds hold all your students in your classroom until you hear on the intercom system to evacuate to your fire drill evacuation site. We will always send someone to investigate the location of where the alarm was triggered.

Procedure

In the event a fire is detected within a school building, the following action will be taken:

1. Sound the Fire Alarm. **This will implement the Fire Drill Evacuation Procedures.**
2. Call 911.
3. Notify the Superintendent's Office immediately; they will notify the proper departments.
4. Students and staff should not return to the school until Fire Department officials declare the area safe.
5. Fight small fires if it is possible to do so without endangering lives, but **notification of the Fire Department is mandatory for all fires.**
6. Render first aid, if necessary.
7. The principal or designee will direct any other action as directed by the on-scene commander.
8. Look for Red Cards indicating missing students.

Create a Fire Plan

Purpose

To establish emergency procedures to be used in the event a fire occurs.

General

All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary. There shall be at least two (2) Fire-Exit Drills the first two weeks of a school term and eight additional Fire-Exit Drills during the year. **Notification of the Fire Department (911) is mandatory for all fires.**

The following are recommendations for our Fire Plan:

I. Create a system to indicate an after-hours emergency.

1. Our Fire Signal is alarm

II. Fire-Alarm Procedures

Occupied Facility

If a fire alarm sounds hold all your students in your classroom until you hear on the intercom system to evacuate to your fire drill evacuation site. We will always send someone to investigate the location of where the alarm was triggered.

Evacuate if the fire alarm is activated while the building is occupied. The following procedures should be followed:

1. Evacuate the building immediately. State law requires evacuation of the building upon activation of the Fire-Alarm System.
2. Call **911**.
3. The local fire department must be called in advance of any Fire Drill and informed of the location and time of the drill. If the fire department is not notified of the drill, the Fire Department will be sent to the facility needlessly.
4. If it is a false alarm and the cause of the alarm is known, the local fire department should be notified and the facility personnel should correct the cause of the alarm. Evacuation of the building is not necessary in this situation.
5. If malicious false alarms are frequent, the appropriate city or county authorities should be contacted to investigate further. Please also call the Superintendent's Office. Steps should be taken to determine the person or persons tripping the alarm. After discussions with school personnel, appropriate corrective actions should be taken.

Fire Alarm Procedures (continued)

6. Under no circumstances should the Fire Alarm System be shut off or taken out of service. If construction or renovation affects the Fire-Alarm System, requiring the system to be shut off, an approved fire watch must be implemented as well as the appropriate Fire Dispatch Center notified.
7. State law requires all actual fires to be reported to the Fire Department immediately. Any fire at a school facility must be reported to the Fire Department, even if it is a small fire or the fire has already been extinguished.

Unoccupied Facility

If the fire alarm is activated while the building is unoccupied, the following procedures should be followed:

1. The responsible individual shall call the Fire Department (911) upon receiving the alarm and then call the Maintenance Department. **Under no circumstances should the alarm system be reset.**
2. The Maintenance Department should perform a visual inspection from outside the building, open the building for the Fire Department, and act as a liaison with the local Fire Department upon their arrival.

Fire Department

The following are the procedures the Fire Department will follow in regard to Fire Alarm Systems:

1. The fire alarm will not be reset unless it has been determined that the cause of the alarm is from a manual pull station.
2. The Fire Department will silence or acknowledge the Fire Alarm System. If the system cannot be silenced or acknowledged, the system will be allowed to continue to sound until Maintenance staff arrives on the scene.
3. Upon request by the Fire Department, fire alarm statistics regarding the number of times the alarm has gone off will be provided.

Shut down utilities for the area of occurrence: Electrical and Gas. **LEAVE WATER ON.**

Hostage – (CODE RED)

Definition

Hostage-taking is a violent criminal offense involving the holding of individual(s) hostage, or exercising or attempting to exercise control over the individual(s) by the use of force or threat of force, or by other violent behavior/verbal actions, which if carried out, would result in a departure from the organization's normal course of action by using the threat of violence to secure the fulfillment of certain demands.

These situations are probably the least predictable and the most dangerous of the emergency situations that may confront the school principal.

Procedure

1. Call **911**. Make sure the 911 operator understands that there is an armed person inside the school, his/her last known location, and any descriptive information available. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify all teachers that you have an emergency situation. The Emergency Signal is: PRINCIPAL NAME, UPS IS HERE. Keep all students inside their classrooms until further notice. All classroom doors should be locked at the sound of the Emergency Signal.
3. Notify the Superintendent's Office.
4. Notify all students outside their classrooms (including those outside the school building) to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. If the hostage taker or armed person can be contained in one section of the building, students and staff should be evacuated from the building to a designated safe area.
6. If safety permits, a staff member should be directed outside the building to warn all approaching visitors of the danger.
7. Assist police as directed by them.

Create a Hostage Crisis Plan

Purpose

To establish emergency procedures to be used in the event a student, staff, or combination is taken hostage.

General

All school personnel must be aware of the emergency procedures established for their building and must be ready to act when necessary.

The following are recommendations for our Hostage Situation Plan:

I. Create a tone or system of signals to indicate a hostage situation.

1. Keep all students inside classrooms until further notice. Our hostage signal is Lock Down alarm
2. If the hostage taker has been contained in one part of the building, initiate evacuation to safer areas. Our signal is call room and direct .

II. Evacuation Plan

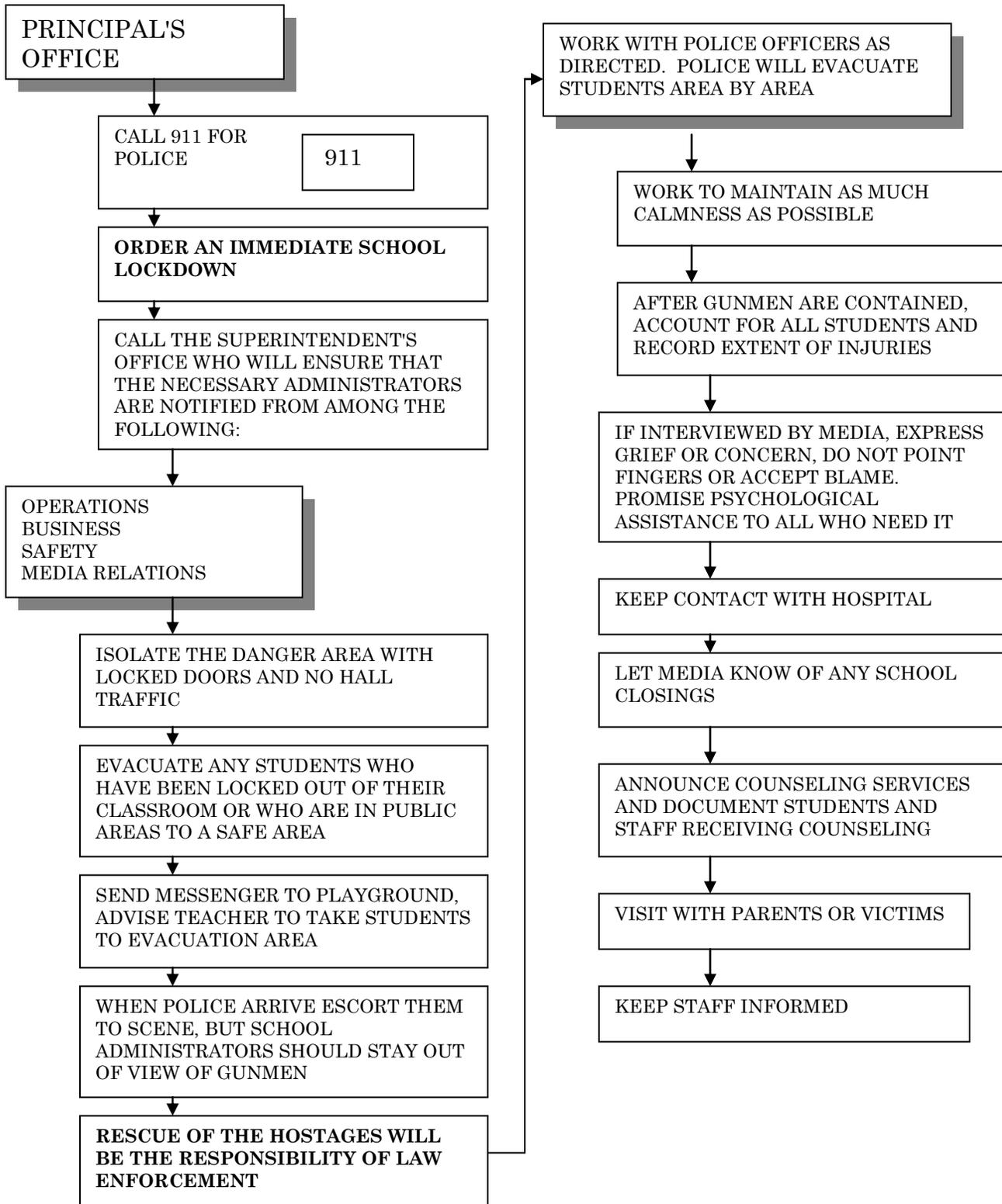
The following are minimum recommendations for your Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of additional staff and a list of responsibilities.
7. Training of staff

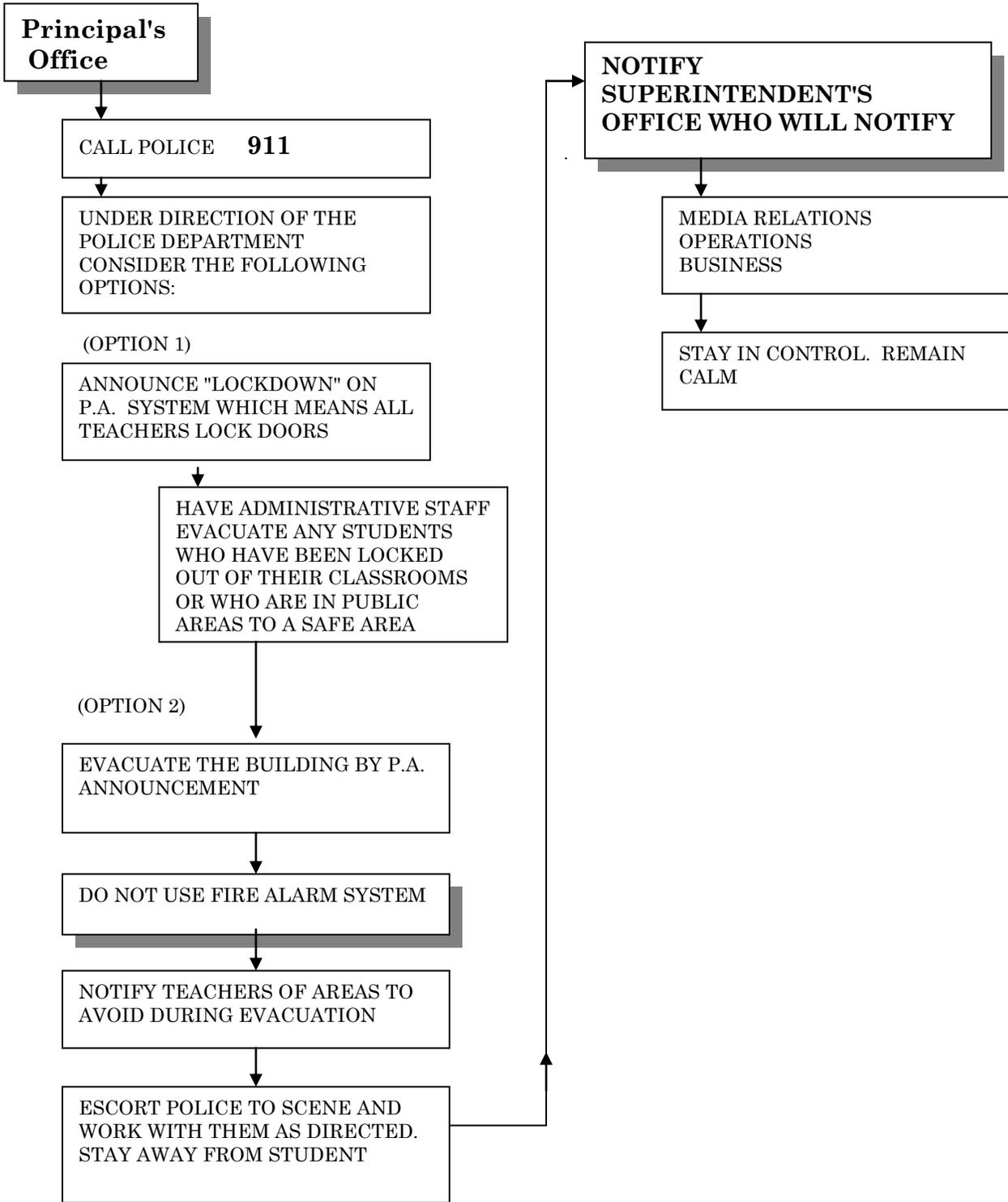
Create a Hostage Crisis Plan (continued)

8. Explanation of the Accountability Plan for staff and students.
9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc.)
10. Emergency telephone numbers/alternate communications (internal/external).
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of our plan (all responders, government, etc.).
15. Reentry into the building shall be only after the building has been evaluated and determined safe.

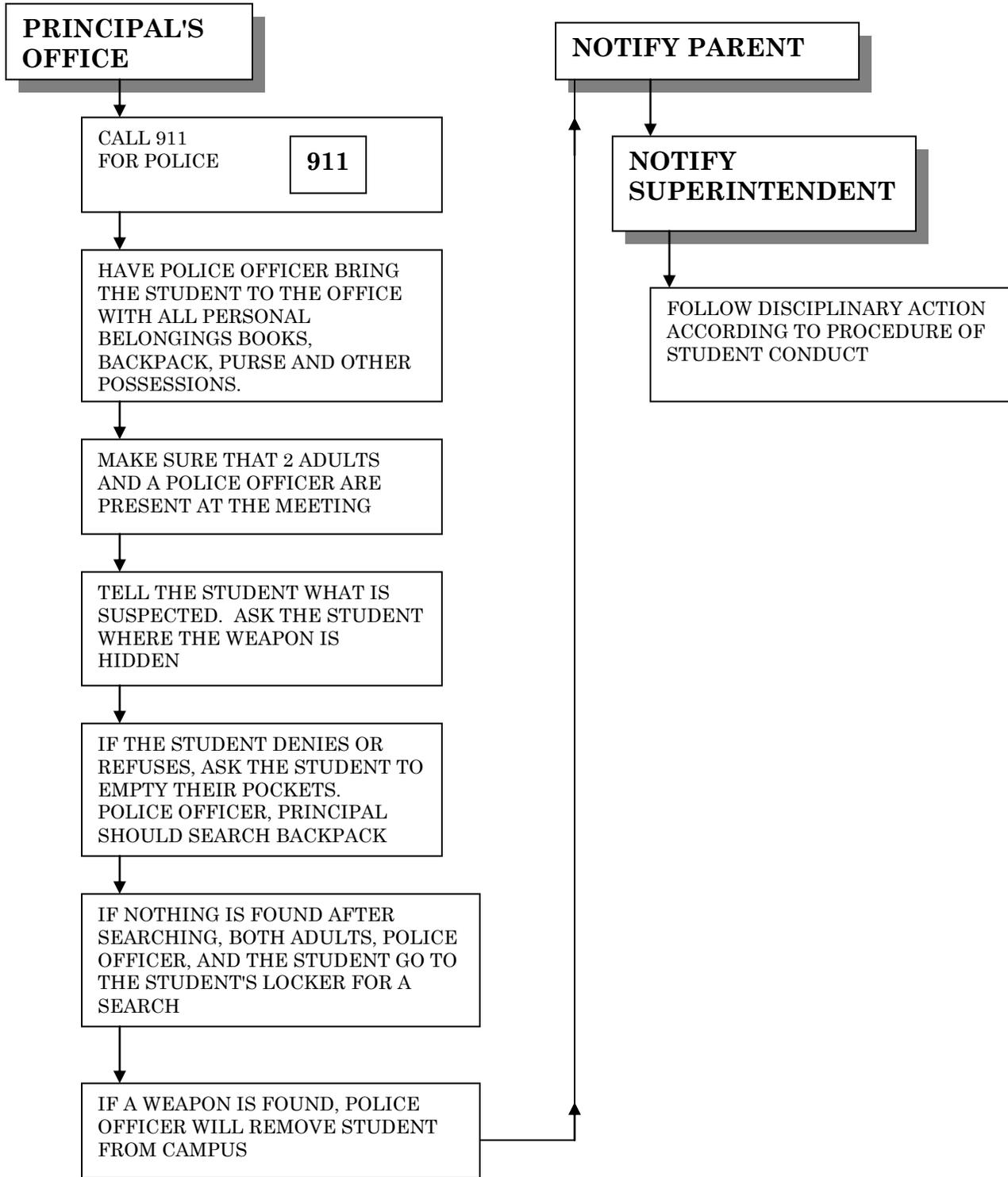
**ARMED (FIREARMS OR OTHER WEAPONS)
PERSON (S)
WITH HOSTAGES**



**ARMED (FIRE ARMS OR OTHER WEAPONS)
STUDENT
WITH NO HOSTAGES**



SUSPECTED WEAPON



Intruder in Building (CODE RED)

Definition

An intruder is an individual in the building who has not followed established visitor procedures and who appears suspicious. Someone who will not cooperate.

Notify any school personnel who observes an individual unidentified without an I.D. badge that staff member will accompany the individual to the office to get an I.D. badge. If the person is uncooperative consider him an intruder and call 911.

The principal will determine if it is an emergency situation.

Procedure

Emergency

1. Call **911**. Make sure the 911 operator understands that there is an intruder inside the school, whether the person is armed, his/her last known location, a description, and any other pertinent information. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify all teachers that you have an emergency situation. The Emergency Signal is NAME OF PRINCIPAL - UPS IS HERE. Keep all students inside their classrooms until further notice. All classroom doors should be locked at the sound of the Emergency Signal.
3. Notify the Superintendent's Office.
4. Notify all students outside their classrooms (including those outside the school building) to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. All doors should remain locked; students and staff should remain seated and quiet until the All-Clear Signal is given or other instructions are forthcoming.
6. Assist police as directed by them.

Create an Intruder-in-Building Plan

Purpose

To establish emergency procedures to be used in the event of an intruder in the building to protect the staff and the students.

General

All school personnel must be aware of the emergency procedures established for their building and must be ready to act when necessary.

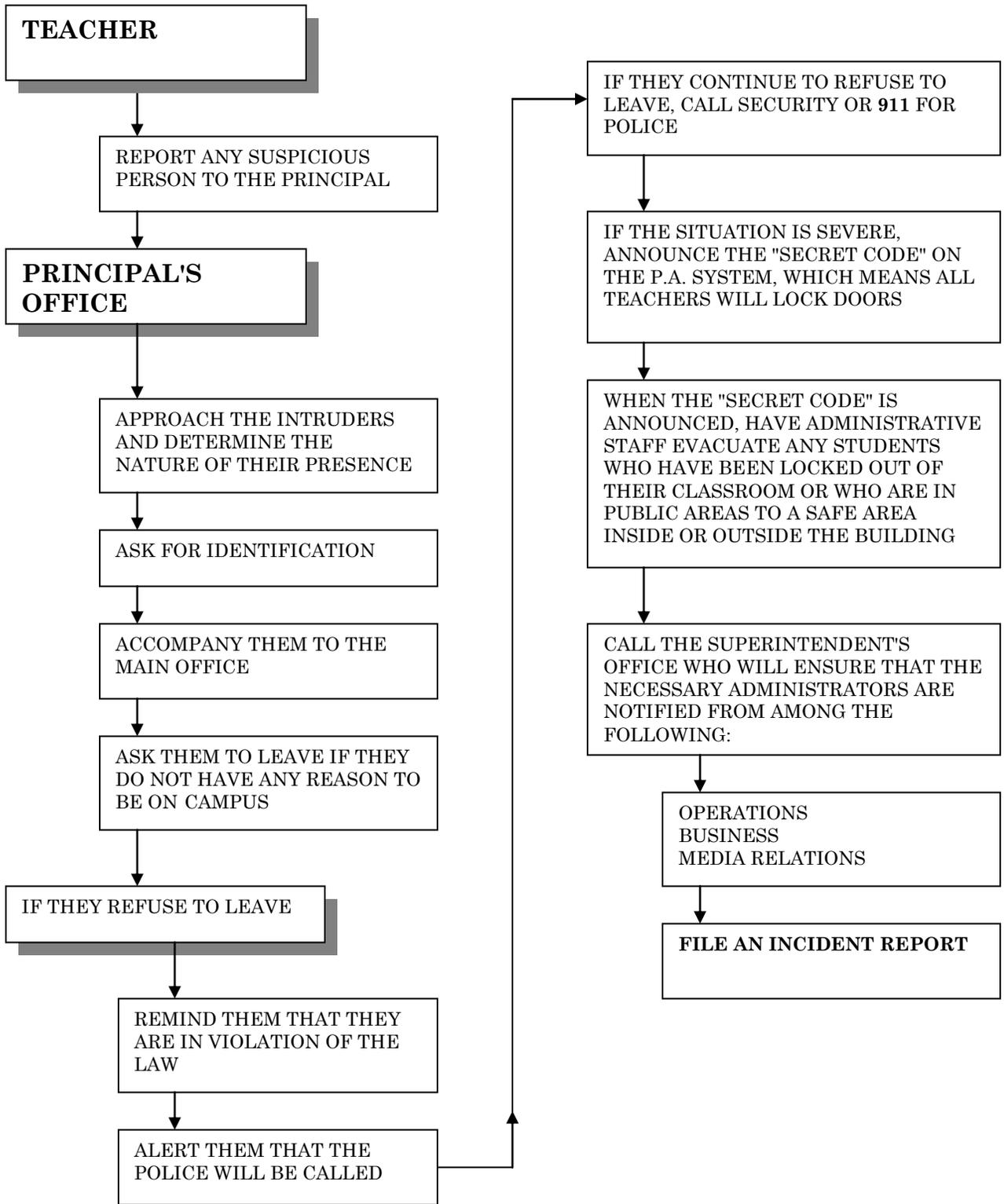
The following are recommendations for our Intruder-in-Building Plan:

I. Create a tone or system of signals to indicate a hostage situation.

1. Keep all students inside classrooms until further notice. Our Intruder Signal is Lock Down alarm.
2. If the situation has been resolved, the All-Clear Signal will be given. Our signal is PA all clear.

II. Shelter in Place

UNARMED INTRUDERS



Medical Emergency/First Aid

Definition

A *medical emergency* exists anytime a school incident exceeds the need for basic first aid.

In case of an emergency, check the scene for safety. Remove self and others out of harm's way.

Procedure

1. **ACTIVATE EMERGENCY MEDICAL SERVICES (EMS)-CALL 911.** Be prepared to state the nature of the emergency and location (address, building entrance). Provide the EMS personnel with any known information about the health concerns of the individual, medications, allergies, health care provider, etc.
2. Initiate prompt first aid. Call first aid responders to the scene. These designees will respond with the following:
 - a. Check the person for airway blockage, breathing, and circulation.
 - b. Control severe bleeding.
 - c. Check for poisoning or ingestion of chemicals.
 - d. Provide CPR/first aid as necessary until back-up medical services arrive at the scene. **First aid** is the immediate and temporary care given to a victim of an accident or sudden illness until the services of a physician can be obtained. The **First Aid Manual** provided during training is the definitive source for reference.
 - e. Do not give medication by mouth unless specifically ordered to do so by the physician and appropriately signed authorizations from the parent and physician are on file. The person must be conscious in order to administer medication by mouth.
 - f. Persons in the building with known life-threatening allergies should be identified; they should have emergency protocols developed by the physician in place; and epinephrine kits should be stored in a readily accessible location known to those trained to administer the medication. Call Health Services regarding such persons when identified.

Medical Emergency (continued)

3. Notify the parent as soon as possible. Inform parents of any first aid or illness that occurs while the child is at school. Stay with the student until dismissed to the parent or until returned to the classroom. In the event of ambulance transport to a health-care facility, the principal shall designate a school staff person to stay with the child until the parent is present. No seriously ill or injured student should be allowed to go home without being accompanied by a responsible adult. Likewise, a student should not be left at home unattended unless there is a responsible person present to take care of him/her.
4. All student injuries and the provision of first aid should be documented according to procedures set by the School Board.

Staff

1. **ACTIVATE EMERGENCY MEDICAL SERVICES (EMS) - CALL 911.**
2. With the exception of severe bleeding, unconsciousness, obvious fracture, or any other obvious emergency, an employee should not be referred to a hospital emergency room nor should EMS be called.
3. If it is not an emergency, follow instructions for reporting workers' compensation injuries. Call the Office. Timely reporting and specific documentation are essential.

Natural Gas Emergency

Definition

A natural gas emergency occurs when natural gas escapes from its controlled environment.

Procedures

If a gas leak is suspected or detected, implement the following:

1. Initiate Evacuation Plan. Evacuate students and staff a safe distance from the building or the suspected leak site.
2. Alert staff - Our signal is Fire Alarm.
3. Call 911 and ask if you should contact the gas company.
4. Notify the Superintendent's Office immediately.
5. Render first aid if necessary.
6. The building or suspected leak site shall not be reentered until authorization is given by the fire department.

If there is ever any doubt, follow the evacuation procedures immediately.

If a strong concentration of gas is noted in the early morning hours when the custodian opens the school, the principal shall be notified immediately, and no one will be allowed to enter the building.

1. Call 911
2. Maintenance, Operations and Transportation turn gas off
3. Call Gas Company

Create a Natural Gas Emergency Plan

Purpose

To establish emergency procedures to be used in the event of a gas leak or power failure.

General

Remember, the possibility of a gas leak and possible concentration of gas or buildup within a building should by no means be taken lightly. There have been many explosions causing deaths and injuries to school personnel and students. It is always best to be "safe rather than sorry."

The following are recommendations for our Natural Gas Emergency Plan:

I. Create a Communication System to inform staff.

1. Our Communication System is PA_____.
2. Our Evacuation Signal is Fire alarm_____.

II. Evacuation Plan.

The following are minimum recommendations for our Evacuation Plan:

1. Explanation of Evacuation Plan.
2. Explanation of Communication Plan for staff and students.
3. Hazard identification inside/outside building, around outside assembly area, e.g., gas lines, propane tanks, etc.
4. Map of outside assembly area, teachers' stations, hazard located, and team sites marked.
5. Map of primary and secondary evacuation routes and hazards along these routes.
6. Assignments of additional staff and a list of responsibilities.
7. Training of staff.
8. Explanation of the Accountability Plan for staff and students.

Create a Natural Gas Emergency Plan (continued)

9. Supplies in schools, location identified, etc. (examples: flashlights, batteries, blankets, food provisions, first-aid supplies, etc.)
10. Emergency telephone numbers/alternate communications (internal/external).
11. Community Awareness Plans for school community.
12. Drilling procedures and reporting of drills.
13. Education of students and staff.
14. Informing everyone concerned of the plan (all responders, government, etc.).
15. Reentry into the building shall be only after the building has been evaluated and determined safe.

III. Additional Natural Gas Alert and Evacuation Suggestions

1. Should a Natural Gas Emergency exist and emergency evacuation is necessary, it is preferable that a tone or system of signals **different(announce on PA *natural gas*)** from that of a Fire Drill be used - **although Fire Drill procedure will be used**. Such tone or signals will designate that although Fire Drill exit procedures will be used to empty the building, it is a natural gas evacuation and **all personnel must proceed to a designated outdoor assembly area**. The audio system can be used to call for an evacuation rather than the Fire Drill Signal System and can provide for giving specific instructions as to area designated.
2. All messages over the audio system will be given by the principal or by some other school official who is recognized by the school staff and students.
3. The message should be given calmly and as briefly as possible. A brief consideration should be given as to content of message, depending on the specific situation at the time of message transmission. (Example: "A report has been received that makes it necessary for everyone to leave the building, and room numbers ____and ____need to use the alternate exit.")
4. Upon receiving such an announcement, every teacher should first instruct the students as to the proper exit to use when exiting the building. The teacher then should conduct a visual check of classroom(s) to be sure everyone has left the building.

Create a Natural Gas Emergency Plan (continued)

5. Staff members with special assignments should complete those assignments, and then should join their students outside the building until further instructions are received.

Physical Assault/Sexual Assault

Definition

Physical assault is considered to be any intentional act of hitting, pushing, sexual assault/attack, scratching, biting, kicking, or any other such physical contact engaged in, by, or directed toward another student, staff, or visitor to the facility, which results or is intended to result in death, physical injury, or mental/emotional damage.

The violations included under this section are the following:

Fighting - the use of physical force between two or more students, serious enough to warrant a suspension.

Intimidating - through violence.

Exhibitionism - the exposure of the unclothed or apparently unclothed human male or female genitals, pubic areas, buttocks, or female breasts.

Sexual harassment/Malicious remarks - shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Assault - of school personnel/student.

Sexual abuse - any sexual act or attempted sexual act without the individual's consent.

Arson or attempted arson - with staff and students present.

Extortion - obtaining something from an individual by use of illegal pressure.

Since physical assault/sexual assault is a criminal act, jurisdiction also exists with outside law enforcement, which may be involved at any time by administrators, the students, or their parents.

Physical Assault/Sexual Assault (continued)

Procedure

Student

An informal hearing is required and will be conducted by the principal/designee before a student is suspended. The process will include the following steps:

1. Inform the student (oral or written) of the charges for the proposed suspension, and provide an explanation of the evidence supporting the charges.
2. Provide the student a reasonable opportunity to present his/her case.
3. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parent/guardian within one (1) school day of the informal hearing.
4. The Superintendent or his/her designee will be notified by telephone followed by the appropriate paper work.
5. If necessary, the proper law enforcement agency will be notified.
6. A parent conference will be held as soon as practical after the date of suspension.
7. The Superintendent will make recommendations after the conference.
8. The school will receive information from the Superintendent's Office that the conference was completed.
9. Alternative placement will be considered for the first offense and will be recommended for the second offense, or pre-expulsion procedures will be initiated.

Staff

Prior to initiating any corrective discipline/progressive assistance, the supervisor should review the requirements associated with due process and just cause. Each case has to be handled on an individual basis.

Other Adults

Any other adults on school property who engage in assaultive behavior should be treated as intruders. Assess the situation and, if necessary, call the police to have them assist in handling the situation.

Power Failure

Definition

A power failure occurs when normal activities are disturbed due to loss of electrical power.

Procedure

Should a power **failure** occur, do the following:

1. Make sure students and staff are safe.
2. Keep staff informed.
3. Notify the Principal's Office **immediately**; they will notify the proper departments.
4. Evacuate the building when advised by the principal or designee.
5. Proceed to the alternate site for your school, if necessary/available.
6. Information on student pickup will be supplied by the Principal and will be relayed to the radio and television stations. **No student shall be released until the order to let school out is received from the principal or designee.**
7. Render first aid, if necessary.
8. The principal will direct further action as required.

Create a Power Failure Plan

Purpose

To establish emergency procedures to be used in the event of a power failure.

General

A power failure can affect the normal, everyday routine of a school. Issues to consider in developing your plan are food menus, food storage temperature, communication to staff, exterior communications, auxiliary emergency lighting, length of outage, alternate site.

The following are recommendations for our Power Failure Plan:

I. Create an Alternate Communication System to inform staff.

1. Our alternate communication system is 2 way radio and word of mouth.

II. Evacuation Procedures (if required)

Evacuation procedures will need to take the following in consideration: lighting, alternate site, movement of students and staff from alternate site, student dismissal procedures, non ambulatory physically handicapped students, staff responsibilities, security, student accountability, etc.

Public Assembly Emergency Preparedness

Definition

A public assembly is a meeting with an occupant load of 300 or more persons who are gathered in one area or place in a building.

Procedure

Should an emergency occur during an assembly, do the following:

1. Initiate Evacuation Plan.
2. Alert occupants-our signal is fire alarm.
3. Call **911**.
4. Notify the Principal's Office immediately; they will notify the proper departments.
5. Render first aid, if necessary.
6. The principal or designee will direct all other action as required by the on-scene commander.

Create a Public Assembly Emergency Preparedness Plan

Purpose

To establish emergency procedures to be used in an emergency that occurs during an assembly of 300 or more persons assembled in one area.

General

All facilities which contain an area where 300 or more people may be assembled in one room are required to maintain an Emergency Preparedness Plan for the orderly evacuation of the persons assembled, in case of an emergency.

The following are recommendations for our Public Assembly Emergency Preparedness:

I. Create a system to indicate a Public Assemble Emergency.

1. Our Public Assembly Evacuation signal is fire alarm _____.

II. Suggested actions to be taken before an emergency occurs:

1. Principal or designee will see that employees or other personnel serving at a public event are instructed and drilled in the duties they are to perform during an emergency evacuation. Records of training shall be kept in the principal's office and made available to any fire code official upon request.
2. Principal or designee shall be responsible for ensuring that the posted occupant load is not exceeded.
3. Principal or designee shall check all exits before public arrives to ensure that all exits are clear and unlocked from the inside.
4. Smoking or the use of matches and lighters shall not be permitted in the gymnasium or assembly area.
5. Flashlights shall be made available to employees to assist occupants in the evacuation in case the normal lighting and/or the emergency lighting fails.
6. Prior to the beginning of an event, the public address announcer will point out emergency exits and the need for aisles and exits to be kept open.
7. Any fire will be reported by activating the Alarm System. An announcement on the public address sound system will be used to explain the problem. Security and attendants will assist in providing an orderly exit. Call 911.

Create a Public Assembly Emergency Preparedness Plan (continued)

8. The principal or designee supervises all assembly activities. Designated school personnel in attendance will:
 - a. Assist with crowd control.
 - b. Determine when the occupant load is reached.
 - c. Be available for emergency situations.
 - d. See that the emergency evacuation procedure is announced to the audience.
9. Inspect the Fire Alarm System and emergency lighting before the beginning of all scheduled events.
10. The principal or designee shall provide traffic control before and after an event.

Sabotage/Extortion

Definition

To damage or obtain by force or improper pressure.

1. Call local police agency if student or staff members are experiencing any form of monetary/safety losses relative to any school-related activities.
2. Notify the Superintendent's Office.

Severe Weather (Tornado, Thunderstorm, Severe Winds)

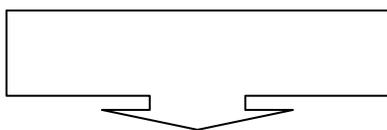
Definition

A severe weather alert occurs when the National Weather Bureau issues a severe thunderstorm warning, tornado watch, or tornado warning.

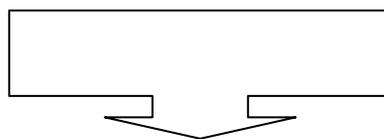
Procedure

At the sound of an emergency siren or any information indicating that severe weather is present, immediately implement your emergency procedures.

Initiate our emergency procedures as follows:



1. Close windows & doors
2. Execute “duck, cover and hold” procedure, underneath desks
3. Move away from windows, light fixtures & other objects that may fall
4. Render first aid when safe
5. Take roll
6. Hold up red card if student is missing



1. Island Elementary School – execute “duck, cover and hold” procedure
2. District Office – execute “duck, cover & hold” procedure
3. Maintenance – go to District Office

Severe Weather (continued)

1. Alert staff-our signal is lockdown, PA_____.
2. Maintain sheltered positions and remain until the All-Clear notice is received.
3. Call **911** if emergency responders are needed.
4. Render first aid, if necessary.

The principal or designee will direct any other action as required and request assistance, through appropriate channels, from superintendent's office, fire departments, sheriff's office, and police.

Create a Severe Weather Plan

Purpose

To establish emergency procedures to be used in the event severe weather occurs.

General

All school personnel must be aware of the emergency procedures established for their building and must be ready to react when necessary. A minimum of two (2) Disaster Drills is required each school year.

The following are recommendations for our Severe Weather Plan:

I. Create a tone or system of signals to indicate severe weather.

1. Our Emergency Procedures Signal is lockdown alarm.
2. Our Evacuation Signal is fire alarm
3. Our All-Clear Signal is PA all clear.

II. Emergency procedures

Severe Weather Emergency Procedures

1. At the sound of an Emergency Warning Siren during severe weather conditions, immediately implement the emergency procedures and maintain sheltered positions until the All-Clear notice is given.
2. When weather conditions in the area are severe, follow procedures for a Tornado Warning.
 - a. Implement evacuation from outside portable buildings to a sheltered position inside the school.
 - b. All staff and students must proceed to designated areas, assume an appropriate position, and remain there until the All-Clear message is received.

Create a Severe Weather Plan (continued)

3. For a **TORNADO WARNING** notice, immediately implement our emergency procedures and maintain sheltered positions until the All-Clear notice is given. For a **SEVERE STORM/SEVERE THUNDERSTORM WARNING** notice, immediately implement our emergency procedures and maintain sheltered positions until the All-Clear notice is given. For a **Tornado Watch**, review emergency procedures and be prepared to implement; vacate outside portable buildings; check radio and T.V. for additional information; and monitor Appropriate Weather Radio Systems. Designated school personnel should observe outside weather conditions.

If there are questions concerning any drills, procedures, plans, etc., please call the Superintendent's Office.

III. Evacuation Guidelines

Guidelines/Procedures for Tornado Safety

Purpose

The purpose of Severe Weather Drills is to ensure the efficient and safe use of the occupied building. Practice drills endure order and controlled movement to prevent panic, which has been responsible for injuries and loss of life.

Frequency

To be effective, periodic drills should be held.

Pre-instructions to Faculty, Other Adult Personnel, and Students

The faculty and all other adult school personnel shall be assigned and informed of every detail of the plans such as the warning signal, safe areas, and all procedures. **Evacuation plans must be posted in each room.**

Each teacher in the school is assigned to a safe area for his/her class. Appoint an aide to assist disabled students and staff.

Safe areas in the building are designated for each classroom in the school. The teacher of the group occupying the particular room is instructed as to the safe area for students in that room.

Create a Severe Weather Plan (continued)

The proper positions that students may take in shelter areas are listed and explained. One of these positions should be used:

- Rest on knees, lean forward, cover back of head and neck.
- Sit on floor, cross legs, cover back of head and neck.
- Stand and cover back of head and neck with crossed arms, if space does not permit use of the first or second suggested position. Wraps of coats, when readily available, should be used as a covering in case of a tornado. Open books can be used during an event for cover/activity.
- Students and teachers remain at the assigned safety areas until the All Clear Signal is given.

The principal of each building will be responsible for preparing and posting all evacuation diagrams for each classroom.

Teachers using corridors as shelter areas will be responsible for the closing of any corridor door within the area. Doors will be closed only after all students are in a designated area.

Staff should be assigned to gather the children inside from playgrounds or from other outdoor areas during a Tornado Warning.

Selection of protection or safety areas-Students who are housed in one-story buildings and in portables shall be brought into interior halls or corridors of the main buildings.

Students, who are housed in multiple story buildings, should be evacuated from the top floor to interior halls of the lower floor. If this space does not accommodate all students, the smaller number possible should be kept in the corridors of the second floor.

Potentially Hazardous Elements

Windows at the ends of corridors, particularly those facing south and west, are very dangerous. They probably will be blown down the corridor.

Acrylic or polycarbonate plastics are more resistant to impact the glass, but large panes may pop out.

Long-Span rooms almost always have high ceilings.

Create a Severe Weather Plan (continued)

High walls often collapse into the long spans, causing roofs, which depend on the walls for support, to fall in.

Lightweight roofs such as steel deck, wood plank, and plywood usually will be lifted up and partially carried away, with debris falling into the room below.

Heavier roofs, especially precast concrete planks, may lift up, move slightly, and then fall. If the support has collapsed, the heavy roof may fall onto the floor below, causing almost certain death or injury to anyone there.

Wind tunnels occur in unprotected corridors facing the oncoming winds, which usually come from the south or west. Openings facing these directions allow the winds to penetrate into the interior spaces.

Wind tunnels occur in unprotected corridors facing the oncoming winds, which usually come from the south or west. Openings facing these directions allow the winds to penetrate into the interior spaces.

Windward sidewalls, which usually are in the south and west, receive the full strength of the winds.

Load-bearing walls are the sole support for floors or roofs above.

The most dangerous locations of a building are usually along the south and west sides and at all corners.

Masonry exterior walls higher than 10 feet are potentially hazardous.

Protective Elements

The safest spaces are those with two or more of these protective elements, and with no potentially hazardous elements:

The lowest floor is usually the safest.

Below ground space is almost always the safest location for shelter.

Interior spaces often form a protective core. A completely interior room protects against debris and the wind-tunnel effect.

Avoid interior partitions that contain windows.

Short spans on the roof or floor structure usually remain intact.

Create a Severe Weather Plan (continued)

Framed construction usually remains intact. Any structural system that is rigidly framed together is superior to load-bearing walls.

Poured in-place, reinforced concrete usually remains after the storm.

Generally, the heavier the floor or the roof system, the more resistant it is to lifting and removal.

The lowest floor and interior spaces should be checked as safe assembly areas.

Spaces that have no walls on the exterior of the building (avoid interior spaces with large spans) are to be checked, also.

Short spans: Seed out a number of smaller spaces.

Portions of buildings supported by rigid structural frames such as steel, concrete, or wood, rather than those portions that have load-bearing walls are better.

Warnings

Avoid interior locations that contain windows such as display cases, transoms above doors, and door sidelights.

Substance Abuse

Emergency Overdose

A student who has taken an unidentified substance or amount of substance is handled as any other emergency medical procedure. Call **911**.

The parent/guardian is to be notified about what has been done and where the student is to be transported.

Definition

The Substance Abuse Zero-Tolerance Policy states that any student is in violation who is under the influence of alcohol or other drugs, in possession of alcohol or other drugs, or is involved in providing or selling alcohol or any other drug. Evidence is any contraband/material (i.e. drugs, alcohol, or paraphernalia) confiscated from a student or found on site.

Procedure

Collect the material and secure it by placing it in an evidence envelope and sealing the flap. The person obtaining the evidence must sign the envelope in the appropriate space to initiate a chain-of-custody procedure.

Call the local police department and request an officer collect the envelope.

When the officer picks up the evidence envelope he/she must sign the appropriate space to maintain the chain-of-custody.

Student

1. Inform the student of the charges for the proposed suspension and provide an explanation of the evidence supporting the charges.
2. Provide a reasonable opportunity for the student to present his/her case.
3. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parent/guardian within one (1) school day of the informal hearing.
4. A Law Enforcement officer will be called and a report will be filed with the proper authorities.
5. A Police Referral form will be completed and submitted.
6. A parent conference will be held with Central Office staff.

Substance Abuse (continued)

7. Recommendation will be made for an assessment.
8. The school will receive information from the proper authority.
9. Alternative placement will be considered for the first offense and will be recommended for the second offense or pre-expulsion procedures will be initiated.

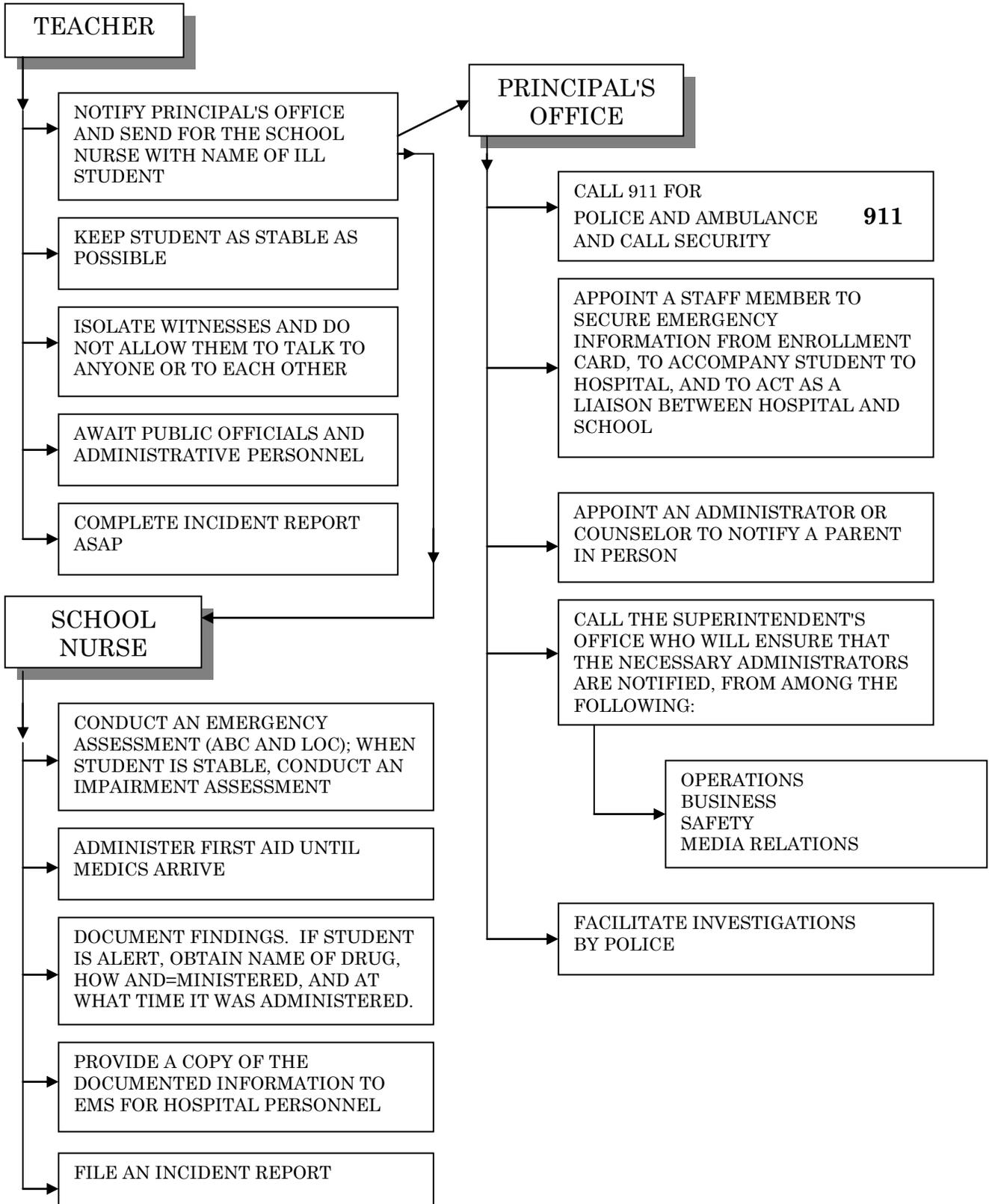
Staff Under the Influence/In Possession/Trafficking

Prior to initiating any corrective discipline/progressive assistance, the supervisor should review the requirements associated with due process and just cause. Each case has to be handled on an individual basis.

Other Adults Under the Influence/in Possession/Trafficking

Any other adults on school property who may be under the influence, in possession of, or trafficking should be treated as an intruder. Assess the situation and, if necessary, call the police to have them assist in handling the situation.

**ILLCIT DRUG
OVERDOSE**



Suicide

Definition

Suicide is reference to a student and/or staff member who admits to being suicidal while on the school site.

Once the individual has indicated he/she is suicidal, follow these procedures.

Procedure

Student

Maintain the student in the company of a certificated District staff member until the parent/guardian arrives at the school to accept custody. At no time should this child be allowed out of this staff member's sight. (Caution: Do not use a parent volunteer or classified staff to serve in the role.)

Contact the parent/guardian to come to the school immediately to take custody.

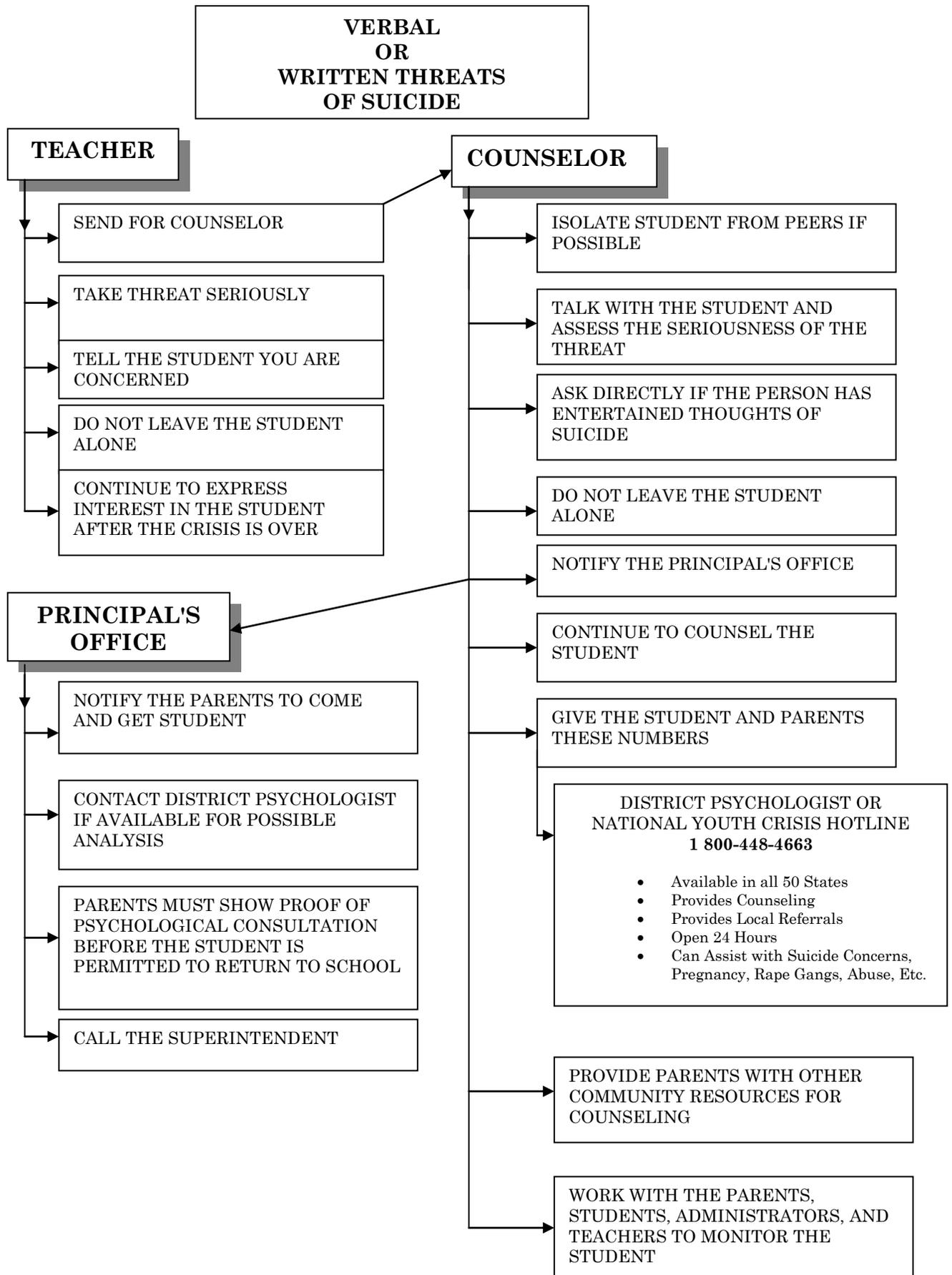
Once the parent/guardian arrives at the school, impress upon him/her the need to seek medical/mental health assistance immediately to stabilize the situation. (You may want to assist the family in accessing services with acute psychiatric or other emergency services.)

Document steps taken, (see attached) and to whom the student is released.

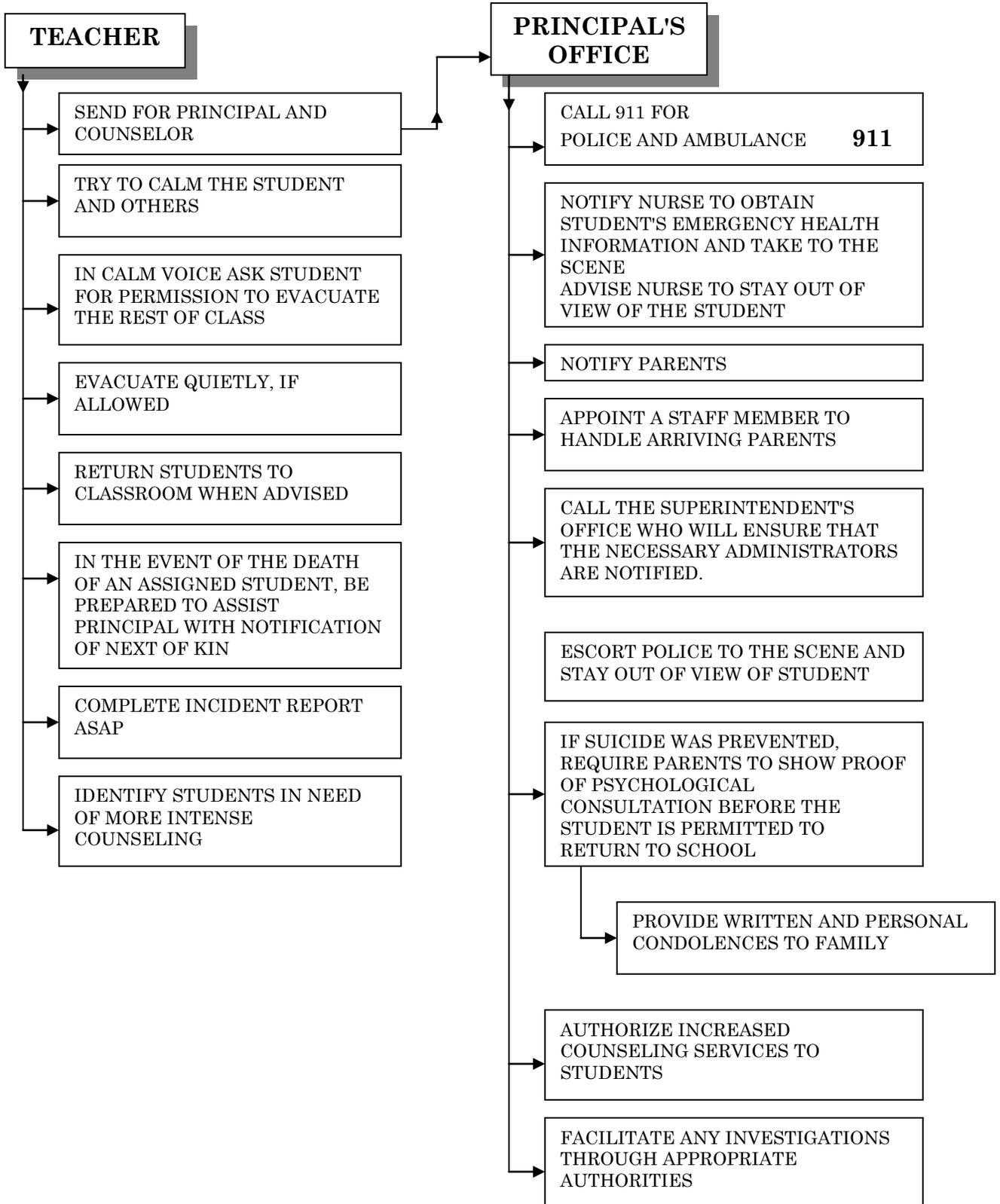
Call 911 (Police) and gather all significant documentation, descriptions, and actions and submit to the police upon their arrival.

Staff

In the event that a staff member is suicidal, assist the individual to obtain services through employee assistance. It would be prudent to have this staff member accompanied by another staff member or a family member to the employee assistance appointment.



**SUICIDE ATTEMPT
IN PROGRESS**



**SUICIDE ATTEMPT IN
PROGRESS (CONT'D)**

COUNSELOR

REMINDER
DISTRICT PSYCHOLOGIST
OR
NATIONAL YOUTH CRISIS HOTLINE
1-800-448-4663

- AVAILABLE IN ALL 50 STATES + Puerto Rico and Canada
- PROVIDES COUNSELING
- PROVIDES LOCAL REFERRALS
- OPEN 24 HOURS
- CAN ASSIST WITH SUICIDE CONCERNS, PREGNANCY, RAPE GANGS, ABUSE, ETC.

CALL THE DISTRICT PSYCHOLOGIST, BRIEF THE PSYCHOLOGIST AND ASK FOR GUIDANCE

PERSONALLY GO TO THE SCENE AND TAKE CONTROL

IF A WEAPON IS VISIBLE, USE GOOD JUDGEMENT ON WHETHER OR NOT TO APPROACH THE STUDENT

SPEAK CALMLY WITH THE STUDENT AND TRY TO DEFUSE THE SITUATION USING COUNSELING EXPERTISE

IF POSSIBLE TRY TO GET THE STUDENT ISOLATED AND TO A TELEPHONE IN ORDER TO CALL A CRISIS INTERVENTION HOTLINE

MAINTAIN CONTACT WITH THE STUDENT. IF THE DISTRICT PSYCHOLOGIST ARRIVES, WORK WITH HIM. DO NOT ABANDON THE STUDENT

IF SUICIDE WAS PREVENTED, GIVE STUDENT AND PARENTS PHONE NUMBERS FOR THE LISTINGS SHOWN IN "REMINDER"

WORK WITH THE PARENTS, STUDENTS, ADMINISTRATORS, AND TEACHERS TO MONITOR THE STUDENT

IF SUICIDE WAS NOT PREVENTED, COORDINATE AND DOCUMENT INCREASED COUNSELING SERVICES TO STUDENTS

FILE INCIDENT REPORT ASAP

Threat of Violence – (CODE YELLOW)

Definition

A threat of violence is any expression, verbal, or behavioral, of the intent to inflict harm, injury, or damage to persons or property. The threat of violence carries with it the implied notions of a risk of violence and a high probability of harm or injury.

The violations under this section are:

Harassment - Unwelcomed activity or creation of hostile work environment through unwelcomed words, actions, or physical contact not necessarily directly resulting in physical form.

Intimidation - The act of frightening or coercing by threat or implied threat.

Theft - Stealing

Threat - A direct or indirect expression of intent to cause physical harm or damage to equipment and/or property that might lead to or contribute to physical harm.

Vandalism - Damaging or defacing school property or the property of school personnel/students.

Violence - Aggression resulting in physical assault with or without the use of a weapon.

All threats of violence within a school may be serious consequences and can be expected to have a negative impact. Threats to students or staff, for example, could be a prelude to a more serious incident/crisis event, such as an armed assault or hostage taking. Even when more serious events/crises do not follow, however, threats typically result in significant adverse consequences to the victim, which may be physical, psychological, or both.

Threat of Violence (continued)

Procedure

Student

An informal hearing is required and will be conducted by the principal/designee before a student is suspended. The process will include the following steps.

1. Call **911** (Police) and gather all significant documentation, descriptions, and actions and submit to the police upon their arrival.
2. Inform the student of the charges for the proposed suspension, and provide an explanation of the evidence supporting the charges.
3. Provide a reasonable opportunity for the student to present his/her case.
4. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parent/guardian within one (1) school day of the informal hearing.
5. A police Referral Form will be completed and submitted.
6. A parent conference will be held with Central Office Staff.
7. On the first offense an offer for an assessment will be made, and for subsequent offenses a recommendation will be made.
8. The local school will receive information from the assessment.
9. Student assignment to alternative placement will be considered.

Staff

Prior to initiating any corrective discipline/progressive assistance, the supervisor should review the requirements associated with due process and just cause. Each case has to be handled on an individual basis.

Other Adults

Any other adults who are on school property and who engage in assaultive behavior should be treated as intruders. Assess the situation and, if necessary, call the police to have them assist in handling the situation.

VIOLENT ACTIONS

TEACHER

MAKE VERBAL CONTACT IN A CALM, LOW-TONED VOICE

IF BEHAVIOR DOES NOT CEASE, SHOUT "STOP" AND THEN LOWER VOICE AND ENCOURAGE STUDENTS TO TALK ABOUT THE ISSUES SOMEPLACE ELSE

TRY TO GET INDIVIDUALS TO A MORE ISOLATED AREA SO THEY CAN CALM THEMSELVES WITHOUT LOSING FACE; OR, TRY TO GET THE AREA EMPTIED OF OTHER STUDENTS SO THERE IS LESS AUDIENCE AND LESS DANGER

DO NOT LEAVE THE STUDENTS ALONE UNTIL THEY ARE CALMED DOWN

DISCUSS THEIR BEHAVIOR AND ITS CONSEQUENCES ONLY AFTER THEY ARE CALM

UNDERSTAND THAT VIOLENCE IS TIME LINED. IF YOU CAN DELAY LONG ENOUGH IT WILL SUBSIDE

NEVER GRAB OR TOUCH A VIOLENT STUDENT UNLESS THEY ARE CAUSING HARM TO THEMSELVES OR OTHERS

GIVE THE STUDENTS A CHOICE BY CLEARLY STATING, "YOU AND I MUST GO TO THE PRINCIPAL'S OFFICE. IF YOU REFUSE TO GO WITH ME, I WILL NOTIFY THE PRINCIPAL'S OFFICE, WHO WILL PROBABLY CALL THE POLICE"

IF THE STUDENTS REFUSE TO COOPERATE BY RENDERING THE ABOVE STEPS INVALID, NOTIFY THE PRINCIPAL OR ASSISTANT PRINCIPAL THAT YOU NEED HELP WITH A VIOLENCE PROBLEM

VIOLENT ACTIONS

- Physical Assault
- Fights
- Verbal Assault
- Verbal Threat

PRINCIPAL'S OFFICE

ASSESS SITUATION AND INTERVENE IF REQUESTED BY TEACHER

CALL SECURITY OR 911 IF STUDENTS REFUSE TO COOPERATE

911

CALL THE SUPERINTENDENT'S OFFICE WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED, FROM AMONG THE FOLLOWING:

Operations
Business
Safety
Media Relations

ASSIST POLICE IN ANY WAY REQUESTED

FOLLOW DISCIPLINARY ACTION ACCORDING TO YOUR OWN CODE OF STUDENT CONDUCT

FILE AN INCIDENT REPORT

Unwanted Attention/Stalking

Definition

Unwanted attention is conduct that includes persistent/repetitive and unwelcome contacts with an employee, which contacts are intended to have the effect of alarming, annoying, or harassing. *Stalking* is similar to unwanted attention but includes the additional element of a physical following or effort to be physically present with or around the victim.

Intimidation - The act of frightening or coercing by threat or implied threat.

Harassment - Unwelcomed activity or creation of hostile work environment through unwelcomed words, actions, or physical contact not necessarily directly resulting in physical form.

Threat - A direct or indirect expression of intent to cause physical harm or damage to equipment and/or property that might lead to or contribute to physical harm.

Unwanted Attention/Stalking is a serious problem that is pervasive in society in which often comes into the workplace. Such activity can take many forms. The relationship of the subject to the victim may be that of strangers, casual acquaintances, or intimates. The activities of the subject toward the victim may range from annoying behavior to verbal or physical threats, violence, and/or destruction of property.

Procedure

Student

For the purpose of discipline this would be labeled either intimidation/harassment or interference with staff/student.

An informal hearing is required and will be conducted by the principal/designee before a student is suspended. The process will include the following steps:

1. Call **911** (police) and gather all significant documentation, descriptions, and actions and submit to the police upon their arrival.
2. Inform the student of the charges for the proposed suspension and provide an explanation of the evidence supporting the charges.
3. Provide a reasonable opportunity for the student to present his/her case.
4. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parent/guardian within one (1) school day of the informal hearing.

Unwanted Attention/Stalking (continued)

5. A Police Referral Form will be completed and submitted.
6. A parent conference will be held with Office staff.
7. On the first offense an offer for an assessment will be made and for subsequent offenses a recommendation will be made for an assessment.
8. The local school will receive information from the assessment.
9. Student assignment to alternative placement will be considered.

Staff

Prior to initiating any corrective discipline/progressive assistance, the supervisor should review the requirements associate with due process and just cause. Each case has to be handled on an individual basis.

Other Adults

Any other adults who are on school property and who engage in assaultive/stalking behavior should be treated as intruders. Assess the situation and, if necessary, call the police to have them assist in handling the situation.

Water Failure

Definition

A water failure occurs when the normal, everyday activities are disrupted due to nonpotable water or loss of water pressure.

Procedure

Should a water failure impact the school population, do the following:

1. Keep staff informed.
2. Notify the Office immediately; they will notify the proper departments. Contact maintenance department.
3. Check with the Office before utilizing water after a public water failure has occurred.
4. The principal or designee will direct any other action as needed.

Create a Water Failure Plan

Purpose

To establish emergency procedures to be used in the event a water failure occurs.

General

In the event of a water failure, many factors need to be taken into consideration. These would include, but not be limited to, sanitation, food preparation, and potable water needs.

The following is a recommendation for our Water Failure Plan:

I. Create a Communication System to inform staff.

1. Our Communication System is contact our maintenance man then determine next steps depending on situation.

Weapons Possession/Armed Offender – (CODE RED)

Definition

An **armed offender** is a person possessing a weapon capable of deadly force, whose intent is to pose a threat, inflict harm, or carry out a personal objective. The armed person may be a student, staff member, parent, or community member.

The **Uniform Code of Student Conduct** forbids possession of weapons carrying, storing, or using deadly weapons on school property.

The law governing this offense states that unlawful possession of a weapon on school property is a felony.

A principal will determine if it is an emergency situation.

Procedure

Emergency

1. Call **911**. Make sure the 911 operator understands that there is an armed person inside the school; and give his/her last known location; give a description and any other information you may have. If possible, stay on the line until you are instructed to disconnect by the emergency operator.
2. Notify all teachers that you have an emergency situation. The Emergency Signal is NAME OF PRINCIPAL - UPS IS HERE. Keep all students inside their classrooms until further notice. All classroom doors should be locked at the sound of the Emergency Signal.
3. Notify the Superintendent's Office.
4. Notify all students outside their classrooms (including those outside the school building) to report to the nearest safe classroom. All staff should make certain that any stray student is brought into a locked area.
5. If the armed person can be contained in one section of the building, students and staff should be evacuated from the building to a designated safe area.
6. If safety permits, a staff member should be directed outside the building to warn all approaching visitors of the danger.
7. Assist police as directed by them.

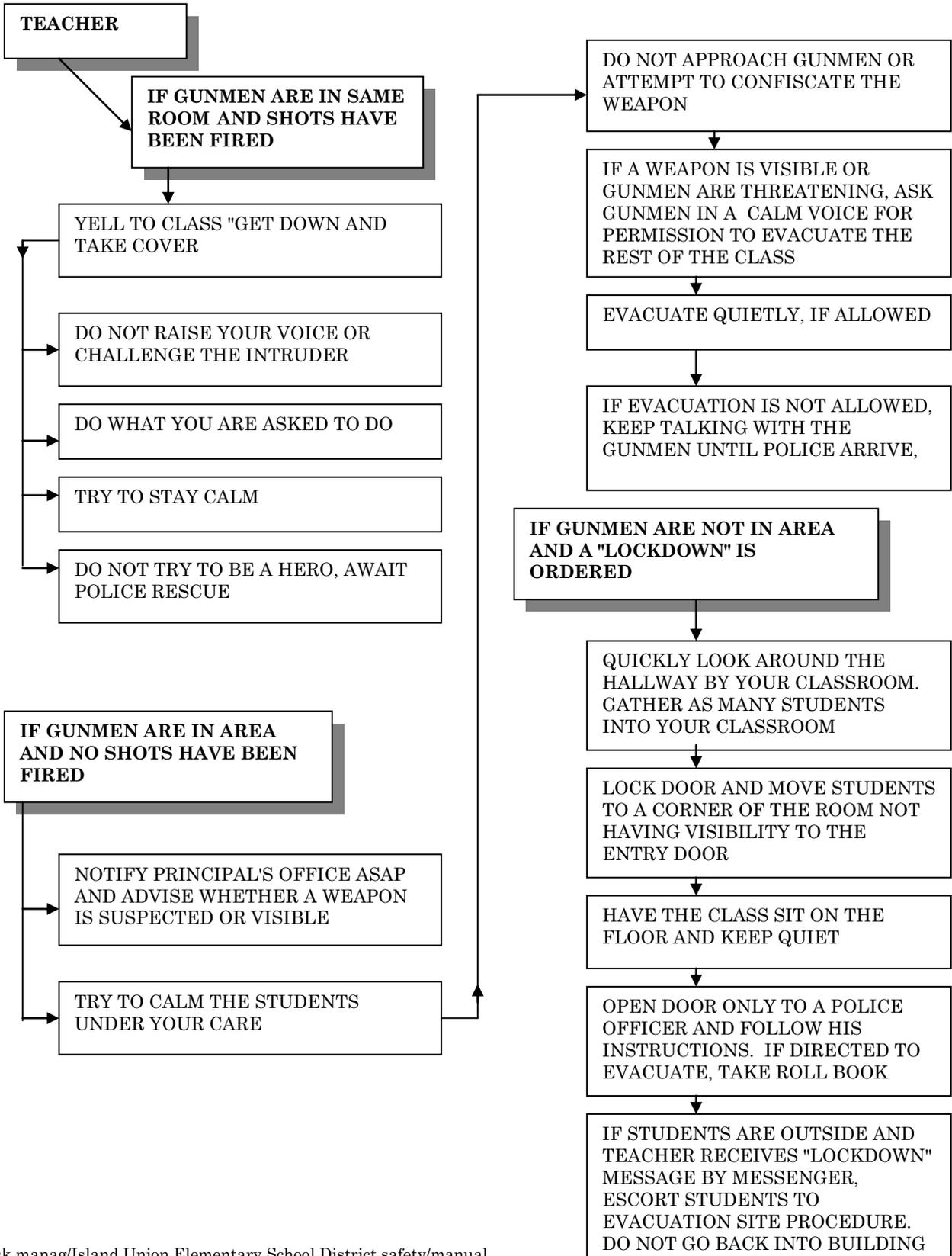
Weapons Possession/Armed Offender (continued)

If the situation is not deemed an emergency by a principal, the following procedures apply: CODE YELLOW

Student

1. Inform the student of the charges for the proposed suspension and provide an explanation of the evidence supporting the charges.
2. Provide a reasonable opportunity for the student to present his/her case.
3. The principal/designee shall report the decision to suspend, orally and/or in writing, to the student's parent/guardian within one (1) school day of the informal hearing.
4. A Law Enforcement Officer will be called and a report will be filed with the court-designated worker.
5. A Police Referral Form will be completed and submitted.
6. A parent conference will be held with office staff.
7. Recommendations will be made for an assessment.
8. Student will be assigned alternative placement or pre-expulsion proceedings will be initiated.

WEAPONS



DRIVE-BY SHOOTING

TEACHER

WHEN SHOTS ARE HEARD, YELL TO STUDENTS TO "DROP" TO THE GROUND OR DROP TO THE FLOOR

AS CAR EXITS AREA, YELL TO STUDENTS TO "RUN INTO THE BUILDING - QUIETLY!"

BE ALERT FOR CAR RETURNING TO AREA

BE PREPARED TO YELL AGAIN "DROP TO THE GROUND"

NOTIFY PRINCIPAL'S OFFICE ASAP

RENDER FIRST AID AND REPORT INJURIES

ORGANIZE STUDENTS WITHIN BUILDING AND TRY TO RESTORE CALMNESS

SEND STUDENTS BACK TO CLASSROOM

TAKE ROLL AND REPORT ANY MISSING STUDENTS

RETURN TO PRINCIPAL'S OFFICE AND BE PREPARED TO ANSWER QUESTIONS FROM POLICE

PRINCIPAL'S OFFICE

CALL 911 FOR POLICE AND AMBULANCE IF NECESSARY

CALL THE SUPERINTENDENT'S OFFICE WHO WILL ENSURE THAT THE NECESSARY ADMINISTRATORS ARE NOTIFIED

CALL NURSE

BRING ALL STUDENTS AND STAFF INDOORS ASAP

SECURE BUILDING BY LOCKING DOORS AND WINDOWS

KEEP STUDENTS BEYOND DISMISSAL TIME IF NECESSARY

ANNOUNCE TO TEACHERS IN EXTERIOR CLASSROOMS TO ORDER STUDENTS TO "DROP TO THE FLOOR"

TEACHERS ARE TO REMAIN WITH THEIR STUDENTS AND CONTINUE CLASSROOM INSTRUCTION, IF POSSIBLE

ALL STAFF MUST REMAIN WITH THE STUDENTS UNTIL THE EMERGENCY IS OVER

NOTIFY SUPERINTENDENT IF SCHOOL DISMISSAL WILL BE DELAYED, AND INITIATE SITE TELEPHONE TREE TO CONTACT PARENTS

PROVIDE COUNSELING TO STUDENTS AND STAFF AS NEEDED

WHAT TO DO BEFORE RED CROSS ARRIVES

**Get the phone # for the command post!!!

1.
 - A.) SET UP MICROPHONE TO COMMUNICATE. INSIDE SHELTER
 - B.) CALL COMMAND POST. REQUEST PHONES IF PAY PHONE IS NOT WORKING!
 - C.) Use site cell phone, with electric charger, as the Phone to call. ONLY THE SHELTER MANAGER OR ADMIN MAY USE PHONE
 - D.) REQUEST SITE SECURITY FOR INSIDE/OUTSIDE OF SHELTER.
Do not hesitate to call for police assistance if people are unruly, or other problems occur. Staying in the shelter is a privilege. We have the authority to have people removed. ***Request extra portapotties.***
 - E.) THE SCHOOL ADMINISTRATOR IS THE SHELTER MANAGER
Unless Red Cross is officially in charge—then they are the shelter managers. **DON'T BE AFRAID TO SAY NO TO PROTECT THE RESOURCES OF THE SCHOOL DISTRICT!**
2. SET UP AREA FOR REGISTRATION
 - A.) County Social Welfare is generally the ones to register people.
 - B.) If no Social Welfare—set it up with table by door – Use Red Cross Forms—Xerox more if needed. (Need picture ID, Names and Total number of family members staying at shelter.)
 - C.) REGISTRANTS MUST SHOW ID TO ENTER and register all family members.
 - D.) If time, set up list of volunteers/phone #'s/ make up shift lists, call other administrators to help out.
 - E.) As you register people, start meal count tally. ****IF THEY ARE STAYING IN THEIR VEHICLES, THEY MUST STILL REGISTER WITH THE SHELTER.**
 - F.) Set up an electric or battery-operated radio in one corner with a few chairs.
 - G.) Set up area for supervised play for kids.
 - H.) Xerox shelter rules and post on all doors.

WHAT TO DO BEFORE RED CROSS ARRIVES (continued)

- I.) Wear a school site hat, name tag or other school insignia for easy ID of school official.
3. SET UP AREA FOR FIRST AID BY FRONT DOOR OF ROOM
 - A.) If possible get a cot with blankets, have a small table and two chairs.
 - B.) DONT EVEN GIVE OUT ASPIRIN! NO MEDS GIVEN!!!
An EMT will be assigned to shelter.
If people coming to shelter need medical care, wheelchairs etc., call command post and request assistance. Request diapers from command post and sanitary supplies for ladies if there are none in the custodial closet.
4. MAKE SURE BATHROOMS HAVE TP AND PAPER TOWELS
 - A. Use supplies in custodial closet – check frequently.
 - B. Alert MOT we will need to have custodians to clean bathrooms/showers each morning.
 - C. Have sanitary supplies at first aid with note in girl's room.
 - D. Unlock girl's shower room for bathroom use only until OK is given for shower use.
5. DO NOT ALLOW USE OF SHOWERS UNTIL CLEARED WITH SHELTER MANAGER

If showers OK, post same sex adult in each locker room for supervision during the times showers are available. Must have own towels or donated towels.
6. CHECK CLASSROOMS, LIBRARIES, COMPUTER LABS, ETC.
 - A. Close drapes in all rooms – especially where computers are visible.
 - B. Keep all offices locked—only administrators in offices.
 - C. Lock up any cash boxes or valuables that can be seen from windows.
 - D. DO NOT OPEN LIBRARIES OR BRING OUT TV'S/VCR'S ETC.
It sounds cruel, but is advised to maintain district equipment.
7. CONTACT COMMAND POST IF NEEDED FOR ANIMAL CARE
 - A. The command post has a vet on call who will handle any animal care issues.
8. THERE IS NO FOOD PREPARATION ON SITE
 - A. Food Service Department will coordinate.
Command Post will supply food, beverages, plates, utensils, etc.
***** IF IN DOUBT, JUST SAY NO!*****

RULES

THESE SHELTER RULES ARE FOR EVERYONE – NO EXCEPTIONS!!!

ADULTS ENTERING SHELTER MUST SHOW PICTURE ID AND REGISTER ALL FAMILY MEMBERS.

NO ANIMALS INSIDE THE SHELTER. NO ANIMALS ON THE SCHOOL GROUNDS OR PLAYGROUNDS. Notify the Shelter Manager if you need assistance with animals.

NO SMOKING ANYWHERE ON THE GROUNDS OR IN THE SHELTER. THIS INCLUDES PARKED VEHICLES ON SCHOOL PROPERTY.

LIGHTS OUT AT 10 PM – NO CHILDREN RUNNING AROUND

USE THE PAY PHONE – There is no access to school phones.

FOOD WILL BE TRANSPORTED TO THE SHELTERS DAILY.

DONATED ITEMS ARE NOT ALLOWED INSIDE THE SHELTER. An area outside the shelter will be designated for donated clothing, books, toys etc.

NOTIFY THE SHELTER MANAGER IF YOU NEED MEDICAL ASSISTANCE, PRESCRIPTIONS, OR MEDICAL SUPPLIES.

CRISIS RESPONSE PLAN – ISLAND UNION ELEMENTARY SCHOOL DISTRICT

This plan will be implemented at the discretion of the Superintendent and Principals in case of the death of a student or member of the administration, faculty or staff. This plan could also be implemented or modified in circumstances of such nature that appear to affect student/staff performance such as national crisis, disaster, assassination or personal tragedy such as suicide or death of a family member or personal friend.

GOALS:

1. **Reduce Fear:** Fear resides in the unknown, especially in cases of murder or suicide. Provide detailed, complete, accurate information concerning death. This helps squelch rumors.
2. **Facilitate Grieving:** Grief is a necessary, normal response to loss – a healing process. Allow and encourage expressions of grief, in many forms.
3. **Promote Education:** Help students learn ways of grieving that work. Teachers can model this and teach students how to help others in times of crisis.

CHRONOLOGY: ACTIONS TO BE TAKEN

Principal

1. Receives initial report.
2. Verifies by calling family or authorities.
3. Contacts superintendent, other principals, building crisis team leader, family liaison and crisis team members. Schedules building crisis team meeting and emergency faculty meeting (prior to next school day).
4. Hires extra subs as needed or use district office staff.

Building Crisis Team – Principal

1. Initiates phone tree to all building faculty and staff to notify of event and inform of Emergency Staff Meeting. (Other principals would decide if their faculty and staff should be notified.) Do call in middle of night, if necessary. Principal will call CBO and LC and the 3 will call listed personnel.

District Crisis Team – Superintendent

1. Contacts outside support staff (social workers, psychologists, others on list).
2. Contacts other in-district support staff (guidance counselor, nurses in other buildings).

Crisis Response Plan (continued)

CRISIS BUILDING/DISTRICT TEAM MEETING (or telephone contact, if necessary)

Superintendent Tasks (with principals assistance, if needed):

1. Help write statement for media liaison.
2. Help write statement for principal or homeroom teachers to read to students (also used for parent inquiries).
3. Fact sheet for teachers (to dispel rumors).

Principal's Tasks:

1. Identify extra rooms for individual counseling, group counseling and a “quiet room” for those who do not wish to talk.
2. Assign in-district and outside support staff to cover rooms.
3. Finalize plans for 1st Day Emergency Staff Meeting.
4. Begin to list special at-risk students who will need extra attention:
 - a. Siblings
 - b. Best friends (boyfriend/girlfriend)
 - c. Close friends
 - d. Team/club members
 - e. “Secondary grief reactions”:
 - Students who have suffered recent deaths or losses
 - Potentially suicidal students
 - Students who generally have trouble coping with crisis
5. Designate Building Crisis Consultant.
6. Designate the Family Liaison person.

1st DAY EMERGENCY STAFF MEETING (should last ½ hour)

Principal:

1. States facts concerning death as completely as possible and any information that is known about funeral plans.
2. Allows staff expressions of grief.
3. Outlines plans for the day:
 - a. Classes and all related activities will follow normal schedule (except homeroom may be extended).
 - b. During homeroom, principal will read statement over PA (or teachers will read identical statements to homeroom or classes (at elementary level).
 - c. Describe availability of usual and extra support staff – locations for individual and small group counseling, “quiet room” for those who prefer not to talk, and availability of support staff to come to classrooms where appropriate. While normal schedule will be followed, there needs to be great flexibility in meeting needs of individual students.

Crisis Response Plan (continued)

- d. Teachers' role:
 - Present facts, dispel rumors, "deglorify" death.
 - Teachers should briefly express their feelings (not try to hide them; model appropriate response to grief).
 - Encourage students to help each other, possibly to escort a student who is upset to any teacher or support person.
 - Begin each class with some time for students to express feelings, then proceed with business as usual.
 - Postpone tests, etc.
 - Report names of students who seem especially upset to office.
- e. Describe availability of extra subs if teachers need a break or to talk with support staff.
- f. Any and all questions from the media should be redirected to Media Liaison.
- g. Announce End of Day Staff meeting to debrief, update, and make further plans.

Building Crisis Consultant:

This person will be designated at time of event and at initial Building/District Crisis Team Meeting and will take care of the following:

1. Address staff concerning the kinds of grief reactions that can be expected at this age level and under circumstances of this type of death.
2. Suggest do's and don'ts as to how staff should respond.
3. Review characteristics of high-risk students and kinds of grief reactions that require immediate intervention.

DURING FIRST DAY

1. Crisis team and support staff meet with students who seek help and initiate contact with those identified as being at risk.
2. Office secretary operates Crisis Information Center, maintaining updated information, responding to parent inquiries.
3. Principal and/or crisis team draft a letter to go home to parents at end of 1st day stating facts, services the school is providing, encouraging parents to discuss the death with their children and to inform the school if children are showing excessive reactions.
4. Media Liaison meets with radio, television, and newspaper.
5. Family Liaison visits family.
6. Make available numerous brochures on grieving and type of death involved: library materials are made "visible".

Crisis Response Plan (continued)

END OF FIRST DAY STAFF MEETING

Principal:

1. Updated information concerning death, funeral arrangements.
2. Plans for Day 2. Will outside support staff still be required? Plan for students to attend funeral; will transportation be provided? Will funeral director visit school and talk with students about arrangements and what to expect?
3. Will call Building/District Crisis Team Meeting to assign staff member to at-risk students.

Consultant: Allows staff to share experiences of the day; what went well, what did not, suggestions for Day 2.

Principal & staff: Identify any students of great concern (or staff members). Crisis team may contact parents of these students.

2ND DAY OF CLASSES

1. Extra support staff still available for meeting with students and staff, especially those considered “at risk”.
2. Family liaison visits family to see if they need anything and to finalize plans for students attending or participating in funeral service. Updates family on school activities.
3. Principal gives updated information to faculty and staff as appropriate.
4. Funeral director may be invited to talk in classes to explain funeral activities.
5. Teachers may begin talking about the life of the student rather than death; why his/her life was important, contributions to the school, how he/she will be remembered, ways to help the family of the deceased (cards, notes).
6. Students: still confused, not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

AFTER SCHOOL STAFF MEETING

1. Share day’s experiences.
2. Psychologist/social worker report on at-risk students to Crisis Building/District Team meeting.
3. Report on family by family liaison to Crisis Building/District Team Meeting.
4. Funeral director may talk about arrangements.
5. Discussion of plans for funeral.
6. Clergy may also be present to comment.

Crisis Response Plan (continued)

3RD DAY OF CLASSES (DAY OF FUNERAL)

Staff and students should be permitted to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to talk and share feelings before returning to classes. It may be helpful to have clergy present.

Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

EVENING PARENT/STUDENT/COMMUNITY MEETING (Day 2 or 3)

The principal and/or designee reports on how things are going in the school; what actions the school is taking, support systems offered, plans for further action. The Crisis Consultant will describe normal grieving and offer suggestions to parents in helping their children.

CRISIS CONSULTANT:

An outside expert to be present and visible at school during the crisis, helping to give the impression that the situation is under control. The consultant:

1. Reviews and makes recommendations concerning the district's crisis plan before a crisis occurs.
2. Attends Crisis Team meetings.
3. Attends and presents information and suggestions at staff meetings.
4. Conducts the Parent/Student/Community Meeting in Cooperation with the Principal.

MEDIA LIAISON: Sole spokesperson (Superintendent) for the school to talk with all news media. When crisis occurs, media liaison should contact all local media so that they understand that all media contact is to be directed to him or her. Media people should not be permitted in the school. Teachers and students should be directed to refer all media questions to the liaison. During the crisis the media liaison would meet with all media.

FAMILY LIAISON: The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for funeral services. The family liaison listens to the family, gives support and offers any help the school can provide. He/she may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would maintain contact with the family throughout the crisis, but also for months afterward, calling every few weeks to show ongoing support. The family liaison would also maintain contact with the funeral director concerning student attendance and participation in services.

Crisis Response Plan (continued)

Notes:

While some basic plan can be followed whether death is by terminal illness, accident, murder or suicide, and whether deceased is a student or staff member, each situation has important differences.

1. Violent deaths (murder, accident, and suicide): Engender more anger as a reaction than do non-violent death. In cases of murder, issues are all rekindled at each new step (investigation, arrest, trial).
2. Suicide: Family may want to withhold information or disguise the event. School must respect this, taking its cue from the family, while being as factual and frank as possible with students. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
3. Death by terminal illness: The grieving process can begin well before death occurs. We don't anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death; that will also occur.