



WEST VIRGINIA SCHOOLS  
**Crisis Prevention  
and Response Plan**  
*Template*



**West Virginia Board of Education  
2014-2015**

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## Introduction

The WV Crisis Plan Template has been revised to include the mental health component of school crisis and now includes an emphasis on a prevention-based approach to school crisis.

Effective crisis management does not start with the critical incident response. It encompasses four integrated phases: preparedness, prevention and mitigation, response, and recovery. Activities within each of the four phases are developed and overseen by a school crisis team that is trained in the types of crises, systems, procedures, and unique needs that arise as the result of a crisis. In addition, school crisis team training must address crises as physical and mental health and safety risks within the context of the school culture. (Reeves, Brock, & Cowan, 2008).

## Phases of Crisis Planning and Response and mental Health implications.

A guide called Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools has been developed to support schools in developing their Mental Health Focused Crisis Guides and is referenced through the WV School Crisis Prevention and Response Template. This introductory document describes the four crisis phases and key considerations for each stage.

**Preparedness.** While we all hope crises will never happen in our schools, it is essential for every school to prepare for the inevitable. Preparedness consists of several steps, including: creation of school crisis team and school mental health crisis planning and response teams; identification of community resources including mental health resources; identification of psychologically vulnerable students and staff; scheduled exercises or drills; education of the school crisis planning and mental health school response teams; and annual training of staff on procedures, practices, policies, and protocols, including training and orientation of new staff.

**Prevention.** The key to prevention is reducing incidents and managing behaviors before they escalate. Awareness, knowledge, and practices that promote sound mental health can greatly reduce and often prevent a crisis. While educating students is the primary mission of every school and every teacher, schools provide students a safe and supportive learning environment. A strong emphasis on prevention is a central component of any comprehensive school crisis plan. Prevention needs to be multifaceted and comprehensive. It is an ongoing, long term effort to promote positive school climate, healthy student development, prevent problems, and respond as soon as problems are identified.

**Response.** The primary focus of crisis response is restoring equilibrium to address immediate and short-term physical and mental health needs of students and staff, and in many cases parents of involved students. During this phases schools must contact and utilize the school and community professionals that were identified during the planning stage to address the specific crisis. The school crisis team will engage community partners identified in the crisis plan. The mental health crisis response team will support students and staff in a calm and nurturing manner teaching appropriate evidence-based coping strategies, and problem-solving and decision-making strategies designed to restore equilibrium. Crisis response professionals identify students and staff who need follow-up during the recovery phase and begin connecting them with initial resources to address immediate and short-term needs. In the aftermath of a crisis or disaster, mental health interventions are designed to reduce distress and foster adaptive coping for the survivors (NCTSN/NCPTSD, 2006).

**Recovery.** The ongoing process of restoring the social and emotional equilibrium of the school community by promoting positive coping skills and resilience in students and adults is recovery. Most students and staff do recover with the support and assistance of caring educators and community resources, including mental health professionals. In all phases of recovery, schools provide the greatest degree of support when their routines and social activities are maintained. The routine and activities provide natural places where experiences can be

shared and preserve the sense of belonging and solidarity so crucial to students and staff after a crisis. Recovery includes immediate and ongoing support both short and long term for individuals and the entire community affected by the crisis.

The West Virginia guide, Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools provides resources and templates to support the development of a School Mental Health Planning Team and a School Mental Health Response Team, as well as, resources to develop each county's and school's Mental Health Crisis Prevention and Response Plan.

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- Flow Charts – Each incident has a flow chart for the Incident Commander and the Crisis Response Team to follow in order to effectively stabilize and terminate the incident
- Event Aids – The event aids provide information to assist the IC and the CRT in responding to an incident
- Emergency Phone Lists – Are provided to ensure the emergency responders are quickly notified of an incident
- Updated Floor Plans - Should be placed in the plastic pouch and be available electronically via the web-based database, selected by the WVDHSEM, to provide emergency responders with vital information
- Roles & Responsibilities – Key responsibilities of the CRT are listed to give team members a general idea of their roles during an emergency plan
- Crisis Communications – The flow of information is critical during an emergency and this section will provide proactive communication measures.

**ABBREVIATIONS USED:**

BHHF	Bureau for Behavioral Health and Health Facilities
BOE	Board of Education
CCT	Crisis Communications Team
CRP	Crisis Response Plan
CRPT	Crisis Response Planning Team
CRT	Crisis Response Team
DHHR	Department of Health Human Resources
EMA	Emergency Management Agency
HAZMAT	Hazardous Materials
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
LSIC	Local School Improvement Council
MHCRT	Mental Health Crisis Response Team
MSDS	Material Safety Data Sheets
NIMS	National Incident Management System
PA	Public Address System
PIO	Public Information Officer
SBHC	School Based Health Center
SMHPR	School Mental Health Prevention and Response
SRO	School Resource Officer AKA Prevention Resource Officer (PRO)
UC	Unified Command
WVDHSEM	West Virginia Division of Homeland Security and Emergency Management

<b>CRISIS RESPONSE PLANNING TEAM</b>					
<b>Title</b>	<b>Name</b>	<b>Office</b>	<b>Home</b>	<b>Cell</b>	<b>Email</b>
Principal					
School Counselor					
School Nurse					
Teacher #1					
Teacher #2					
Service Person					
Parent #1					
Parent #2					
<b>The following are recommended members</b>					
County Board Member					
School/Community Mental Health Provider					
Comprehensive Behavioral Health Disaster Coordinator					
Local Law Enforcement					
School Resource Officer (SRO)					
Local EMA Director					

An alternate composition for the Crisis Response Planning Team is the members of the Local School Improvement Council.

***This chart is to be updated annually.***

<b>CRISIS RESPONSE TEAM</b>					
<b>Title</b>	<b>Name</b>	<b>Office</b>	<b>Home</b>	<b>Cell</b>	<b>Email</b>
Principal					
Assistant Principal					
Head Custodian					
School Nurse					
School Counselor					
School Resource Officer (SRO)					
Evacuation Coordinator					
Reunification Coordinator					

*This chart is to be updated annually.*



**SCHOOL MENTAL HEALTH CRISIS PLANNING TEAM (SMHCPT)**

1. Identify team members - Suggested roles on left

Title	Name	Office	Home	Cell	Email
School Counselor					
Principal					
School Nurse					
School-based Mental Health Provider					
Community Mental Health Provider					
Prevention Resource Officer					
Special Educator					
Student					
Teacher					
Parent					
Other					
Other					

2. Define Purpose, Scope and Function of the SMHCPT		
What are the goals and purposes of the MHCPT?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> </ol>	
What incidents are you preparing to address?	Crisis Type	Resources
What resources will you use for each crisis type?		
How often will the MHCPT meet?		
Who will record meeting Notes?		
3. Delineate Team Member Roles		
Use Appendices 1.5.a – 1.5i in the guidebook to describe specific responsibilities of various team members. Include school specific roles and responsibilities for this crisis plan.		
4. Which SCHOOL/COMMUNITY PARTNERS will you invite to assist with planning and training for each crisis stage?		
Phase	Assist with Planning	Assist with Training
PLANNING	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
PREVENTION	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
RESPONSE	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>

RECOVERY	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
5. Describe steps and resources your school will use to address each crisis phase.		
Phase	Action Steps	Resources
PLANNING		
PREVENTION	<p>Include Crisis Prevention areas:</p> <ul style="list-style-type: none"> <li>• Development of comprehensive school mental health model</li> <li>• School climate and culture</li> <li>• Identification of at-risk students</li> <li>• Bullying and Violence Prevention</li> <li>• Gang Prevention</li> <li>• Suicide Prevention</li> <li>• Other</li> </ul>	
RESPONSE		
RECOVERY		

***This chart is to be updated annually.***

**SCHOOL MENTAL HEALTH CRISIS RESPONSE TEAM (SMHCRT)**

6. Identify Members who will be on your (SMHCRT). Provide your member information here - Suggested Roles on left.

Title	Name	Office	Home	Cell	Email
SMHCPT Manager					
School Counselors					
Social Workers					
District Contact Person					
Principal or Asst.					
SRO Officer					
Community Mental Health Representatives					
Faith Based Representatives					
Lead Parent Contact					
Incident Command Leader					
Others?					

7. How will you evaluate the success of your crisis plan?

Considerations for evaluating and improving crisis plan

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8. How will you update your crisis plan and train students, staff and families about changes?

This is a living document. It should be revisited and updated annually. What is your plan to annually revisit and update?

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9. How will you communicate your school crisis plan with students, staff, families and community stakeholders?	
Communication Plan  How will you share your plan and ensure all stakeholders know what to expect during each phase of a crisis?	Student Communication Plan
	Staff Communication Plan
	Family Communication Plan
	Community Stakeholder Communication Plan

***This chart is to be updated annually.***

**Board of Education**

Main Number ..... (XXX) XXX-XXXX  
 Public Information Officer ..... (XXX) XXX-XXXX  
 Maintenance ..... (XXX) XXX-XXXX  
 Transportation ..... (XXX) XXX-XXXX

**Evacuation Sites**

Primary ..... (XXX) XXX-XXXX  
 Secondary ..... (XXX) XXX-XXXX

**Law Enforcement**

Police Department ..... (XXX) XXX-XXXX  
 Local ..... (XXX) XXX-XXXX  
 County Sheriff's Office ..... (XXX) XXX-XXXX  
 West Virginia State Police ..... (XXX) XXX-XXXX

**First Responders**

County EMS ..... (XXX) XXX-XXXX  
 Fire Department ..... (XXX) XXX-XXXX

**Mental Health Provider**

Local Mental Health Provider ..... (XXX) XXX-XXXX

**Utilities**

Natural Gas ..... (XXX) XXX-XXXX  
 Electric ..... (XXX) XXX-XXXX  
 Water/Sewer ..... (XXX) XXX-XXXX  
 Phone ..... (XXX) XXX-XXXX  
 Internet ..... (XXX) XXX-XXXX

**Local Government Agencies**

City Government ..... (XXX) XXX-XXXX  
 County Government ..... (XXX) XXX-XXXX  
 Health Department ..... (XXX) XXX-XXXX  
 Emergency Management Agency ..... (XXX) XXX-XXXX  
 Health & Human Resources Office ..... (XXX) XXX-XXXX  
 Human Society of County ..... (XXX) XXX-XXXX  
 Comprehensive Behavioral Health  
 Disaster Coordinator ..... (XXX) XXX-XXXX

**State Government Agencies**

Division of Highways ..... (XXX) XXX-XXXX  
 Department of Natural Resources (DNR) ..... (XXX) XXX-XXXX  
 WV Bureau for Behavioral Health  
 Disaster Coordination ..... (304) 356-4788

**Other**

Railroad ..... (XXX) XXX-XXXX  
 American Red Cross ..... (XXX) XXX-XXXX  
 National Weather Service ..... (XXX) XXX-XXXX  
 Poison Control Center ..... (XXX) XXX-XXXX  
 Disaster Hotline ..... 1-866-867-8290  
 Suicide Hotline ..... 1-800-273-8255

### **LOCKDOWN**

- Weapons/Armed Intruder
- Abduction/Unauthorized Removal
- Intruder/Trespasser
- Suicide Attempt (involving a weapon where there is a threat or imminent danger to others)
- Sexual Assault (if the perpetrator is not in custody and may still be on school grounds)
- Animal in/near School

### **SHELTER-IN-PLACE (or Delayed Dismissal)**

- Hazardous Materials/Chemical
- Short-term Utility Outage
- Tornado Warning
- Severe Thunderstorm Warning
- Nuclear (outside 50 mile radius; based on scientific and medical recommendations)

### **EVACUATION (or Early Dismissal)**

- Fire
- Hazardous Materials/Chemical
- Natural Gas Leak
- Bomb Threat
- Explosion
- Earthquake
- Flooding
- Severe Weather
  - » Winter Storm Watch
  - » High Wind Advisory
  - » Thunderstorm Watch
- Long-term Utility Outage - Early Dismissal
- Nuclear (within 50 mile radius; based on scientific and medical recommendations, e.g. response to release reported at nuclear power plant)

**This Mitigation/Prevention Checklist will reduce exposures to the school and should be referred to often to ensure a safe and secure environment**

**EXTERIOR OF SCHOOL**

- Be aware of the surrounding neighborhood. If anything looks suspicious, report it to local law enforcement.
- Exterior doors should be properly numbered.
- Ensure all gates are secured.
- Ensure all external utilities are secure and protected.
- Ensure all roof hatches are secured and locked.
- All emergency exit doors, windows and hatches should be properly marked and visible from the outside of the building.
- Keep school grounds well-manicured and reduce blind spots or hiding areas by cutting down shrubs to no higher than 3 ft. and trimming trees up to 7 ft.
- Doors and windows should be in good working order and locked 24/7 except for the main entrance.
- Doors connecting the school to other facilities (e.g. county library, health clinic or college classrooms) should be kept locked if possible.
- Exterior doors should not be propped open with blocks or other objects.
- Outdoor lighting should be effective to illuminate areas of use during night hours.
- All sides of the school and athletic facilities should be illuminated to reduce the risk of criminal activity on school grounds.
- Athletic facilities should be secured when not in use.
- All exterior cameras should be in good working order.
- The PA system should be in good working order and have the ability to be heard outdoors.
- School ventilation intakes should be properly secured from intrusion.
- Playground equipment should be in good working condition and a fall protection material should be placed on the ground below equipment.
- Dumpsters/garbage cans should remain away from the school. Garbage cans should be secured so they cannot be used to damage or enter school property.
- Parking lots should be well-lit, free of debris, and adequate parking spaces should be provided with signs for handicapped parking, visitors, teachers and students (if applicable).
- If possible, no parking should be allowed anywhere within 50 ft. of the school, especially in fire lanes.
- Student drop-off/pick-up should be monitored by an appropriate number of staff members before and after school.
- The school should adopt proactive off-premises procedures for field trips, sporting events and other events that occur off school grounds.
- Transportation staff, teachers and chaperons should be trained on emergency procedures and provided with a phone or radio to contact school officials if an emergency occurs.



## INTERIOR OF SCHOOL

- All doorways and exits should be free from obstructions that would hamper or delay an effective Evacuation.
- All interior doors should be properly numbered or identified with a label.
- All emergency exit doors, windows and hatches should be clearly marked.
- All exit lights should be in good working order.
- The main office should be near the front entrance and proper signage should indicate the location of the office.
- Classrooms should be organized and clear of obstructions that would hamper or delay an effective Evacuation.
- All classrooms should be secured when not in use.
- All rooms should be equipped with GFCI electrical outlets within 6 ft. of sinks and water to reduce the risk of accidental electrocution.
- Paper hanging in the hallways and classrooms should be minimized to reduce the amount of combustible material in the school, especially in Evacuation egress areas.
- Universal Evacuation signage should be posted in every room at adult eye level, near the door and in hallways.
- An emergency procedures guide should be placed in all classrooms.
- All chemicals should be properly stored in their original containers. Chemicals should be secured when not in use.
- Food and chemicals should never be stored together in a refrigerator or other area.
- Computer/server rooms should be secured at all times and access should be limited. Appropriate ventilation and climate control systems should be installed in the server rooms.
- The auditorium should have universal Evacuation signage and properly illuminated exit lights.
- The gym should have universal Evacuation signage and properly illuminated exit lights.
- Only authorized personnel should have access to the kitchen.
- All cafeteria staff should be trained yearly on basic emergency procedures and proper food preparation safety procedures.
- All knives, box cutters, and other sharp instruments should be secured when not in use.
- A sign should be installed to indicate the location of the activation button for the fire suppression system and how to activate it.
- Boiler rooms & mechanical rooms should be clean, locked and organized.
- Utility shut offs should be properly labeled for shut-off.
- Material Safety Data Sheets (MSDS) should be stored in the boiler room /head custodian's office, main office and kitchen area.
- The custodian should implement a maintenance logging system for preventive maintenance including heating ventilations and air conditioning (HVAC), fire suppression, fire extinguishers, smoke detectors, security alarm and AED devices.
- Hallways should be free from obstruction including furniture, musical instruments, large art displays, and any other item that could impair an effective Evacuation.
- Hallways should be properly numbered and/or identified.
- Missing and damaged ceiling tiles should be replaced.
- Restrooms should be clean and organized. School staff should make periodic checks to reduce the opportunity for property damage and criminal activity.
- Use of elevators should be restricted to school staff and special needs students and visitors.
- ID cards should be worn by school staff at all times. This policy should be enforced.
- Visitors and vendors should report to the main office and sign in. Identification should be requested.
- Visitors and vendors should receive a pass that indicates exactly where they are going within the school.
- The Principal or designee should maintain organized key control policies and keep accurate records for the issuance of keys.
- The key cabinet should be locked at all times.
- Teachers should return their keys at the end of each school year.
- All employees that handle the mail should be trained on how to identify suspicious packages and envelopes.

## **INTERIOR OF SCHOOL (continued)**

- The school should keep an up-to-date list of special needs students and staff that includes those with temporary disabilities (e.g. crutches, pregnancy, broken bones, etc.) Additional contingency plans should be established for persons with special needs. These contingencies include special Evacuation, Sheltering and Lockdown procedures. This list should also include students who are psychologically vulnerable who may be particularly sensitive to trauma.
- School Crisis Response Plans MUST be updated on a yearly basis. If no changes are needed, a memorandum acknowledging such must be filed with the county Board of Education.
- The school Crisis Response Team should work with local public safety agencies to find ways to reduce risks.
- All public safety agencies shall have access to the school's Crisis Response Plan and accurate floor plans of the school through the web-based database designated by the WVDHSEM.
- Proper evacuation procedures should be implemented and faculty, staff and students should participate in drills each year.
- Primary and secondary evacuation assembly areas should be designated.
- Sheltering areas should be identified and marked. All students and faculty should know where they are located.
- Sheltering areas should be in areas that protect school occupants from glass and flying debris and provide the best possible structural protection.
- Lockdown procedures should be implemented and tested a minimum of one time per year.
- Schools with medical clinics that dispense medications should have a written procedure in place as to how and who is responsible for the control, storage and dispensing of controlled medications.

Schools should establish prevention protocols that are aligned with best practices outlined in WVBE policies and Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools.

## Planning

- At the beginning of the school year, faculty should receive a safety and security briefing.
- Prepare agenda of events to test emergency operations throughout the school year.
- Identify Crisis Response Team Members and alternates for each school.
- Identify Crisis Response Planning Team members and meet to review and update the Crisis Response Plan at least annually, prior to the start of each school year.
- Meet with local community leaders and emergency first responders regarding Evacuation procedures.
- Establish a Mental Health Crisis Team and develop a crisis plan that addresses mental health considerations in Planning, Prevention, Response and Recovery.
- Revisit Mental Health Crisis Team membership and update plan at least annually.

## Training

- The Incident Commander (usually the Principal) should ensure that each teacher and staff member is familiar with the school's Crisis Response Plan.
- All school faculty, staff and students should participate in a basic fire/life safety and emergency preparedness training session at the beginning of the school year.
- All cafeteria employees should be trained in basic fire/life safety, emergency preparedness and food safety.
- Faculty and Staff should receive fire extinguisher training.
- Community agencies providing ongoing services in the school (i.e. SBHC, SMH, after-school providers) should be included in training and information related to school crisis.
- Provide training to school staff and school-based community providers on mental health issues relevant to crisis prevention and response (i.e. crisis specific prevention and response, mental health first aid, trauma sensitive schools)
- See Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools to identify evidence-based training programs to address mental health in the Crisis Prevention, Response and Recovery.

## Exercising

- Each school should follow the state requirements for emergency Evacuation drills and at least one drill per year should be coordinated with the local fire department.
- Every school must participate in at least one Lockdown drill each year. It is recommended that two drills be conducted, if possible, one when class is in session and the other drill when class is not in session.
- A Lockdown drill critique sheet should be filed by the Crisis Response Team and a copy should be sent to the Board of Education.
- Each school should conduct a Shelter-in-Place drill during the school year.
- A Shelter-in-Place drill critique sheet should be filed by the Crisis Response Team and a copy should be sent to the Board of Education.
- Drills should include consideration for special needs/ vulnerable students.
- Mental health crisis protocols should be incorporated into drills

## Teaming with Community Partners

- Every school's Crisis Response Plan should be reviewed by local and state first responding agencies.
- Local Law Enforcement, County Emergency Management and other community partners should be invited to participate as members of the Crisis Response Planning Team.
- Local Health and Mental Health agencies should be invited to participate as part of the Mental Health Crisis Planning Team.
- The Mental Health Crisis Prevention and Response Plan should be reviewed by the regional Behavioral Health Crisis Disaster Coordinator.

## **INCIDENT COMMANDER**

The Incident Commander (IC) is solely responsible for emergency, disaster and crisis operations and shall remain at the School Command Post to observe and direct all operations. The IC will generally be the school Principal or Assistant Principal. The IC will ensure the safety of the students, staff members and others on school grounds. The IC shall assess the type and scope of the emergency, determine the threat to human life, implement the Crisis Response Plan and assign functions and positions as needed.

### **Preparedness**

- Ensure the school Crisis Response Plan is all-inclusive, having contingency plans in place for every type of emergency.
- Ensure that Crisis Response Team members are selected annually and are adequately trained.
- Review and update Crisis Response Plan with Crisis Response Planning Team annually.
- Review the school mental health crisis and response plan with the crisis manager (school counselor) and update as needed.
- Review and update Crisis Communications Plan annually.
- Place equipment, food, first aid, and emergency kits in a place that has easy access and inventory and monitor shelf life expirations at least annually.
- Update the reunification process and ensure that faculty, staff, students and parents understand how it works.
- Update internal and external phone lists at the beginning of the start of each school year and throughout the year as needed.

### **Response**

- Ensure that the school's Crisis Response Team (CRT), emergency responders and school officials are notified.
- Coordinate with the Mental Health Crisis Team manager (school counselor or designee) to ensure mental health response protocols are initiated and followed. See *Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools*

- Gather facts on the incident and assess the situation based on those facts.
- Ensure that 911 is called, if needed.
- Make decision to remain at current status or prepare to Evacuate, Lockdown, or Shelter-in-Place.
- Develop and implement a plan of action. Have a back-up plan ready.
- Make internal notification to teachers and staff to carry out the plan.
- Ensure that a member of the CRT meets external emergency responders at the emergency access point (main doors of school, etc.).
- Meet with external emergency responders IC and form Unified Command (UC).
- Constantly monitor the situation and get updates from all resources.
- Ensure that all school occupants reach the designated Assembly area or Sheltering area.
- Ensure there is a designated area for emotionally vulnerable students and staff to address immediate needs.

### **Recovery**

- Ensure reunification process is working.
- Assess damage to facility.
- Initiate incident report.
- Implement critical incident stress management if needed. (MOVE)?
- Debrief the school board, faculty, staff, parents/guardians and students as appropriate.
- Conduct a post-incident critique with CRT, school security, external emergency responders and other key stakeholders.
- Ensure that proper clean-up/decontamination occurs.
- Ensure that the School Nurse connects identified students and staff with external providers to address ongoing health needs.
- Ensure that the School Counselor connect identified students and staff with school-based and external providers to address short and long-term mental health needs.—Prepare school for reopening.

## SCHOOL RESOURCE OFFICER (SRO)

A crime or other situation in or near a school may require the school staff take steps to quickly secure the school from internal or external threats. This will involve developing specific assignments for school personnel during such an emergency and creating a system to make sure the school is secure. The SRO would then act as a liaison with the agency handling the local event.

### Preparedness:

- Participate in drills and tabletop exercises.
- Ensure Crisis Response Plan is current.

### Response:

- Under the order of the Incident Commander (IC), secure the entire school and report back to the IC.
- Assist with searching the school.
- Assist with the Evacuation, Sheltering-in-Place and Lockdown.

### Recovery:

- Unlock the school and prepare to return the school back to a normal condition.
- Participate in the post-incident critique.
- File a report with the local law enforcement agency.

NOTE: In the event the school does not have an SRO, the responsibilities will be delegated to the Head Custodian except for filing a report with the local law enforcement agency which will become the responsibility of the IC.

## SCHOOL NURSE

The School Nurse is responsible for the medical care of school occupants. He/she plays a vital role during and emergency by taking control of medical operations, setting up triage and treating those who are injured or who become ill.

### Preparedness:

- Should have an excellent understanding of the school's Crisis Response Plan (CRP) and the roles and responsibilities of each CRT member.
- Ensure an adequate amount of first-aid supplies are available and shelf life is not expired.
- Prepare an emergency medical kit containing medications and first-aid supplies that can be taken within a moment's notice and taken to the site of an emergency or the Evacuation assembly area.
- Ensure current medical records are maintained.
- Participate in drills and tabletop exercises.

### Response:

- Report to the Incident Commander (IC) for task assignment
- Provide medical treatment to those who are injured or have become ill.

### Recovery:

- Work with local hospitals and healthcare facilities/ professionals or public health agencies to provide vital medical information.
- Participate in the post-incident critique.

NOTE: In the event the school does not have a Nurse, the responsibilities will be delegated to the main office Secretary except those requiring medical knowledge or training which will become the responsibility of EMS/Fire or other first responders.

See Role of School Counselor /Mental Health Crisis Manager in the WV Guide: *Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools.*

## EVACUATION COORDINATOR

The duties of this position focus on organizing the off-site Evacuation location during an emergency situation. This includes planning the movement of the school occupants to the location and assisting with the accounting of the occupants once they are moved. Key aspects of this assignment involve planning for the use of a location and planning the Evacuation route and process to safely move the students. When organizing an Evacuation, consider persons with special needs and plan for how those persons will be moved and what assistance may be required.

### Preparedness

- Identify on-site and off-site Evacuation assembly areas and review annually.
- Note Evacuation assembly areas in the school's CRP.
- Identify all routes to off-site Evacuation assembly areas.
- Develop contingency plans to Evacuate persons with special needs to the off-site emergency Evacuation assembly area.

### Response

- Assist teachers with the Evacuation of the school.
- Assist teachers with the accounting process at the Evacuation assembly area.
- Assist with the needs of the students at the Evacuation assembly area.
- Check in with the owner/facility manager of the secondary Evacuation assembly area.

### Recovery

- Assist teachers with the Reunification process.
- Participate in the post-incident critique.
- Assist IC with incident report.

## REUNIFICATION COORDINATOR

When a critical incident occurs at a school, parental response must be anticipated. Many parents/guardians will likely come to school to pick up their child(ren). A plan must be in place to provide specific directions for parents/guardians that arrive at school. A central location must be established where the parents/guardians can wait to be reunited with their child(ren) and obtain information about the incident. The Reunification Coordinator should be at this location and coordinate the activities at this site. This coordinator should communicate with the Superintendent or designee to obtain information that can be released to the parents/guardians. The Reunification Coordinator should also communicate with the Evacuation Coordinator to facilitate children coming to the reunion location to join their parents/guardians. At least one staff member will be needed to assist in escorting students to reunite with their parents/guardians. The Reunification location has the potential to become very chaotic during an incident, but with proper planning the activities can be established quickly and remain organized.

### Preparedness

- Identify on-site and off-site Reunification areas and share with parents/guardians annually.
- List the Reunification areas in the school's Crisis Response Plan and keep current.
- Review the school's Crisis Response Plan to ensure the Reunification process is easy-to-understand and consistent with county and state standards.

### Response

- Assist teachers and staff with student accountability.
- Advise staff of the Reunification process and what time the process will take place.
- Ensure that accountability of each student is the primary goal of the school district.
- Update the IC on the operations of the reunification process.

### Recovery

- Assist custodians with the clean-up of the reunification area.
- Participate in the post-incident critique.
- Assist Incident Commander with incident report.

## HEAD CUSTODIAN

Beyond the maintenance of the school and grounds, the Head Custodian's role will expand in an emergency situation to include ensuring that crisis protocols work smoothly. The Head Custodian becomes a significant part of the crisis equation by helping to maintain infrastructure integrity. Additionally, she/he becomes a general resource to respond to unforeseen situations that may arise.

### Preparedness

- Understand the school's Crisis Response Plan and his/her roles and responsibilities and those of other CRT members.
- Secure all keys and keep locked doors and windows secured.
- Keep utility supply and maintenance rooms locked and free of debris.
- Keep chemicals and combustibles secured in appropriate storage areas.
- Maintain updated MSDS information in the main office and maintenance area.
- Ensure lighting is kept in good repair.
- Ensure HVAC and utility systems are maintained.
- Ensure signage and perimeter fencing is maintained.
- Check AED batteries and fire extinguishers regularly.

### Response

- Report all occurrences of system failures and abnormal conditions.
- Report to the IC for task assignment.

### Recovery

- Participate in the post-incident critique.
- Work with utility providers to restore and maintain order.

## School Counselor

**IMPORTANT NOTE:** School counselors play a vital role in promoting positive mental health practices in schools and are required by Policy 2315 to coordinate the school's mental health crisis team. Therefore, a SCHOOL COUNSELOR assumes the role of the Mental Health Crisis Planning Team Manager in each school. However, a co-manager should be assigned to assist /act on his/her behalf when the manager is not available to carry out assigned roles and responsibilities. In the case when a counselor is in multiple schools he/she can still assume the management role, but should clearly designate others who will assist with and carry out the roles and responsibilities to act on his/her behalf if a crisis occurs when he/she is not in the school. When there are multiple school counselors in a school, the mental health school crisis team will discuss and divide appropriate tasks or responsibilities with other counselors. All counselors will assist with prevention, interventions, training, referrals, follow-up, etc. with their own caseload of students.

### Preparedness

- Work with school leadership to establish a School Mental Health Crisis Planning Team (SMHCPT) and annually revisit membership to ensure appropriate stakeholders are engaged.
- Serve as the manager of the SMHCPT and identify a co-manager to assist and act on manager behalf as needed.
- Serve as an active member of school leadership team for School Crisis Plan, share information with SMHCT and act as a liaison between the two teams.
- Ensure the mental health component of the school's crisis plan is updated annually.
- Hold regularly scheduled meetings to develop and update school protocols to address crisis preparedness, prevention, response and recovery.
- Work with the SMHCT to identify roles and responsibilities for each crisis team member and for those individuals serving on the crisis response team. (See sample roles and responsibilities in the Appendices.)
- Maintain a current list of planning and response team members and their contact information.

- Work with team to establish a communication protocol to engage stakeholders in various crisis situations: phone tree, blog, email list, etc.
- Engage school and community stakeholders to establish protocols and share expectations for roles and responsibilities in crisis preparedness, prevention, response and recovery.
- Work with SMHCT to plan appropriate training for students, staff, families and community stakeholders, ensuring appropriate experts are engaged.
- Develop a plan to incorporate mental health considerations into school crisis drills.
- Ensure SMHCT members are trained on various crisis types and resources needed to respond appropriately.
- Ensure crisis response team members are trained on their roles and self-care.
- Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.
- Annually review, evaluate SMHCT processes and protocols, including the community/school preparedness partnership and make necessary revisions to improve SMHCT efforts.

### Prevention

- Conduct an annual needs assessment to determine personal/social needs of students and to guide prevention priorities.
- Review discipline referrals to identify behavioral needs and students with at-risk behaviors.
- Ensure a process is in place to annually conduct universal assessments to identify students with mental health issues.
- Work with the SMHCT and school staff to identify students with special needs (emotional, behavioral, physical).
- Ensure a referral process is in place for at-risk students.
- Work with administration to ensure the SAT process is fully functioning and utilized to fully support referred students.
- Collaborate with school and community mental health professionals to provide individual and small group counseling for at risk students to address social-emotional issues.

- Work with the school leadership, the SMHCT and school staff to implement school-wide universal prevention programs to address identified student needs (e.g. Expanded School Mental Health, Positive Behavior Supports, Suicide Prevention Programs, Bullying Prevention Programs)
- Assist with training students, staff and administration in prevention efforts including best practices to address specific topics (e.g. deescalating anger, violence prevention, suicide prevention, grief)
- Assist with training of crisis team members and other school staff to assist with prevention efforts.
- Identify and establish liaisons with local resources to assist with staff and student counseling.

### Response

- Work closely with the Principal/Site Administrator to direct the Mental Health Crisis Team's response to all persons involved and impacted by the crisis event.
- Establish the facts of the crisis as clearly as possible.
- Determine the groups impacted by the event and what type of response and support is needed.
- Determine the time and place for Crisis Team to meet and respond.
- Assign responsibility to make necessary contacts if additional resources are needed.
- Assign a team member to the Command Center to communicate with the SMHCT manager to provide updates and identify mental health needs related to the current crisis.
- Establish a school location of the SMHCT for:
  - » Member check-in and meeting with SMHCT members
  - » Disseminating responsibilities related to the crisis
  - » Receiving and making phone calls
  - » Updating crisis information to be disseminated
  - » Debriefing
- Establish school location(s) where students and staff can seek and give emotional support.



- Identify at-risk students (e.g. injured students and closest friends of injured/deceased) and students with special considerations (e.g. disabilities and other impairments) who might be most affected and may require interventions.
- Help identify staff members affected by the crisis and special assistance they may need.
- Monitor and keep the informed SMHCT through:
  - » Orientation
  - » Updated information
  - » Debriefing before they leave
  - » Follow-up plan and information
- Complete any required forms regarding SMHCT's role in crisis response.
- Be aware of stressors of crisis on caregiver and exercise self-care.
- Educate crisis response team member regarding self-care tips.
- Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.

### Recovery

- Work with SMHCT to identify and refer students who need further counseling and resources.
- Work with SMHCT to provide resources to teachers for classroom interventions in the aftermath of the crisis.
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Ensure that a referral and follow-up process is in place for students and staff who need long-term services.
- Assist the principals with writing thank you notes, condolence letters, family, hospital/funeral follow-up
- Assign a community expert to observe crisis responders and provide information about self-care, as needed.
- Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.
- Assist with school and community activities to help process and memorialize the crisis (e.g. anniversary dates).

## STEP 1 – SIZE UP THE SITUATION

Size up begins by answering some questions:

- What is the nature of the incident?
- What hazards are present?
- How large an area is affected?
- How can the area be isolated?
- What location would make for a good staging area?
- What entrance/exit/safe routes would be good for the flow of response personnel and equipment?

Size up reports should include:

- The unit designation.
- A description of the situation.
- Obvious conditions (e.g. hazards).
- Initial actions taken.
- Obvious safety concerns.
- Assumption, identification and location of Command Post.
- Request or release of resources.

## STEP 2 – IDENTIFY CONTINGENCIES

Murphy's Law applies to incident management.

- Nothing is as easy as it looks.
- Everything takes longer than expected.
- If anything can go wrong, it will.

## STEP 3 – DETERMINE OBJECTIVES

Objectives are:

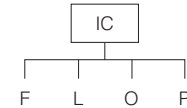
- Measurable.
- Used to monitor incident progress and establish priorities.
- Based on size up and contingencies, what do you want to do?

## STEP 4 – IDENTIFY NEEDED RESOURCES

- What resources are needed?
- Do you have them?
- Where will you get them?
- How long will it take to get them?
- Special requirements?

## STEP 5 – BUILD AN INCIDENT ACTION PLAN AND MANAGEMENT STRUCTURE

- Responsibilities
- Chain of Command
- Coordination



F - Finance/Administration  
 L - Logistics  
 O - Operations  
 P - Planning/Intelligence

## STEP 6 – TAKE ACTION

Possible actions for incident stabilization:

- Establishing command/ICS
- Requesting/mobilizing resources
- Setting up a staging area
- Isolating the area
- Treating/assisting the injured
- Setting up entrance/site/safe routes
- Issuing warnings
- Initiating Evacuation
- Establishing liaison
- Issuing notifications

## INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) is a nationally-recognized emergency management methodology used by public safety agencies, schools and businesses. ICS provides an organized approach to managing emergencies from time of discovery to stabilization and termination, all the way through to recovery and resuming full school operations. ICS incorporates an organizational structure that provides for role assignment and decision-making while planning for and responding to critical incidents of all types and sizes. ICS allows for all school personnel to know their area of responsibility during a crisis and establishes a “Unified Command Structure” to partner the School’s Incident Commander (IC) with the Public Safety Incident Commander. This provides an effective team that will work together to manage the emergency and recover as quickly as possible.

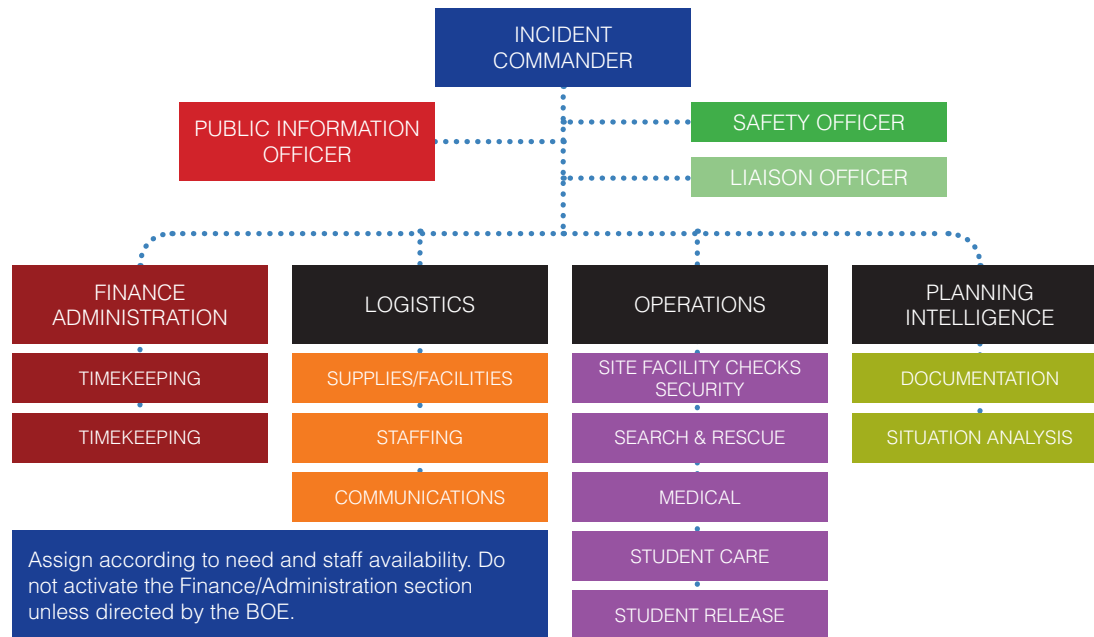
Under ICS, tasks are delegated to members of the Crisis Response Team (CRT) to successfully handle critical incidents. The CRT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each team member to focus on just one or two aspects of the incident. These team members then provide information to the Incident Commander and assist them in making informed decisions. Using the organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Crisis Response Team provides each member with the opportunity to specialize in the management of his/her area.

The Incident Command System serves as the nucleus of crisis and emergency management contingency planning and should be incorporated into the school’s crisis management plan.

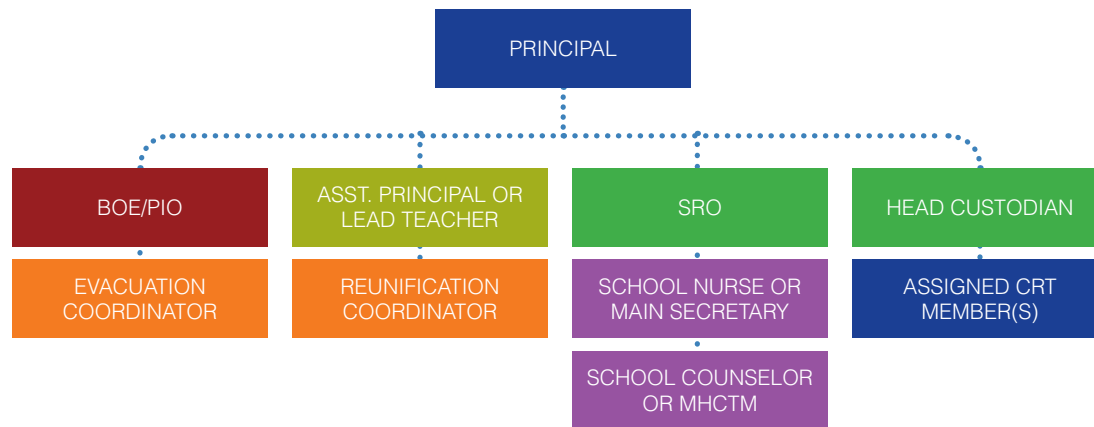
The ICS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in ICS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary team member is out of the building. While ICS identifies roles for members of the Crisis Response Team, all school faculty members should know their specific functions during an emergency. Teachers and students in class will have specific functions as will teachers not assigned a class when an emergency occurs.

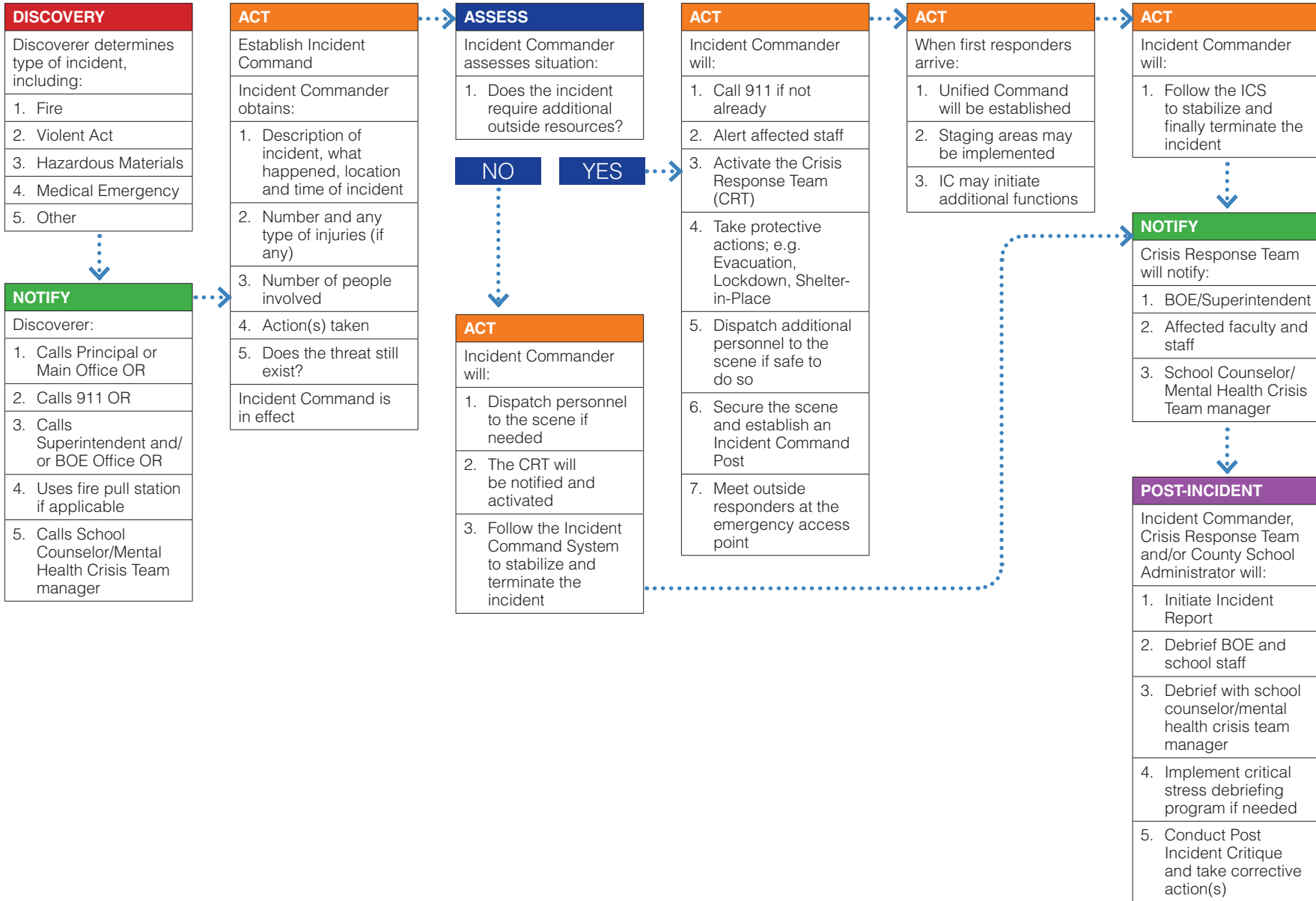
Using ICS to manage emergency events enables schools to work more efficiently with local response agencies.

## INCIDENT COMMAND STRUCTURE



## CRISIS RESPONSE TEAM





## Lockdown

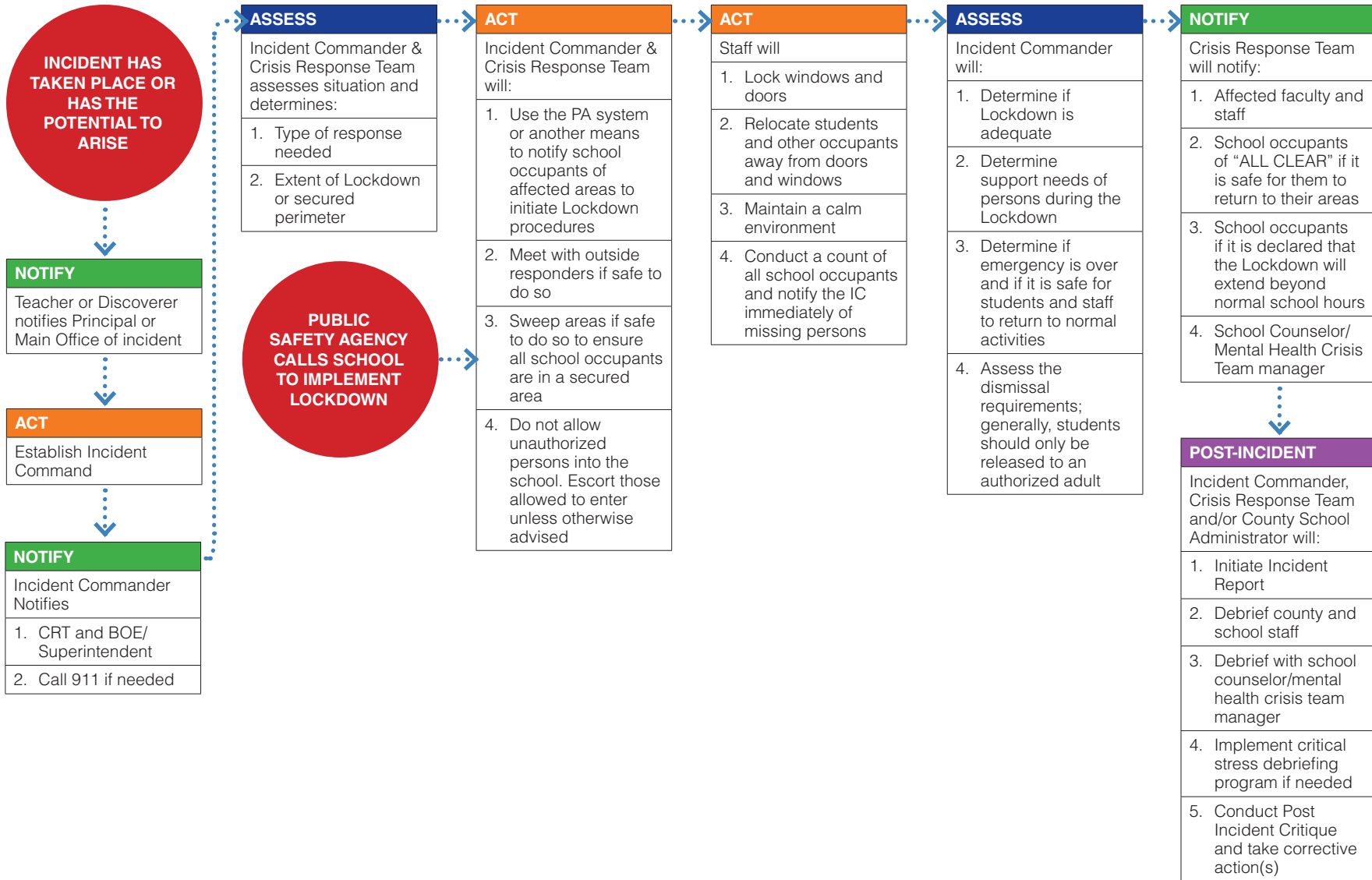
Those conditions requiring complete separation and protection of school occupants from any situation regarding an existing internal or external situation that could directly threaten their safety.

An emergency Lockdown is declared when, in the opinion of a school administrator, a situation exists that threatens the safety of school occupants and requires they remain in their classrooms. When a dangerous person or condition exists in or near the school, the primary objective is to protect school occupants from danger.

During a Lockdown doors should be locked and no one is to enter or leave a room. Windows should be covered and shut. It is safest to move students away from doors and windows. Make sure everyone is quiet and remains in a Lockdown until the IC gives the "ALL CLEAR" notice.

- Account for all persons and report missing persons to the IC immediately.
- Under a Lockdown, conditions in a specific classroom can be communicated using color-coded cards. A card, either posted in the window, or slipped under the door, can alert emergency responders to the status of the students in individual classrooms.
  - » Green Card – no injuries
  - » Red Card – injuries have occurred and medical assistance is needed

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Activate alarm and Lockdown procedures</li> <li>• Notify 911 of the emergency and the need for assistance. Be specific and include EMS, Law Enforcement and Fire Services that may be needed.</li> <li>• Effectively communicate the Lockdown message over the PA and provide as much information about the incident as possible.</li> <li>• Ensure that all occupants safely Lockdown</li> <li>• Announce an "ALL CLEAR" when it is safe to do so</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Report to the Incident Commander (IC) for further instructions.</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Report to the IC for further instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Assist with sheltering identified emotionally vulnerable students</li> <li>• Assist with reunification after lockdown</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Establish and maintain contact with police agency and other emergency response agencies</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist teachers in taking attendance</li> <li>• Missing persons should be reported to the IC</li> <li>• Prepare the occupants for reunification or resumption of normal conditions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Prepare the reunification site, if needed</li> <li>• Prepare the reunification process or assist with resuming to normal activities if an "ALL CLEAR" is announced</li> </ul>



## Sheltering-In-Place

Should be used to protect school occupants from external threats such as chemical plumes, severe weather and other natural and man-made threats.

Sheltering-In-Place provides a refuge for school occupants and the public within the school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending upon the emergency.

Shelters are located in the following areas:

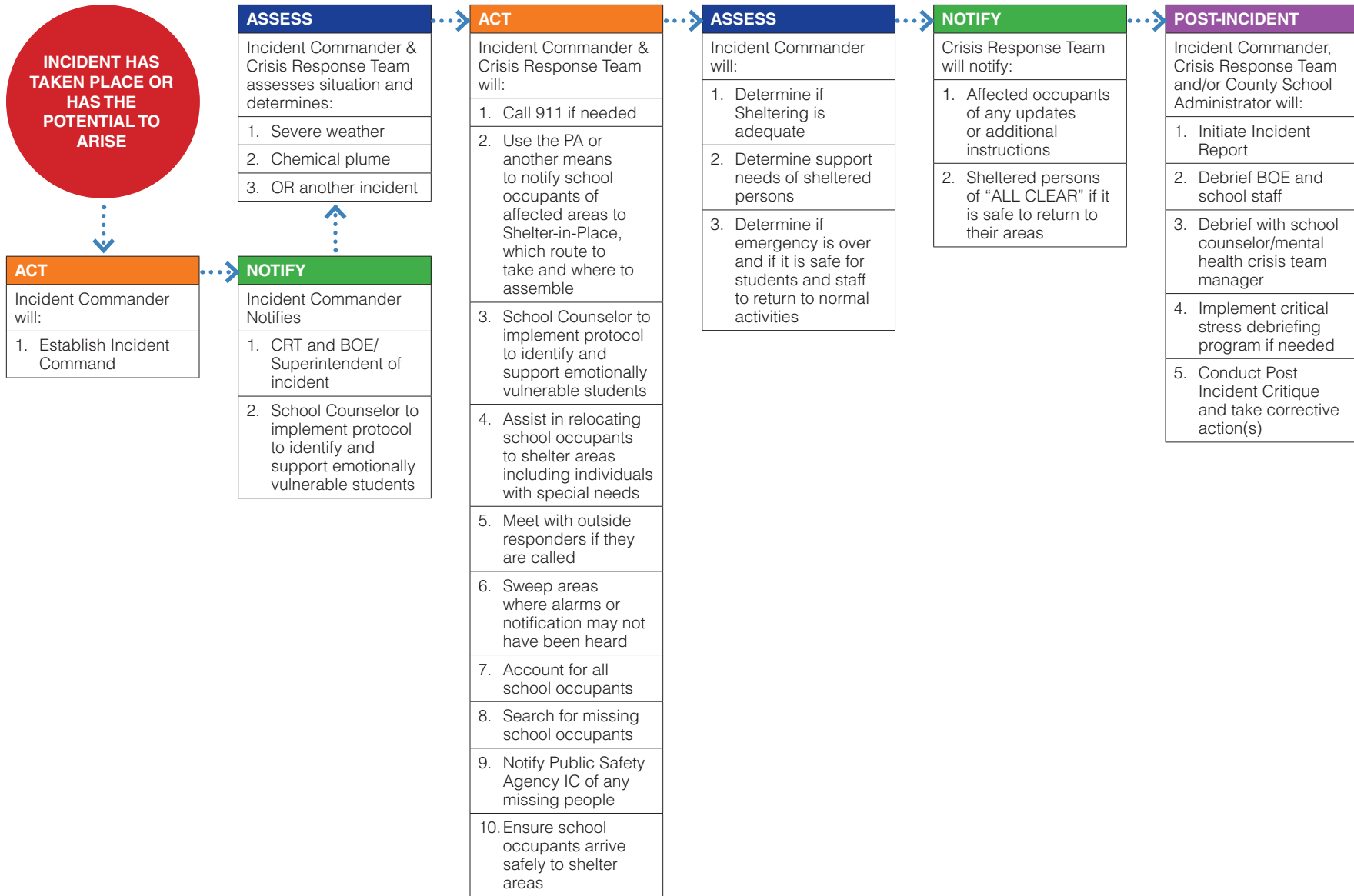
- Stairwells/stairways
- Hallways, keeping clear of windows and door openings
- The lowest floor
- Interior rooms that have many vertical walls, such as restrooms, closets or storage rooms
- Gymnasiums are generally NOT safe locations to Shelter-In-Place for incident types that have the potential to damage the school structure (i.e. tornados)

Things to Remember:

- Stay away from unsecured objects such as filing cabinets and bookshelves
- Avoid using telephones other than for emergency purposes
- Stay away from all windows, skylights and atriums
- Once in the shelter area, account for all persons and report missing persons to the IC immediately
- Continually monitor conditions in the shelter area; if changing conditions cause the shelter area to become unsafe, advise the IC and wait for further instructions

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Call 911</li> <li>• Initiate Shelter-in-Place procedures</li> <li>• Effectively communicate the Shelter-in-Place message</li> <li>• Ensure that all school occupants safely reach the Sheltering areas</li> <li>• Monitor the local media, National Weather Radio or other reliable information sources</li> <li>• Announce an "ALL CLEAR" when it is safe to do so</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Report to the Incident Commander (IC) for further instructions.</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Report to the IC for further instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Assist with sheltering identified emotionally vulnerable students</li> <li>• Assist with reunification after lockdown</li> </ul>
<b>Prevention Resource Officer or School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Establish and maintain contact with police agency and other emergency response agencies</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct occupants to the Sheltering areas</li> <li>• Assist teachers in taking attendance</li> <li>• Missing persons should be reported to the IC</li> <li>• Prepare the occupants for Reunification or resumption of normal conditions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Prepare the Reunification site, if needed</li> <li>• Prepare the Reunification process or assist with resuming to normal activities if an "ALL CLEAR" is announced</li> </ul>

# SHELTER IN PLACE - FLOW CHART





## Evacuation

A primary and secondary Evacuation assembly area should be selected prior to the start of each school year.

- Determination should be made as to exactly what areas/ floors or buildings are to be Evacuated.
- Evacuation notification will be made through the use of Evacuation signal and/or voice message. Immediate Evacuation can be conducted if the emergency situation warrants.
- As the Evacuation is conducted, sweep the area to ensure that all occupants Evacuate.
- Check stairwell first to determine if it is safe to use as a means of egress. If stairwell is contaminated with smoke, determine if another stairwell will provide a safer means of egress.
- While exiting, check restrooms and other areas where people may not have heard the Evacuation alarm.
- Make sure all school occupants with special needs are assisted in the Evacuation.
- The IC or CRT should use the visitor log to account for any visitors to the school.
- Ensure that the Evacuation assembly area or refuge area is a safe distance from the incident.
- Confirm that everyone is accounted for at the Evacuation assembly areas; immediately report missing persons to the IC.
- If the primary Evacuation area is unfit for habitation or too close to the emergency scene, direct evacuees to the secondary assembly area.
- Personnel must not leave the Evacuation assembly area until the ALL CLEAR signal is given, or until other instructions are provided by the IC.

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Call 911</li> <li>• Activate alarm and initiate the Evacuation</li> <li>• Effectively communicate the emergency Evacuation message</li> <li>• Ensure that all school occupants reach the assembly area</li> <li>• Announce an "ALL CLEAR" when it is safe to do so</li> </ul>
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<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Assist in the search and rescue if possible</li> <li>• Report to the IC for further instructions</li> </ul>
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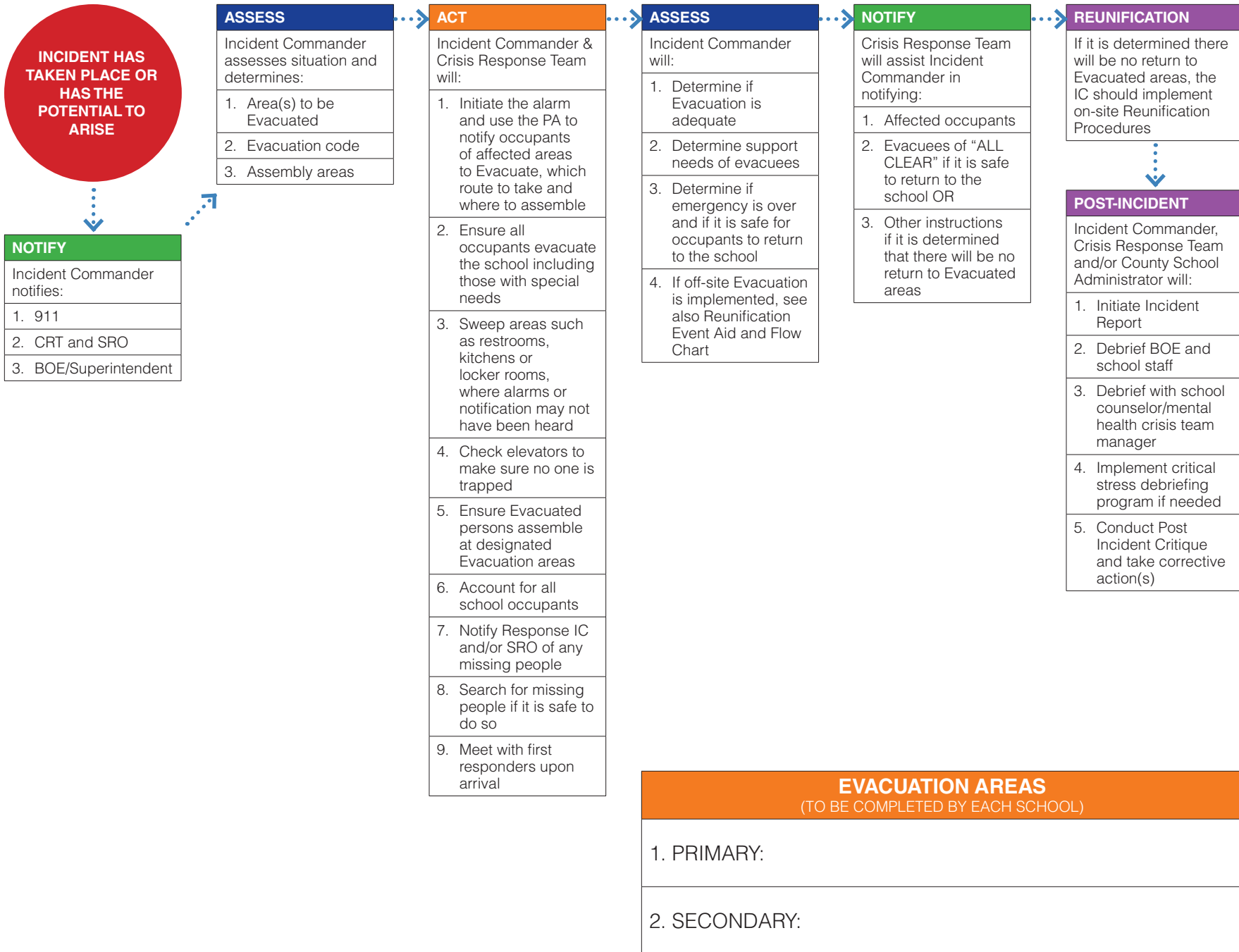
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Treat injured evacuees</li> <li>• Establish a triage area</li> <li>• Track patient care</li> </ul>
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<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> </ul>
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<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Assist in the search of the building to ensure that everyone has evacuated</li> <li>• Establish and maintain contact with police agency and other emergency response agencies</li> </ul>
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<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct students to the Evacuation assembly area</li> <li>• Assist teachers in taking attendance</li> <li>• Missing occupants should be reported to the IC</li> <li>• Prepare the students for Reunification or re-entry into the school</li> </ul>
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<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Prepare the Reunification site</li> <li>• Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced</li> </ul>
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## Reunification

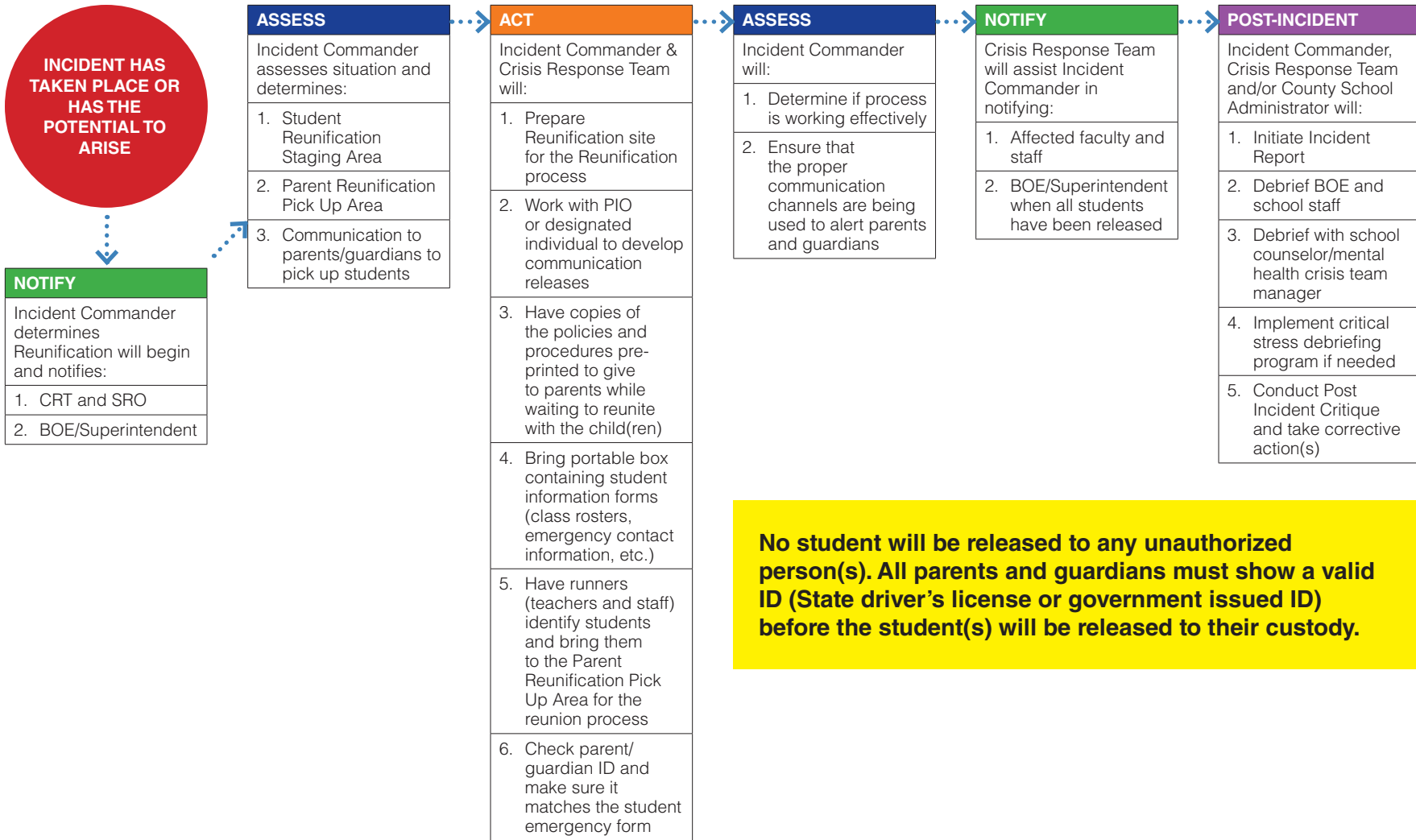
Before the Emergency:

- File student information forms (class rosters, emergency contact information) alphabetically in a portable box.
- Identify Reunification Coordinator and staff members that will assist with reunification.
- Identify a group of staff members to train as runners for the Reunification process.
- Schools should prepare for reunification by selecting two Reunification areas.
- Identify the location of the check-in area and the Reunification process.
- Identify other supplies necessary for the Reunification process.
- Teach parents/guardians and students the policies and procedures for releasing students.
- Reunification Area is where students are reunited with their parents/guardians.

Parent/Student Reunification Procedures:

- Parents/guardians report to parent check-in location
- Parent/guardian requests student to be released and shows identification
- Staff checks ID and marks class roster
- Parent/guardian proceeds to Reunification area
- Runner brings student to Reunification area
- Staff at Reunification area checks ID again
- Student is released and class roster is marked

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Ensure that all school occupants reach the Reunification area</li> <li>• Work with Public Information Officer, or similarly designated person, to ensure a proactive and effective message reaches the community (parents &amp; guardians)</li> <li>• Advise the BOE Office/Superintendent when all students are safely picked up</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> <li>• Assist in the Reunification of school occupants</li> <li>• If available, work as a runner to reunite students with their parents/guardians</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> <li>• Assist in the Reunification of school occupants</li> <li>• If available, work as a runner to reunite students with their parents/guardians</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Ensure the Reunification and assembly areas are secure</li> <li>• Assist the Reunification Coordinator with managing the Reunification process</li> <li>• Ensure that the Reunification process is orderly and running efficiently</li> <li>• Direct or assist with traffic control</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> <li>• Assist in the Reunification of school occupants</li> <li>• If available, work as a runner to reunite students with their parents/guardians</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the sheltering of school occupants</li> <li>• Prepare the Reunification site, if needed</li> <li>• Prepare the Reunification process or assist with resuming to normal activities if an "ALL CLEAR" is announced</li> </ul>



REUNIFICATION AREAS (TO BE COMPLETED BY EACH SCHOOL)	
1.	
2.	

## Effective Crisis Communications

To ensure a proactive crisis communication strategy will be implemented, these eight (8) steps should be taken:

1. Contact the Superintendent or designee and assemble the Crisis Communications Team (CCT).
  - The Crisis Communications Team should include the Public Information Officer, Legal, Public Safety, Administration and others with critical roles in crisis communications.
  - PIO should implement an action plan to gather the information and return the school back to normal operations as quickly as possible.
2. CCT should collect and verify all information.
  - Collect all pertinent information and verify it's truthfulness. If information cannot be verified, it must be clearly stated that the information has not been verified or it should not be used at all.
  - CCT should monitor all media channels (radio, television, internet, print, etc.).
3. Assess the severity of the crisis.
  - How will this affect the school and County?
  - What damage has been caused so far?
  - Can school continue to operate during the event?
  - Will this event affect others in the community or is it isolated to just the school system?
4. Notify school counselor/school mental health crisis team manager about the severity of the crisis and how the mental health needs of the students may be affected to assess mental health response needs.
5. Identify key individuals.
  - Who is affected by this event? Students, parents/guardians, faculty, staff, visitors, the community?
6. Implement a proactive communication strategy.
  - The strategy should portray that the main goal of the county school board is to strive to build a safe and secure environment that creates a positive educational environment.
7. Develop/distribute communication materials.
  - The PIO and CCT should work to design the correct message(s).
  - Refer to Resources for Parents, Caregivers and School Staff in the WV Guide: Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools
8. Inform parents and the media.
  - Inform parents/guardians and the media of the facts of the case and the County School Board / Superintendent's, Principal's or other school official's response to the crisis.
  - Answer questions from these groups and keep a positive attitude when addressing the public.
  - Refer to Resources for Parents, Caregivers and School Staff in the WV Guide: Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools.
9. Participate in Post Incident Critique.
  - Members of the CCT should participate with other emergency responders and school administrators to discuss specific action taken during the event.

### **Incident Commander's Roles & Responsibilities:**

- Make sure local police and fire departments are aware of the incident by calling 911.
- Alert all school occupants of the emergency.
- Prepare students for Evacuation, Lockdown or Shelter-in-Place.
- Remember people with special needs.
- Ensure students reach the assembly area.
- Contact the Superintendent or PIO.
- Form a Unified Incident Command Structure with local public safety agencies and work together to stabilize and terminate the emergency.

### **PIO Roles & Responsibilities:**

- The PIO acts as the voice for the school(s).
- Develop and lead the Crisis Communications Team.
- Delegate roles and responsibilities to the Crisis Communications Team.
- Update the Crisis Communication Plan on a yearly basis.

### **PIO's Crisis Communication Checklist:**

- Call 911 if needed.
- Contact the Principal and/or Incident Commander.
- Notify the Board of Education.
- Work with the school Crisis Response Team and Incident Commander.
- Collect all relevant facts.
- Establish contact with the media.
- Establish a Joint Information Center (JIC) if necessary.
- Develop a communication strategy.
- Write the press release or communication.
- Conduct a joint press conference and deliver the press release or communication.
- Answer all questions with confirmed facts. Do not assume or speculate.
- Continue to update the Board of Education Office.

### **Initial Call from the Media**

- The Principal of the school will immediately contact the PIO and BOE.

### **Proactive Messages for PIO:**

- Illustrate care and concern for the students, staff and the community.
- Show that the County BOE / School is committed to resolving the problem as quickly as possible.
- Notify any victims' families as quickly as possible and do not share any information until they are notified.
- Work with public safety agencies to ensure the same, proper message is being sent out.
- Stay positive and reassure all concerned that every possible means is being taken to resolve the issue.

### **Working with the Media:**

Remember that the media can act as a positive communications resource and they should be used as an ally before, during and after an event.

- Only discuss confirmed information. Never assume or speculate.
- Deliver a message that is honest, illustrates empathy, concern and a dedicated effort to handle the situation with the utmost professional manner.
- Utilize facts and figures to reinforce the message. Cite outside subject matter experts and reports.
- Never use the words "no comment." It appears as if the School/BOE is hiding something or admitting guilt. Instead, explain that, "the School/BOE is investigating the matter and we will share any confirmed information as soon as we receive it."
- Schedule updates telling media where and when they may receive additional information.
- Direct the parents/guardians and community to take specific actions if necessary (e.g. pick up children at a certain location, school is closed, etc.).

## Fire

### During Incident:

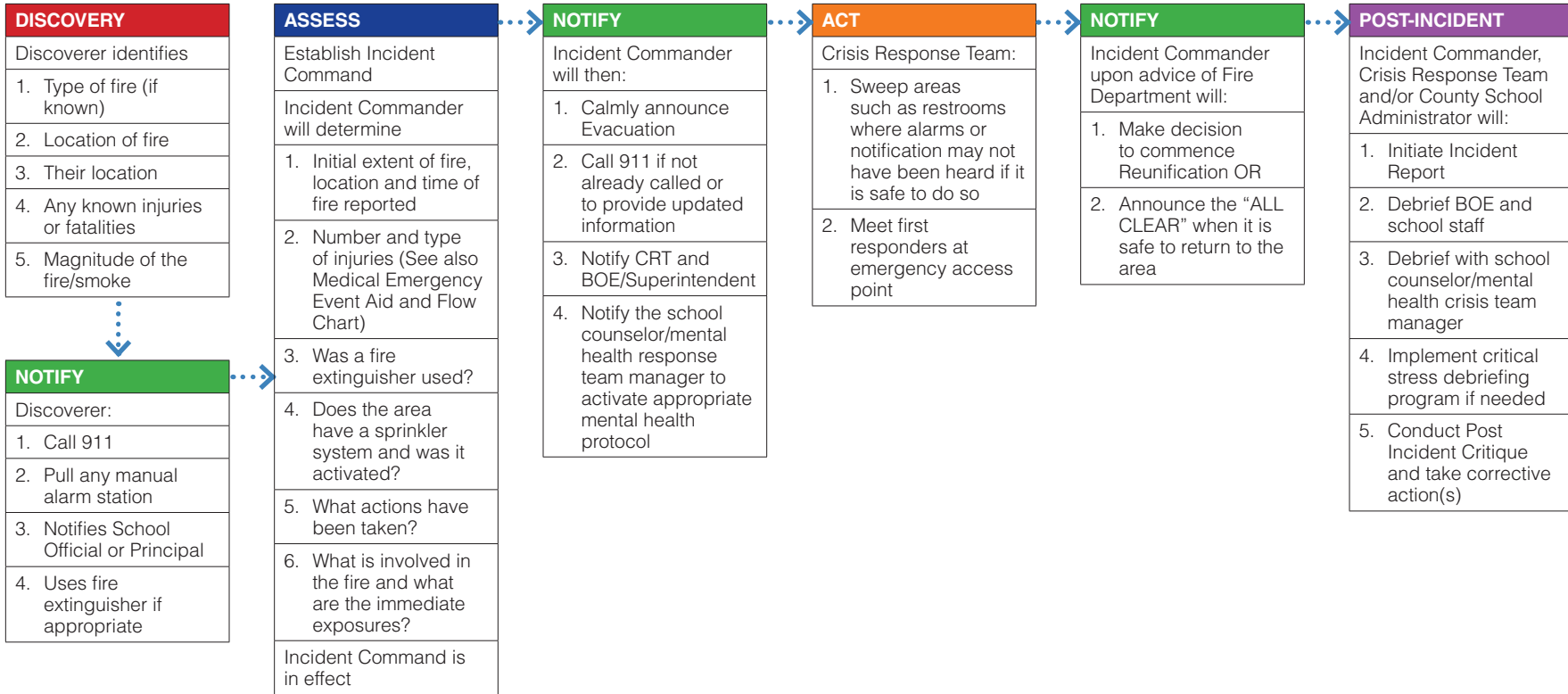
- Manually activate the Evacuation signal, if not already activated, and provide additional verbal instructions
- If known, identify what type of fire it is (electrical, chemical, grease, other)
- Keep unnecessary people away from the area
- Consider if it is safe or desirable to shut off power to the area
- Consider if it is safe or desirable to shut off the natural gas
- Teachers should close windows and doors. Do not lock doors
- Be alert to assist any people with special needs, if needed
- Evacuate school occupants quietly and in an orderly fashion following posted directions
- Bring student roster and conduct attendance upon reaching the Evacuation assembly area

### Post Incident:

- The Fire Department's IC will activate the "ALL CLEAR" signal and provide verbal instructions
- Monitor equipment and school systems after restarting
- Conduct damage assessment
- Initiate repairs to fire protection systems
- Determine whether key individuals were debriefed and whether the sequence of events was documented

NOTE: If arson is suspected, inform the responding police and fire personnel. If the fire was extinguished, you still need to report the fire to the fire department for investigation.

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Activate alarm (if not already activated) and initiate the Evacuation of the school</li> <li>• Call 911</li> <li>• Ensure all school occupants Evacuate and safely reach designated Evacuation assembly areas</li> <li>• Ensure all teachers take roll call and report any unaccounted for students or visitors</li> <li>• Announce "ALL CLEAR" when it is safe unless the Fire Department IC is doing so</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Assist Fire Department personnel locate buildings and building systems on the school grounds</li> <li>• Direct the shutdown of appropriate utility and building systems</li> <li>• Coordinate efforts and act as a liaison to public utilities</li> <li>• Re-activate utilities and systems when appropriate</li> <li>• Help ensure the building is Evacuated</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school and bring portable medical files</li> <li>• Treat injured evacuees</li> <li>• Establish a triage area</li> <li>• Track patient care</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Activate Mental Health Response Team and follow school protocols to assist vulnerable students</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Meet first responders at emergency access points</li> <li>• Confirm the scene is secured</li> <li>• Ensure that only authorized personnel enter the emergency scene</li> <li>• Advise the IC of expected disruption to operations and advisable measures to protect occupants</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct occupants to the Evacuation areas</li> <li>• Assist teachers in taking attendance</li> <li>• Unaccounted for persons should be reported to the IC</li> <li>• Prepare evacuees for Reunification or re-entry to the school</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Prepare the Reunification site</li> <li>• Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced</li> </ul>





## Hazardous Materials/Chemicals

### Response:

- Call 911
- Identify chemicals released and extent of release if known
- If possible, obtain Material Safety Data Sheet (MSDS) and school floor plans
  - » MSDS books should be stored in the Principal's office, the Head Custodian's office and the kitchen area
- Determine whether it is most appropriate to Evacuate the school or Shelter-In-Place
- Determine if there are immediate health and/or physical hazards such as explosion or fire
- Assess the need for a spill contractor if deemed necessary for clean-up
- Communicate with the BOE Office/Superintendent the type and quantity of materials to determine if reportable quantities were released
- If the school is contacted by local emergency response agency of Haz-Mat incident, follow instructions to either Evacuate or Shelter-In-Place

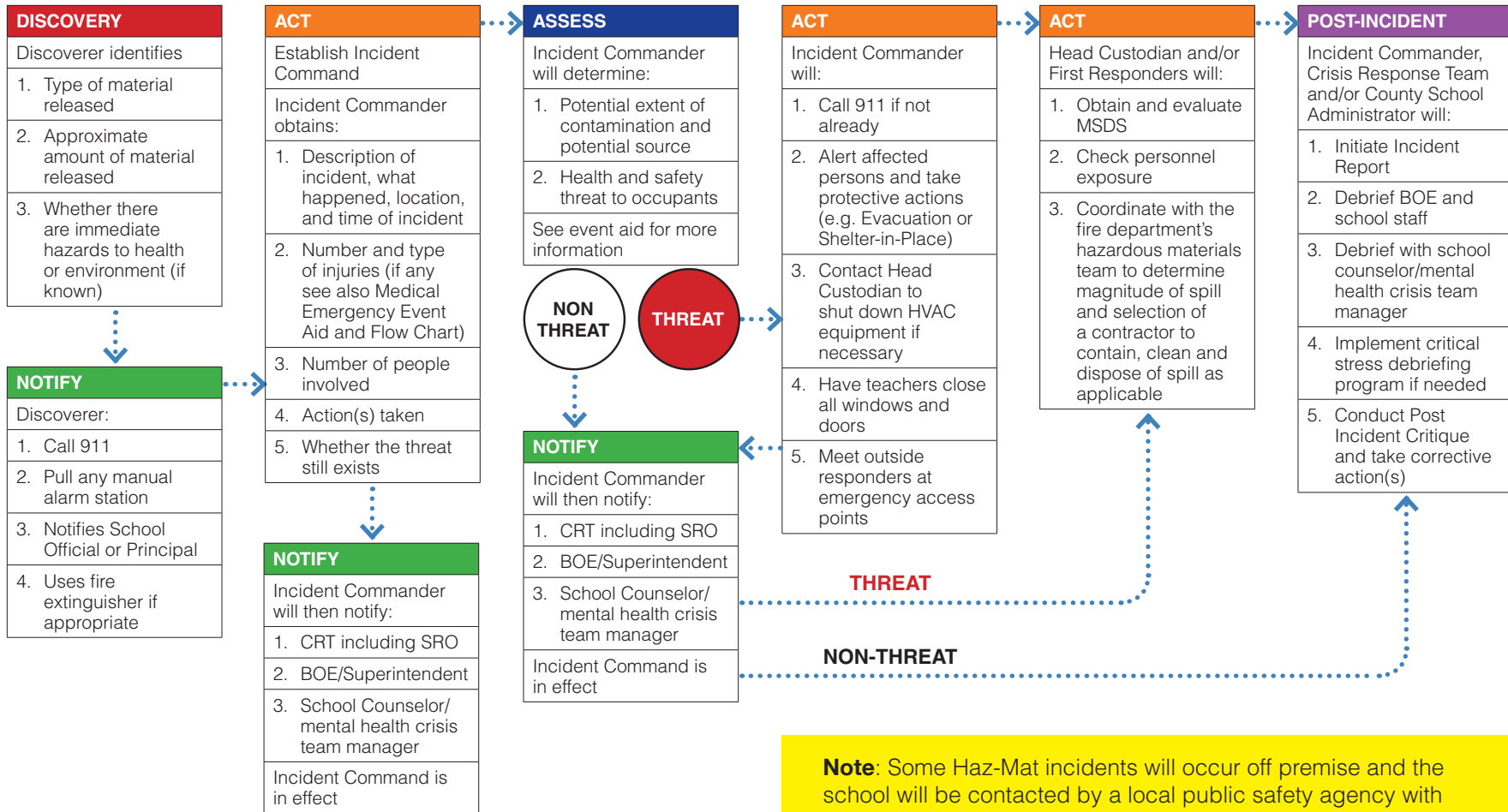
### Evacuation

- If part or all of the school is to be Evacuated, ensure evacuees move in the opposite direction of the wind (i.e. upwind)
- Evacuation areas should be at least 500 feet away from the source of the hazardous materials

### Additional Information:

- Keep school occupants from going near area of contamination
- If Evacuation is necessary, take attendance regularly
- Remind staff to assist persons with special needs

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Activate alarm (if not already activated) and initiate the Evacuation of the school</li> <li>• Call 911</li> <li>• Ensure all school occupants Evacuate and safely reach designated Evacuation assembly areas</li> <li>• Ensure all teachers take roll call and report any unaccounted for students or visitors</li> <li>• Announce "ALL CLEAR" when it is safe to do so</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Direct the shutdown of appropriate utility and building systems</li> <li>• Coordinate efforts and act as a liaison to public utilities</li> <li>• Re-activate utilities and systems when appropriate</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school and bring portable medical files</li> <li>• Treat injured evacuees</li> <li>• Establish a triage area</li> <li>• Track patient care</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Activate Mental Health Response Team and follow established school protocols to assist vulnerable students</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Meet first responders at emergency access points</li> <li>• Confirm the scene is secured</li> <li>• Ensure that only authorized personnel enter the emergency scene</li> <li>• Advise the IC of expected disruption to operations and advisable measures to protect occupants</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct occupants to the Evacuation areas</li> <li>• Assist teachers in taking attendance</li> <li>• Unaccounted for persons should be reported to the IC</li> <li>• Prepare evacuees for Reunification or re-entry to the school</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Prepare the Reunification site</li> <li>• Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced</li> </ul>



**Note:** Some Haz-Mat incidents will occur off premise and the school will be contacted by a local public safety agency with instructions to either Shelter-In-Place or Evacuate. Go to the Shelter-In-Place or Evacuation Event Aids and Flow Charts for additional details.

## Natural Gas Leak/Loss of Service

If there is a natural gas leak, some magnitude of Evacuation will most likely be necessary. A loss of natural gas service may last only a short time and it is usually safest for occupants to stay put.

Natural gas leaks usually cause an odor in the building and present danger for an explosion. (Natural gas is mixed with mercaptan to give it an odor). Other signs of a natural gas leak may include:

- Blowing or hissing sound
- Dead or discolored vegetation in an otherwise green area
- Dirt or dust blowing from a hole in the ground
- Bubbling in wet or flooded areas
- Flames, if a leak has ignited

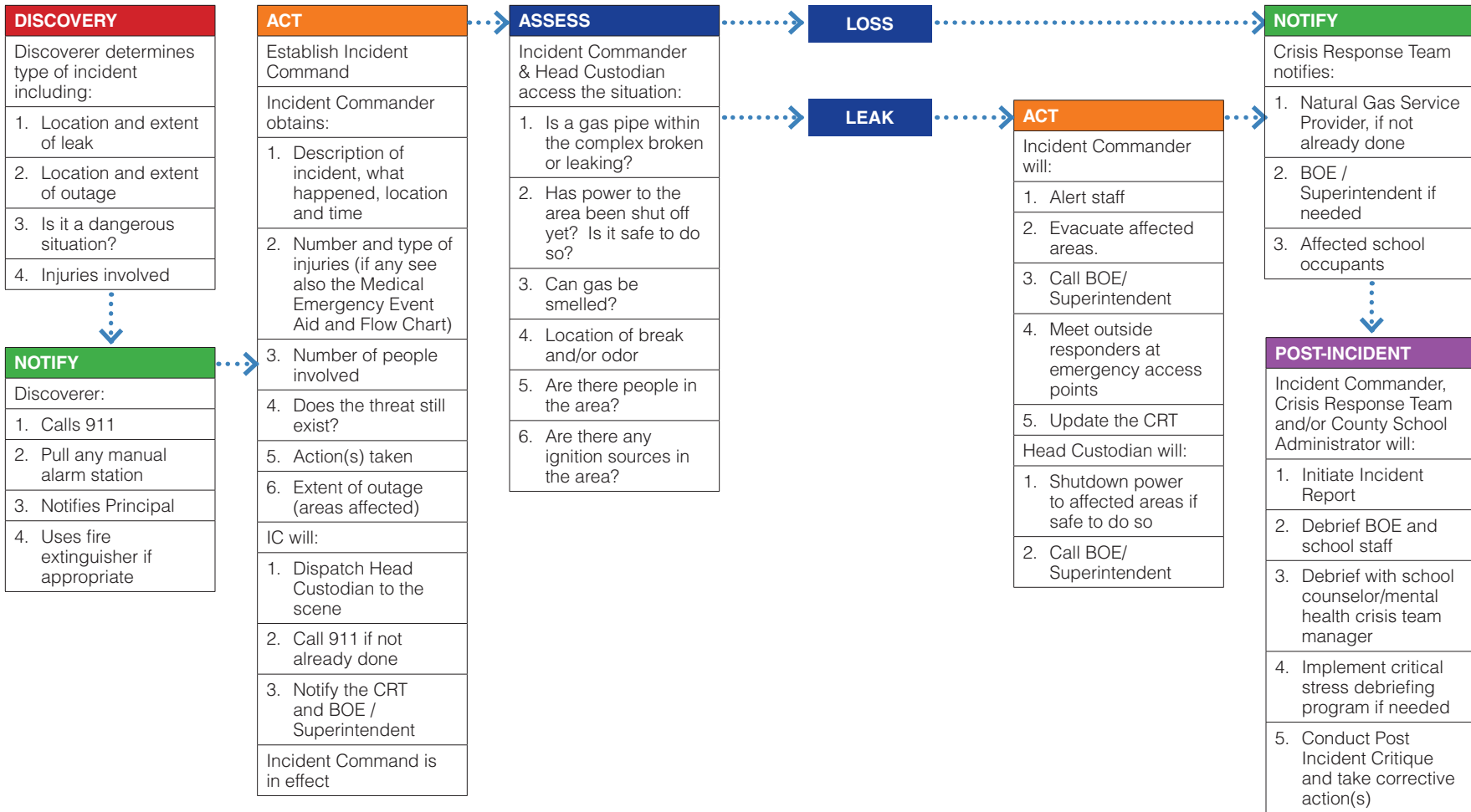
During Gas Line Break/Leak Incident:

- Call 911 and advise them of the incident
- Evacuate the school building
  - » Is there a gas leak or broken supply line within the facility?
  - » Is it safe or desirable to shut off power to the area? If so, turn off gas valve.
  - » Activate the Evacuation signal and provide verbal instructions.
  - » Call the gas company to determine extent of outage and areas affected
  - » Do not enter affected areas unless directed and keep unnecessary people away from area
  - » Try to vent the affected area if it safe to do so
  - » If the temperature outside is below freezing, water systems may need to be drained or heated by outside sources
- DO NOT:
  - » Use electrical devices such as light switches, telephones, cell phones or appliances that could cause a spark and ignite the gas.
  - » Start vehicles
  - » Re-enter the building until a qualified utility representative says it is safe
  - » Try to put out flames if the natural gas is ignited

After Incident is Over:

- Activate the “ALL CLEAR” signal and provide verbal instructions

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Coordinate actions of school personnel with internal and external responders</li> <li>• Use available resources to assist responding agencies as required</li> <li>• Prepare for possible Evacuation of the school or Early Dismissal</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Direct the shutdown of utility lines or systems appropriate for the emergency</li> <li>• Coordinate efforts with the Maintenance Department and public utilities</li> <li>• Prepare to assist first responders with manpower, materials and equipment</li> <li>• Re-activate utilities and systems when appropriate with assistance from Director of Maintenance</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Determine if mental health response team is needed to support distressed students.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>



<b>NATURAL GAS SERVICE PROVIDER</b> (TO BE COMPLETED BY EACH SCHOOL)	
NAME:	
EMERGENCY PHONE NUMBER:	

## Power Outage

Determine if there is a need to Evacuate the school, seek shelter, or stay put. Most power losses are short term and occupants are safer if they remain in place.

Power Lines down in area:

- Have staff members posted in the area of the downed power lines to prevent students from going near them if it is safe to do so
- Call 911 requesting assistance
- Notify BOE / Superintendent's Office

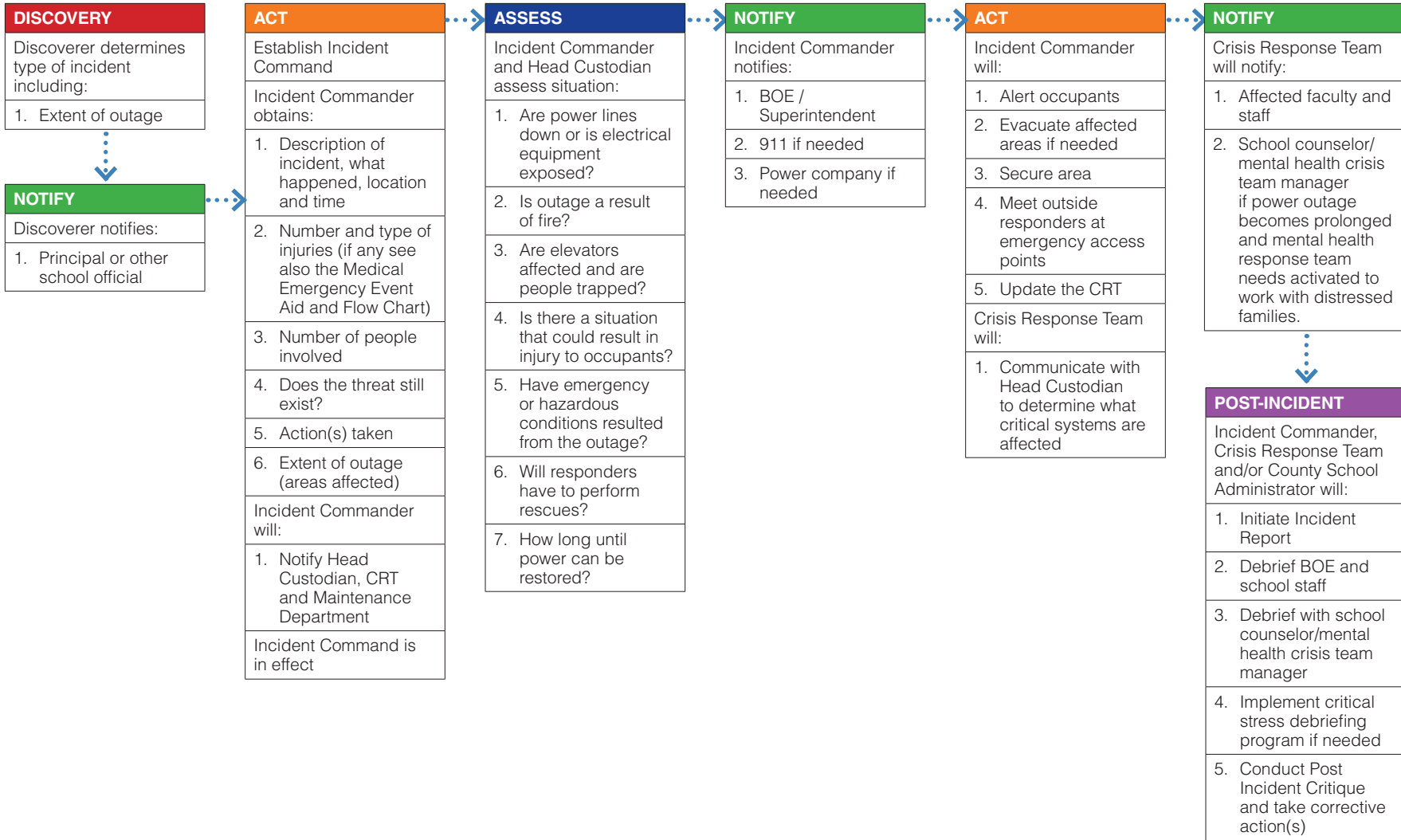
During Outage:

- Immediately report the power outage to BOE/ Superintendent
- Communicate with staff and update them on the status of the outage
- Verify that emergency equipment (e.g. lighting, alarm systems etc.) are operating
- Contact computer room personnel so that they can start power down procedures
- During the power outage, shut down all non-essential equipment

After Power is Restored:

- Activate the "ALL CLEAR" signal and provide verbal instructions
- Slowly turn on lights and equipment to avoid overtaxing the power immediately

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Coordinate actions of school personnel with internal and external responders</li> <li>• Use available resources to assist responding agencies as required</li> <li>• Prepare for possible Evacuation of the school or Early Dismissal</li> <li>• Work with Maintenance Department and local utilities to determine the estimated time power outage</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Direct the shutdown of utility lines or systems appropriate for the emergency</li> <li>• Coordinate efforts with the Maintenance Department and public utilities</li> <li>• Prepare to assist first responders with manpower, materials and equipment</li> <li>• Re-activate utilities and systems when appropriate with assistance from the Maintenance Department</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Determine if mental health response team is needed to support distressed students.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• During an emergency, the Evacuation coordinator should effectively communicate all information to the IC</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>



<b>ELECTRICAL SERVICE PROVIDER</b> (TO BE COMPLETED BY EACH SCHOOL)	
NAME:	
EMERGENCY PHONE NUMBER:	

## Explosion

### Mechanical

This type of explosion is located within the school and may involve the boiler, furnace, or other mechanical system. Regular or periodic maintenance and upkeep of the system is important.

### Criminal or Intentional

An explosive device is either present or is alleged to be present in or on the school grounds or may have actually exploded.

Upon discovery of a potential explosive device:

- Call 911
- Stay calm
- Inform the Principal's office
- Do not operate cell phones, two way radios or other electronic communication devices

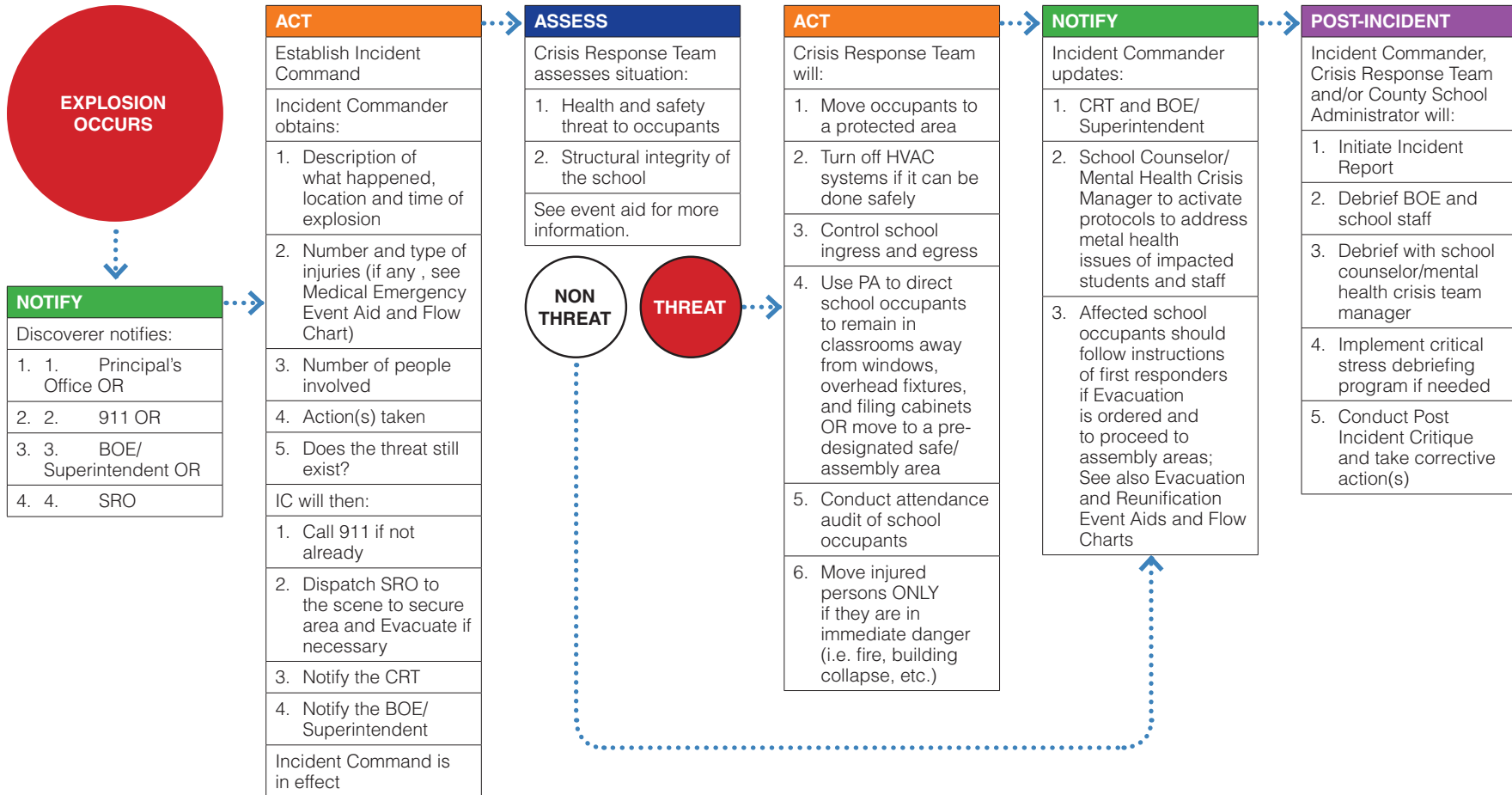
Approximately 70% of terrorist events involve the use of explosives.

### Types of Explosions

- Mechanical
- Chemical
- Nuclear/Radiological

*See also, Hazardous Materials/Chemical, Medical, Nuclear and Bomb Threat Event Aids and Flow Charts as applicable.*

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Call 911 and the BOE/Superintendent</li> <li>• Inform all school occupants that help is on the way</li> <li>• Manage incident and all available resources to assist responding agencies as required</li> <li>• Secure the area</li> <li>• Do not allow any persons to enter or exit the building</li> <li>• Prepare for an Evacuation</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Call 911 and the BOE/Superintendent</li> <li>• Inform all school occupants that help is on the way</li> <li>• Manage incident and all available resources to assist responding agencies as required</li> <li>• Secure the area</li> <li>• Do not allow any persons to enter or exit the building</li> <li>• Prepare for an Evacuation</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Treat injured or those with an illness</li> <li>• Establish a triage area if needed</li> <li>• Track patient care</li> <li>• Assist emergency responders with patient care</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Determine if mental health response team is needed to support distressed students.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Establish contact with local police agency</li> <li>• Secure the area</li> <li>• Assist emergency responders</li> <li>• Assist with the Evacuation of the school</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct occupants to the Evacuation site or assembly area</li> <li>• Assist teachers in taking attendance</li> <li>• Missing occupants should be reported to the IC</li> <li>• Prepare the occupants for Reunification or re-entry into the school</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of occupants</li> <li>• Assist teachers in taking attendance</li> <li>• Prepare the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced</li> </ul>





## Severe Weather/Tornado

**Tornado Watch** – Issued by the National Weather Service when severe weather conditions and tornadoes could occur in the area.

**Tornado Warning** – Issued when a tornado has been sighted or indicated by weather radar. If a tornado warning is issued move to your designated sheltering area. Consider holding students at dismissal time if warranted.

**Other Dangerous Storms** including thunderstorms, high wind advisories or weather conditions capable of producing hail, lightning or other dangerous conditions (e.g. downed electrical lines or downed trees) should follow these protocols.

Pre-Incident Teacher/Staff Responsibilities:

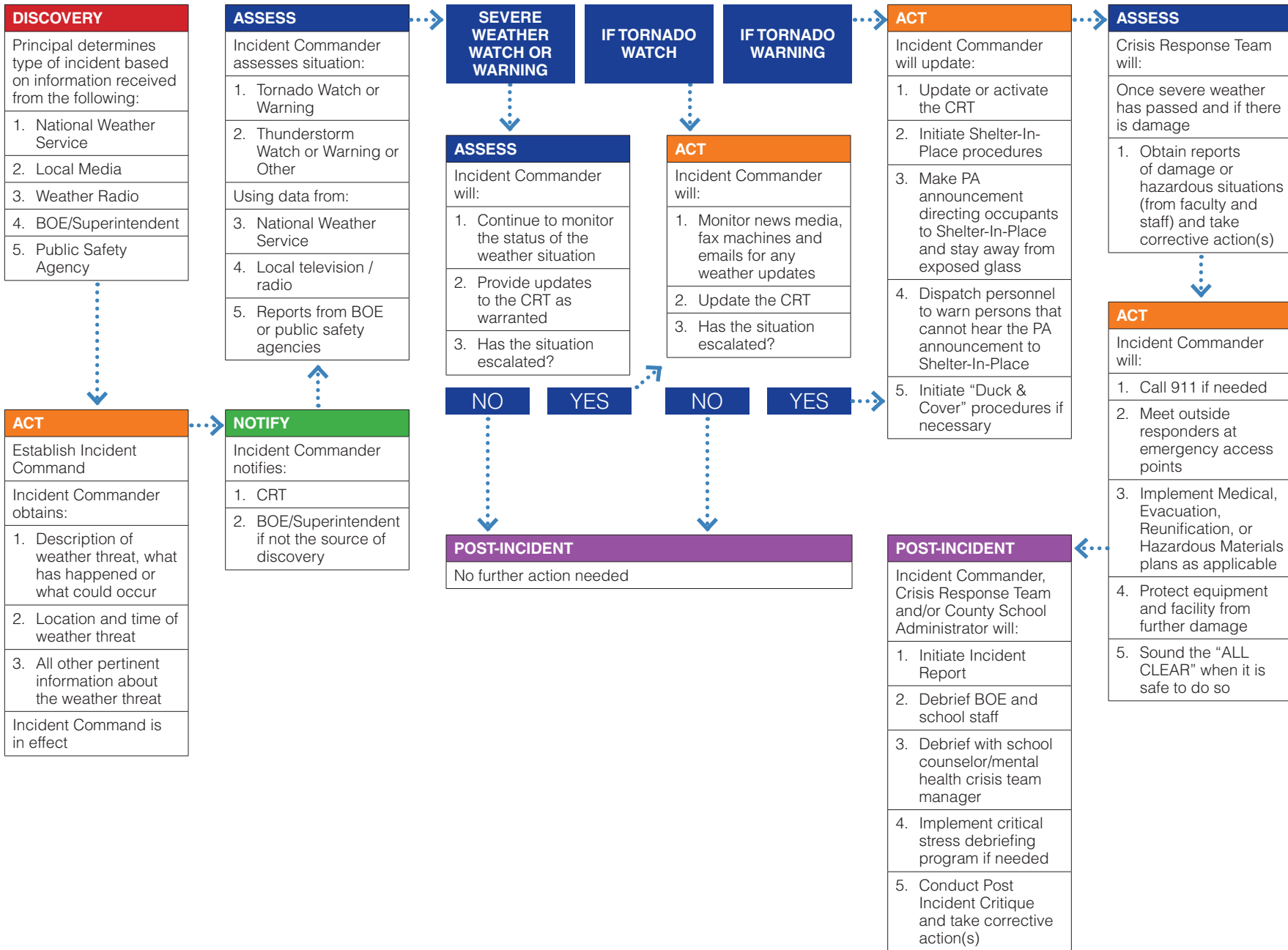
- Secure items that could be affected by high winds
- Shut down equipment, as necessary
- Shelter-in-Place if necessary and ensure that all occupants reach the sheltering areas
- Advise faculty and staff to take roll to ensure that everyone is accounted for, including visitors

Post-Incident:

- Contact Board of Education Office/Superintendent for emergency assistance
- Cordon off damaged areas with tape or barricades
- Board up exposed areas
- Be aware that other facilities in the area may have also been affected and response agencies may not be able to respond immediately
- Avoid using telephones other than for emergency purposes
- Stay away from all windows, skylights and atriums

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Ensure that the emergency announcement to Shelter-In-Place is made or if an Early or Delayed Dismissal will be announced</li> <li>• Advise all students/staff that are outside to re-enter the building</li> <li>• Alert staff of impending weather</li> <li>• Ensure that all school occupants reach the shelter areas</li> <li>• Coordinate actions of school personnel with internal and external responders</li> <li>• Use available resources to assist responding agencies as required</li> <li>• Announce the “ALL CLEAR” when appropriate</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Secure items that can be affected by high winds</li> <li>• Direct the shutdown of utility lines or systems appropriate for the emergency</li> <li>• Coordinate the efforts of and act as a liaison to public utilities</li> <li>• Prepare to assist first responders with manpower, materials and equipment</li> <li>• Reactivate utilities and systems when appropriate</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Determine if mental health response team is needed to support distressed students.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist with the Sheltering, Early or Delayed Dismissal of school occupants</li> <li>• Meet first responders at emergency access points</li> <li>• Confirm the scene is secured</li> <li>• Ensure that only authorized personnel enter the emergency scene</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist with the Sheltering, Early or Delayed Dismissal of school occupants</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist with the Sheltering, Early or Delayed Dismissal of school occupants</li> </ul>

# SEVERE WEATHER/TORNADO - FLOW CHART



## Winter Storm

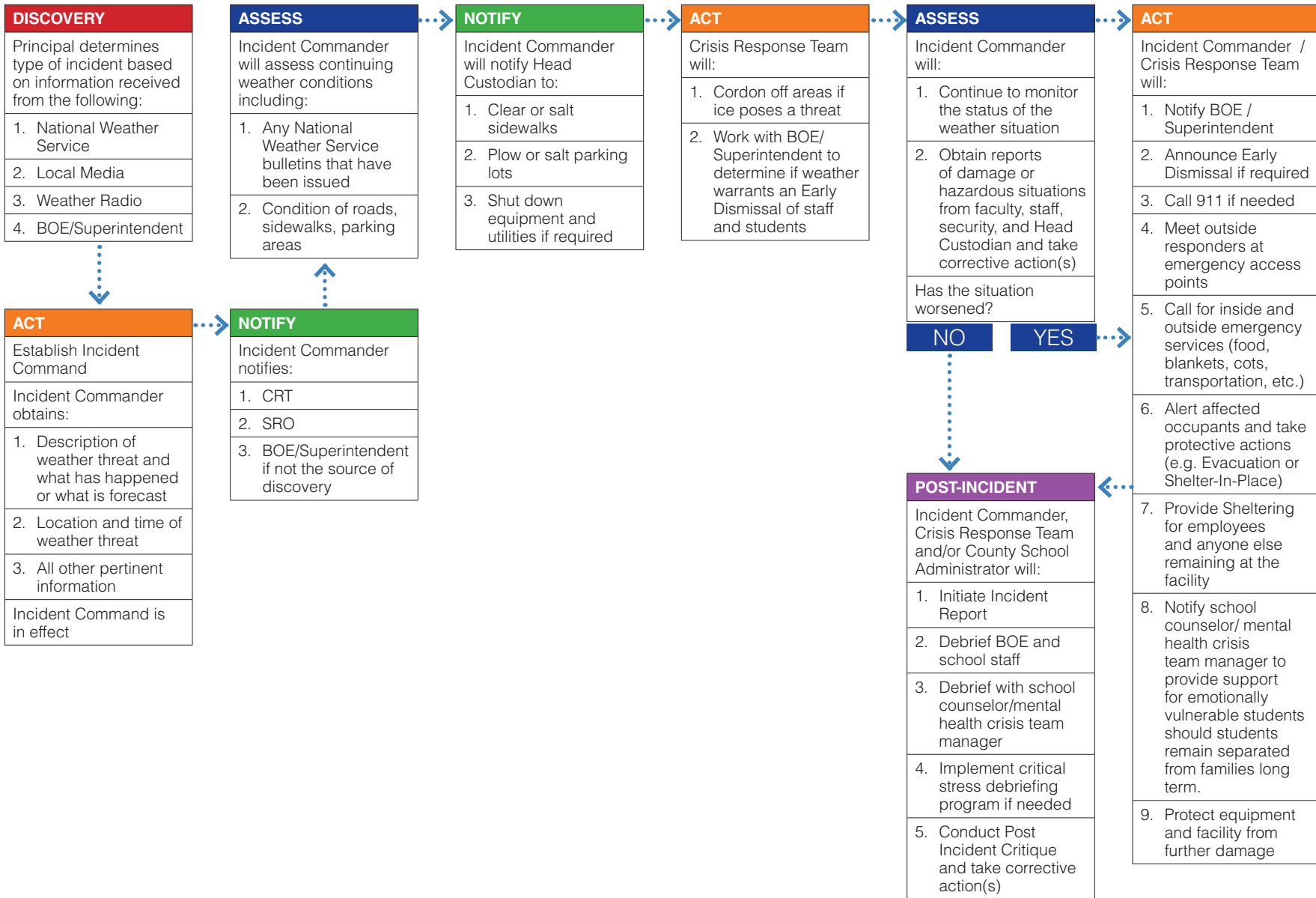
### Pre-Incident

- Prepare facility for the possibility of an Early Dismissal
- Monitor storm progress via National Weather Service, local media, weather radio, or BOE
- Safeguard equipment or materials that could be affected by high winds, blowing snow or cold temperatures
- If necessary, shut down equipment
- Notify occupants via the PA System

### Post-Incident

- Assess damage
- Cordon off damaged areas with tape or barricades
- Contact BOE or Facilities Maintenance for snow and ice removal and to salt around the building

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Prepare for Early Dismissal if the decision is made by BOE Office/Superintendent's Office</li> <li>• Ensure that the announcement to close school is made</li> <li>• Ensure that all occupants safely leave the school</li> <li>• Coordinate actions of school personnel with internal and external responders</li> <li>• Use available resources to assist responding agencies as required</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Maintain sidewalks, driveways and parking lot</li> <li>• Secure items that can be affected by high winds, snow or ice</li> <li>• Coordinate efforts of and act as a liaison to public utilities</li> <li>• Prepare to assist responders with manpower, materials and equipment</li> <li>• Reactivate utilities and systems when appropriate</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Assist with contact of parents, as needed</li> <li>• Provide support and training of staff to support distressed students.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist with the Early Dismissal of school occupants</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist with the Early Dismissal of school occupants</li> </ul>



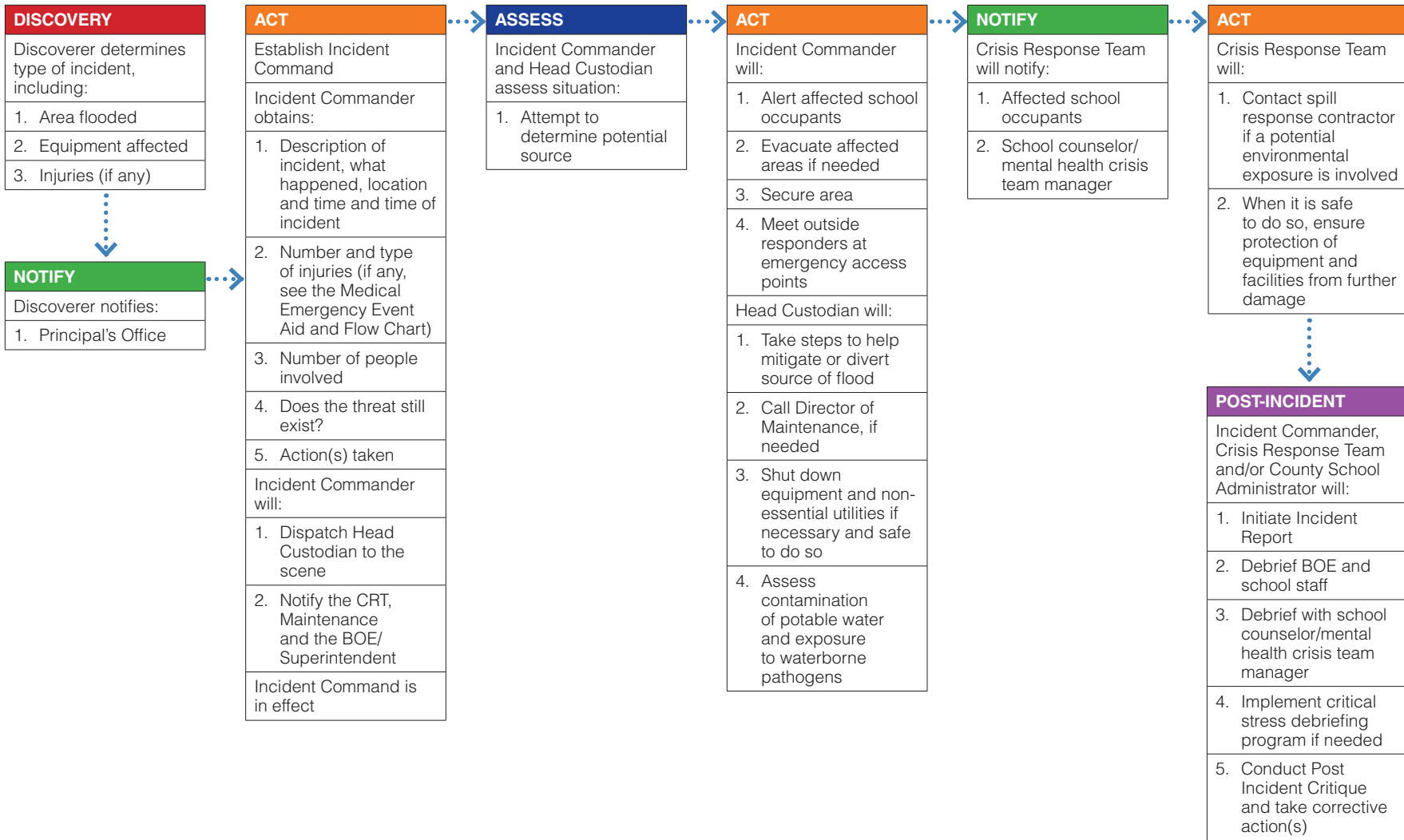
## Flooding Incident

Most areas in West Virginia are subject to floods. Flooding may be caused by heavy rains or dam breaks. Even small creeks can become a raging torrent capable of destruction. With the exception of flash flooding, the onset of most floods is a slow process with build-up taking several days. Be aware of the local history with regard to flooding. County school transportation offices should make alternative bus routes to avoid flood-prone areas.

If it is safe to do so:

- Relocate items to safer areas, especially items of greater value to the school operations
- Contact utility for assistance in managing power sources within the flood area.
- Account for all school occupants
- Report any missing persons to the IC
- If water supply has been contaminated, post signs warning people not to drink the water
- Do not re-energize power lines or equipment that may still be under water
- Cordon off or barricade emergency area
- Keep students out of water
- Re-route walking patterns if necessary
- Have additional staff assist with the Early Dismissal of students

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Coordinate actions of school personnel with internal and external responders</li> <li>• Use available resources to assist responding agencies as required</li> <li>• Prepare for possible Evacuation of the school or Early Dismissal</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Direct the shutdown of utility lines or systems appropriate for the emergency</li> <li>• Coordinate efforts with Director of Maintenance and public utilities</li> <li>• Prepare to assist first responders with manpower, materials and equipment</li> <li>• Re-activate utilities and systems when appropriate with assistance from the Maintenance Department</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Assist with contact of parents, as needed</li> <li>• Provide support and training of staff to support distressed students.</li> <li>• Activate Mental Health Response Team to assist with the flood recovery process.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist the IC with an Early Dismissal or Evacuation procedures</li> </ul>



## Earthquake

Earthquakes are a form of disaster that give no advanced warning. To ensure students and staff safety, use the following procedures.

### Inside Building:

- All school occupants should immediately turn away from glass areas and place themselves under tables and desks
- All occupants are to remain in position until it is determined it is safe to resume normal class operations
- If structural damage, window breakage, etc. has been sustained; the teacher is to follow normal Evacuation procedures following the termination of the earthquake
- IC along with Head Custodian will determine extent of damage and will call the BOE Office/Superintendent's Office for clearance before having occupants re-enter the classrooms if structural damage is noted
- Students are not to be dismissed from school until the BOE/Superintendent's Office has given clearance

### Outside Building:

- School occupants are to remain in a cleared area free from any potential falling objects (trees, power lines, buildings, etc.)
- Students are to be under direct supervision of adult(s) who in turn will wait for instructions from the IC as to the appropriate Early Dismissal of students or Reunification process
- Under no circumstances should students or adults attempt to return to the building during an earthquake

### Follow-up Survey:

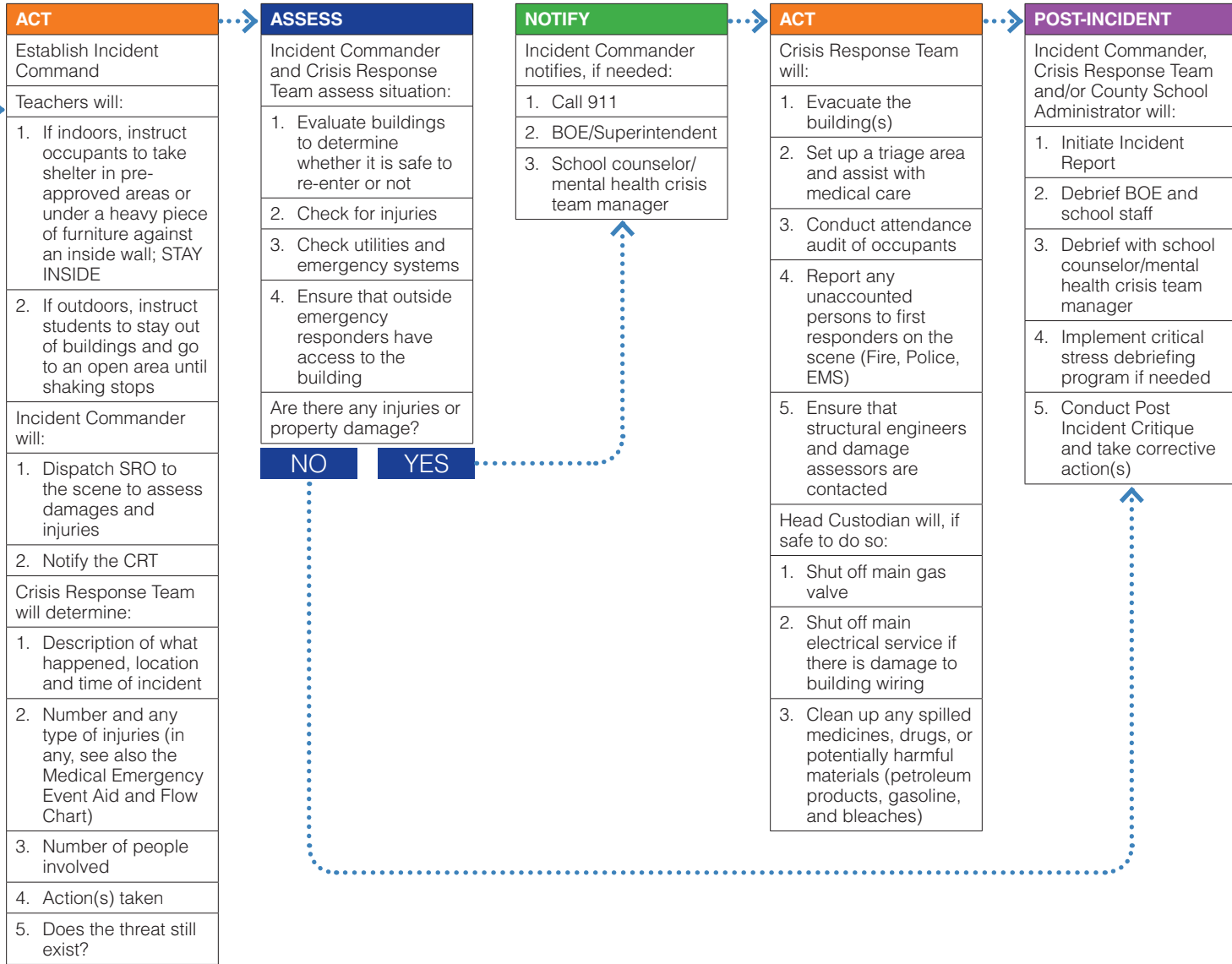
A survey of injuries should be made as soon as possible. Notify the IC of any injuries. List names of injured persons and description of injuries. Further instructions will be given over the PA as soon as possible.

### Inspections:

IF ANY SCHOOL BUILDING HAS SIGNS OF STRUCTURAL DAMAGE (including cracks in windows, walls, floors, or ceilings), DO NOT RE-ENTER SCHOOL BUILDING UNTIL THEY HAVE BEEN INSPECTED BY QUALIFIED PERSONS.

*See also Medical Emergency Event Aid and Flow Chart if needed.*

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Monitor local media channels and national weather radio for updates</li> <li>• Use available resources to assist responding agencies as required</li> <li>• Secure the area</li> <li>• Call 911 if needed</li> <li>• Prepare for an Evacuation</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Direct the shutdown of utility lines or systems appropriate for the emergency</li> <li>• Coordinate efforts of and act as a liaison to public utilities</li> <li>• Prepare to assist first responders with manpower, materials and equipment</li> <li>• Provide auxiliary power, lighting, etc. as needed</li> <li>• Re-activate utilities and systems when appropriate</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Treat injured evacuees</li> <li>• Establish a triage area</li> <li>• Track patient care</li> <li>• Assist emergency responders</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students.</li> <li>• Assist with contact of parents, as needed.</li> <li>• Activate Mental Health Response Team to assist with the recovery process.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Effectively communicate all information to the IC</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> <li>• Direct occupants to the Evacuation assembly area.</li> <li>• Assist teachers in taking attendance</li> <li>• Unaccounted for persons should be reported to the IC</li> <li>• Prepare the occupants for Reunification or re-entry into the building</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Ensure that all building windows are closed</li> <li>• Report to IC for further instructions</li> <li>• Prepare the occupants for Reunification or re-entry into the building</li> </ul>





## **Bus Incident/Accident**

In the event of a dangerous incident during school transportation, the safety of the driver and passengers is the most important factor. Follow County School Board policy and refer to any of the previously mentioned school safety responses for direction. Calls to the bus garage, 911 and/or the school Principal should occur in every emergency situation.

Bus drivers:

- Check for any injuries
- Call dispatcher with the accident location and report any injuries
- Secure the bus and display warning signs
- Keep all passengers on the bus unless it is unsafe to do so. If the threat of fire exists, Evacuate everybody to a safe location
- Account for all passengers
- Complete necessary incident/accident forms following the incident

Bus Garage:

- If emergency call is received, record all accident information; keep open communication with the driver
- Call 911 or local police if not already done by the bus driver
- Notify the BOE Director of Transportation
- Director of Transportation should notify County School Superintendent's Office
- Provide another bus and driver to assist
- Notify school of estimated time of arrival for students

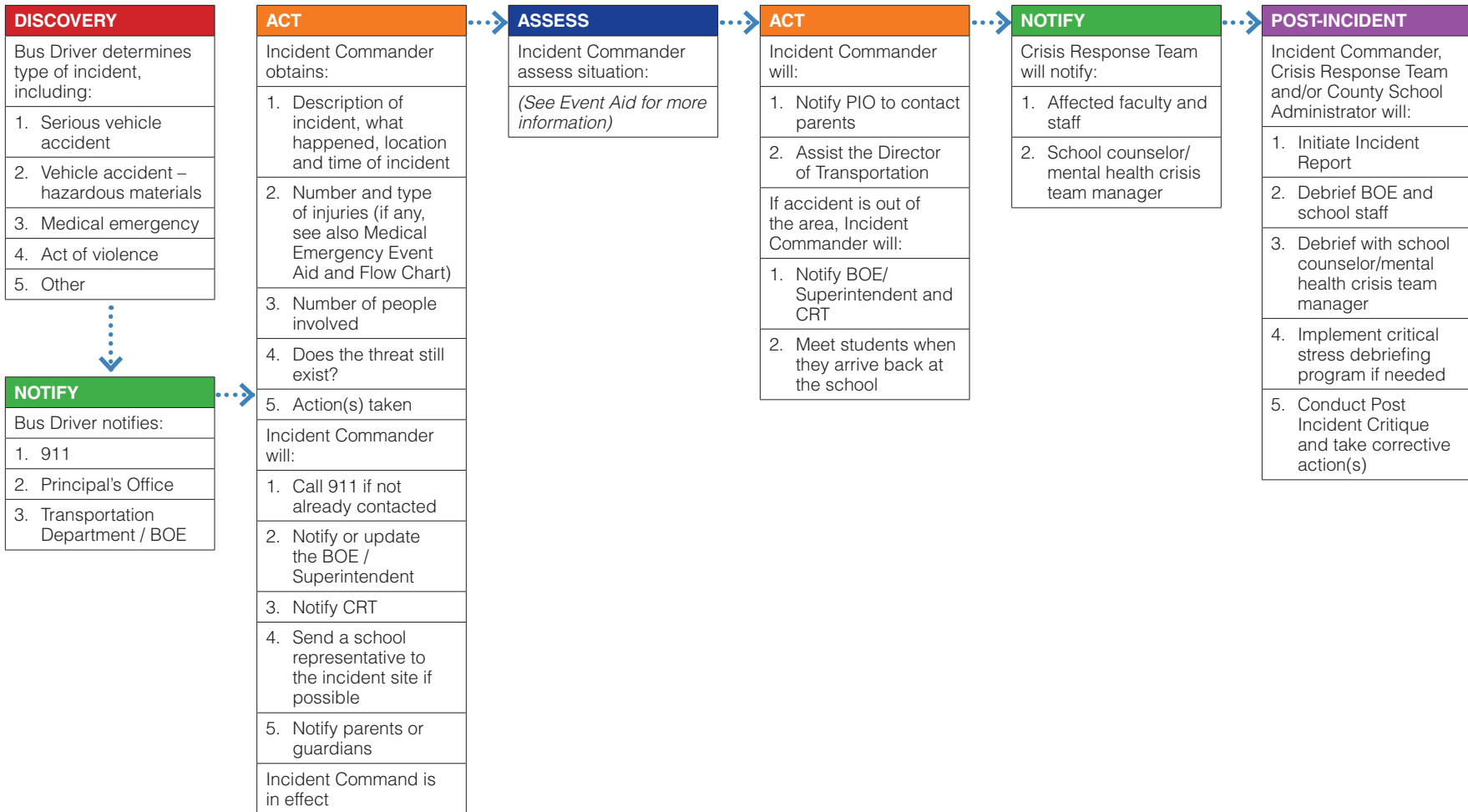
Principal's Office:

- Contact appropriate staff
- Dispatch a school representative to the scene if possible
- Contact parents and/or guardians and inform them of the following:
  - » List of injured, once available
  - » Medical facility that injured students are being transferred to

*If any injuries, see also the Medical Emergency Event Aid and Flow Chart.*

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Dispatch a school representative to the scene, if possible</li> <li>• Notify BOE/Superintendent of the incident.</li> <li>• Ensure that parents and guardians are aware of the incident</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> <li>• Provide external emergency responders with any medical information that will assist their assessment of injured riders</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students.</li> <li>• Assist with contact of parents, as needed.</li> <li>• Activate Mental Health Response Team to support distressed students and families and to assist with the recovery process.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene if within the incident is local to assist with the response</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to IC for further instructions</li> </ul>

# BUS INCIDENT/ACCIDENT - FLOW CHART



## Physical Assault/Fighting

Any act of violence or assault must be reported to the SRO or the local law enforcement agency, and the school office immediately. If an act of violence just occurred, or is in the process of occurring, ensure the safety of the students and staff first.

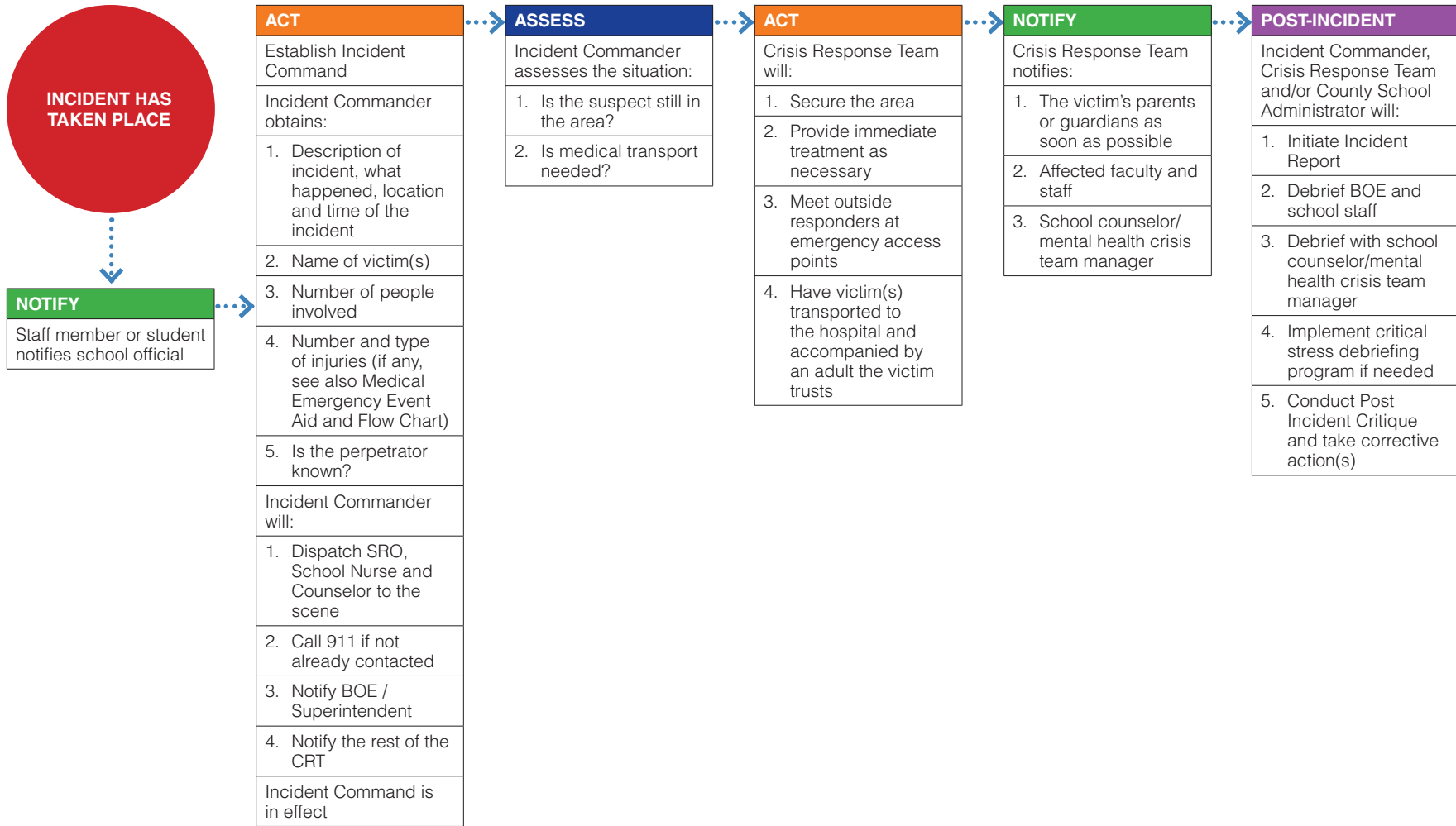
### General Information:

- If the victim(s) requires medical attention, refer also to the Medical Emergency Event Aid and Flow Chart
- Reassure school occupants that all possible actions are being taken to care for any injured student(s) and protect others
- Have all witnesses to the assault report to the Principal's office
- Protect the identity of any minor assailants, suspects and that of the victim(s) from release

### Teacher or Staff Responsibility:

- Call 911
- Diffuse the situation, if possible
- Attempt to isolate the area from other students. Reducing the audience lessens the danger
- Remain in a safe position and issue verbal commands to stop the fighting. In a calm voice shout "STOP"
- Attempt to get help from another teacher or staff member
- If it is safe to do so, move the victim(s) to a private office/ area and assist in making them comfortable. Do not leave the victim(s) alone
- Report the assault to the school office
- Be prepared to give as much information as possible such as:
  - » Your name and location
  - » What occurred?
  - » Victim(s) name, age and location
  - » Name and description of assailant(s) (are they still on school property) or direction of escape

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Report to law enforcement or call 911 as appropriate</li> <li>• Coordinate the actions of the CRT and other internal responders to maintain care of the victim(s)</li> <li>• Identify the problem and intervene if necessary</li> <li>• Maintain control of the scene</li> <li>• Prepare to quickly Evacuate or Lockdown the school or areas of the school, if necessary</li> <li>• Assist external responders in locating and identifying any suspects, victims and/or witnesses</li> <li>• Secure emergency information from student enrollment cards on the victim and suspect</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> <li>• Assist the IC in intervening if able to do so in a safe manner</li> <li>• Assist external responders in locating and identifying any suspects and victims</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the scene</li> <li>• Comfort any victims</li> <li>• Provide medical treatment</li> <li>• Update paramedics when they arrive</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Assist with diffusing student anger.</li> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students.</li> <li>• Assist with contact of parents, as needed.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Call for additional support if needed</li> <li>• Diffuse incident/threat if it is still active</li> <li>• Secure scene and keep spectators out of the area</li> <li>• Conduct complete and thorough criminal investigation</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>



## Sexual Assault

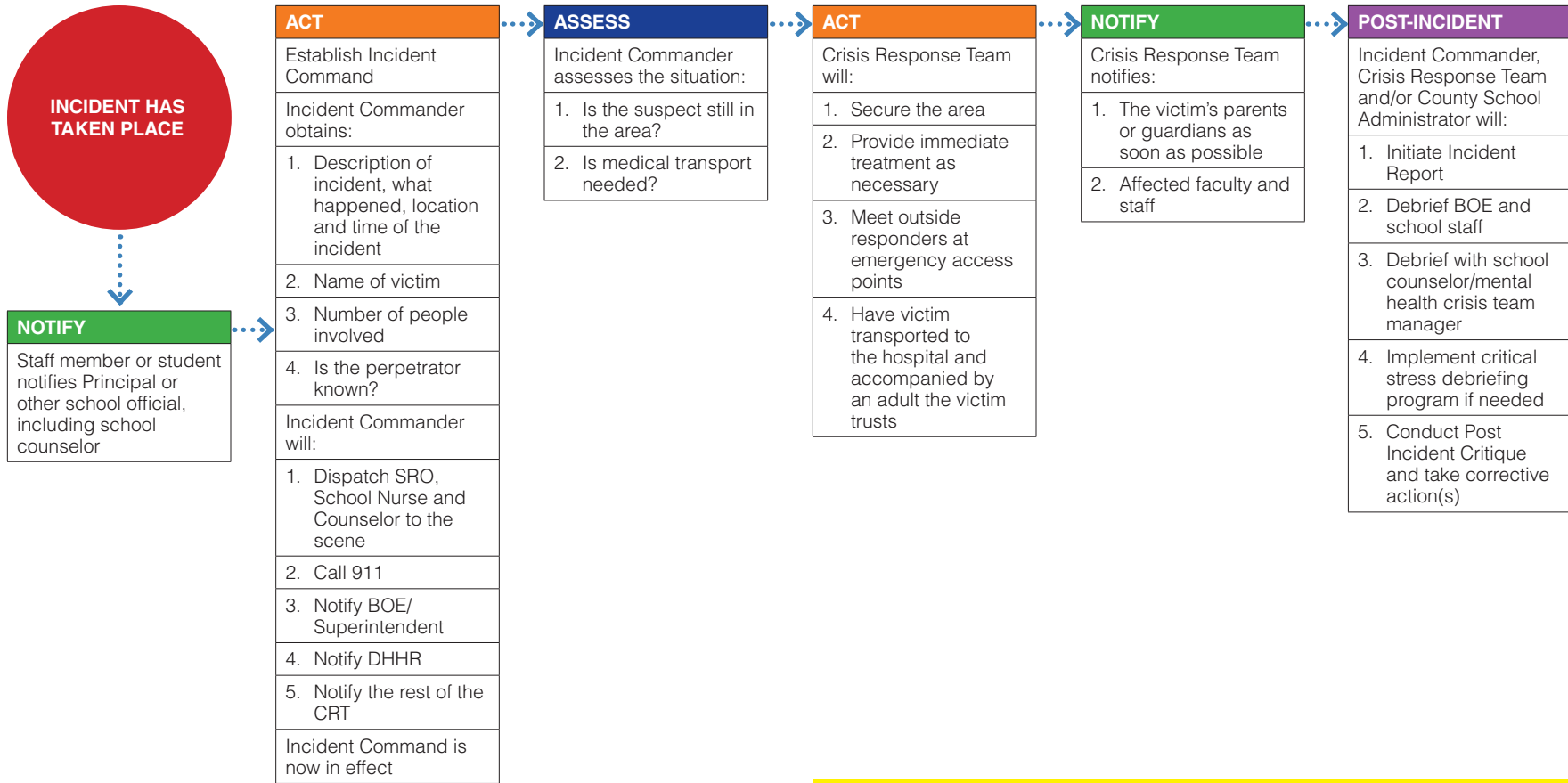
Criminal sexual assault involves non-consensual sexual penetration or touching of a person's intimate parts including the breasts, buttocks or genital areas. Sexual penetration includes oral sex or any insertion of an object into a person's genital or anal opening. Consensual sexual penetration involving an adult and a person under the age of 16 is a criminal offense.

### General Information:

- Call SRO and/or 911 as quickly as possible
- Comfort the victim and advise them medical response is coming
- Make a detailed report of the incident
- A statement should be taken from any person(s) that witnessed the incident
- Stay with the victim during the incident until relieved by school medical personnel or first responders
- DHHR must also be notified

It is critical to ensure that the identity of any victim(s) or minor suspects be protected from release to any outside sources.

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Identify the problem and location</li> <li>• Secure the area</li> <li>• Notify the SRO if available, or call local law enforcement</li> <li>• Assess whether the suspect can be safely isolated or detained</li> <li>• Secure emergency information on suspect, victim and witnesses if possible</li> <li>• Coordinate the actions of the CRT and other internal responders to maintain care of the victim(s)</li> <li>• Maintain control of the scene</li> <li>• Prepare to quickly Lockdown the school or areas of the school, if necessary</li> <li>• Assist external responders with Lockdown and emergency procedures</li> <li>• DHHR must also be notified</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions.</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the scene</li> <li>• Comfort the victim</li> <li>• Provide medical treatment</li> <li>• Update paramedics when they arrive</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students.</li> <li>• Support Abused Student(s)</li> <li>• Assist with contact of parents, as needed.</li> <li>• Maintain confidentiality.</li> <li>• Make appropriate referrals.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Call for additional support if needed</li> <li>• Diffuse incident/threat if it is still active</li> <li>• Secure scene and keep spectators out of the area</li> <li>• Conduct complete and thorough criminal investigation</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>



**Remember, the care and confidentiality of the victim is the highest priority. This is extremely vital with regards to the news media. Most media outlets will cooperate, however it is always best to respectfully decline to release the identity of victim(s), especially minors.**

## Suicide Attempt/Threat

### Armed Student or Person

- Speak calmly to the student or person
- Do not approach the student or person
- Do not attempt to confiscate the weapon
- Communicate and cooperate
- In a calm manner ask the student or person for permission to Evacuate any nearby students or other persons
- Do not leave the student alone without adult supervision if safe to do so

### Suicide Threat

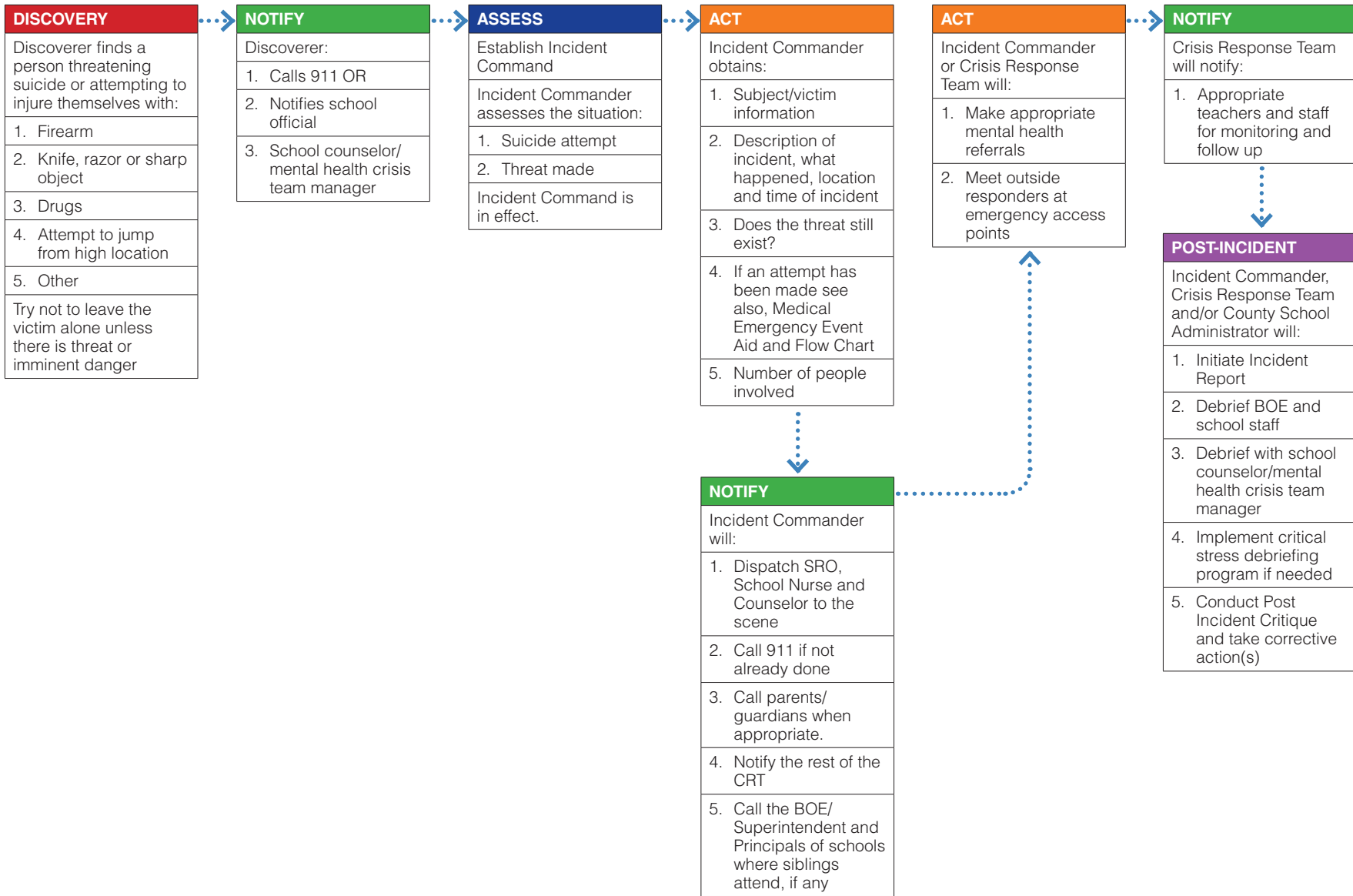
- Notify Principal's Office as soon as possible. Do not leave a voicemail, keep calling until you make personal contact
- Take the threat seriously, both from the student and his/her peers
- Anytime the risk of suicide exists, an appropriate trained professional, such as a school psychologist, counselor, or social worker should manage the situation
- Under no circumstances should an untrained individual attempt to assess the severity of a suicidal risk
- Staff members can also be at risk for self-destructive behavior; as with students, staff members' comments or gestures need to be considered carefully

### Suicide Attempt

- Call 911
- Notify the Principal's Office as soon as possible; do not leave a voicemail, keep calling until you make personal contact
- Ensure the CRT is notified immediately
- If necessary, implement the appropriate emergency procedures (e.g. Evacuation or Lockdown) to ensure that students are not exposed to trauma or danger
- Remain with the situation, working to diffuse the crisis by staying calm
- Reassure everyone involved that everything possible is being done to return the situation to normal
- Be prepared to provide critical information to the emergency responders

*Also see also Medical Emergency Event Aid and Flow Chart in the event of a suicide attempt.*

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Call 911</li> <li>• Secure the scene and call the School Nurse</li> <li>• Remove any school occupants from the area</li> <li>• Call victim's parent, guardian or other adult listed on the emergency contact card</li> <li>• Contact BOE/Superintendent</li> <li>• File a report</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the scene and assist the IC</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Treat the patient</li> <li>• Prepare for transportation to local health care facility</li> <li>• Provide medical update and any medical history to arriving paramedics or first responders</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Implement annual suicide prevention efforts.</li> <li>• Establish awareness and staff protocols for assessing &amp; responding to threats of suicide.</li> <li>• Contact parents and make appropriate referrals.</li> <li>• Establish and implement evidence-based protocols for the aftermath of a suicide.</li> <li>• Activate mental health response team to support affected students and parents.</li> <li>• Engage community resources to support efforts. See resource section of Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Secure scene and keep spectators out of the area</li> <li>• Assist School Nurse</li> <li>• Meet ambulance at emergency access point</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the scene and assist the IC</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the scene and assist the IC</li> </ul>





## Weapons/Armed Person

Follow these procedures whenever a person has a weapon, imply they have a weapon or is holding another person hostage.

- Do not confront the person except under highest-level threat and only as a last resort
- School building moves to a “LOCKDOWN” with a clear message sent throughout the school

### Definition:

The term weapon includes firearms, bombs, double-edged folding instruments, switchblades, blackjack, billy club, taser/ stun gun, air/gas propelled guns (e.g. BB, pellet or paintball guns) or any other article carried or possessed for use as a weapon (e.g. tire iron, baseball bat, etc.) for the purpose of assault or defense.

If a weapon is found:

- Isolate the area
- Do not touch the weapon; local law enforcement will secure the weapon for evidence

If subject is visible:

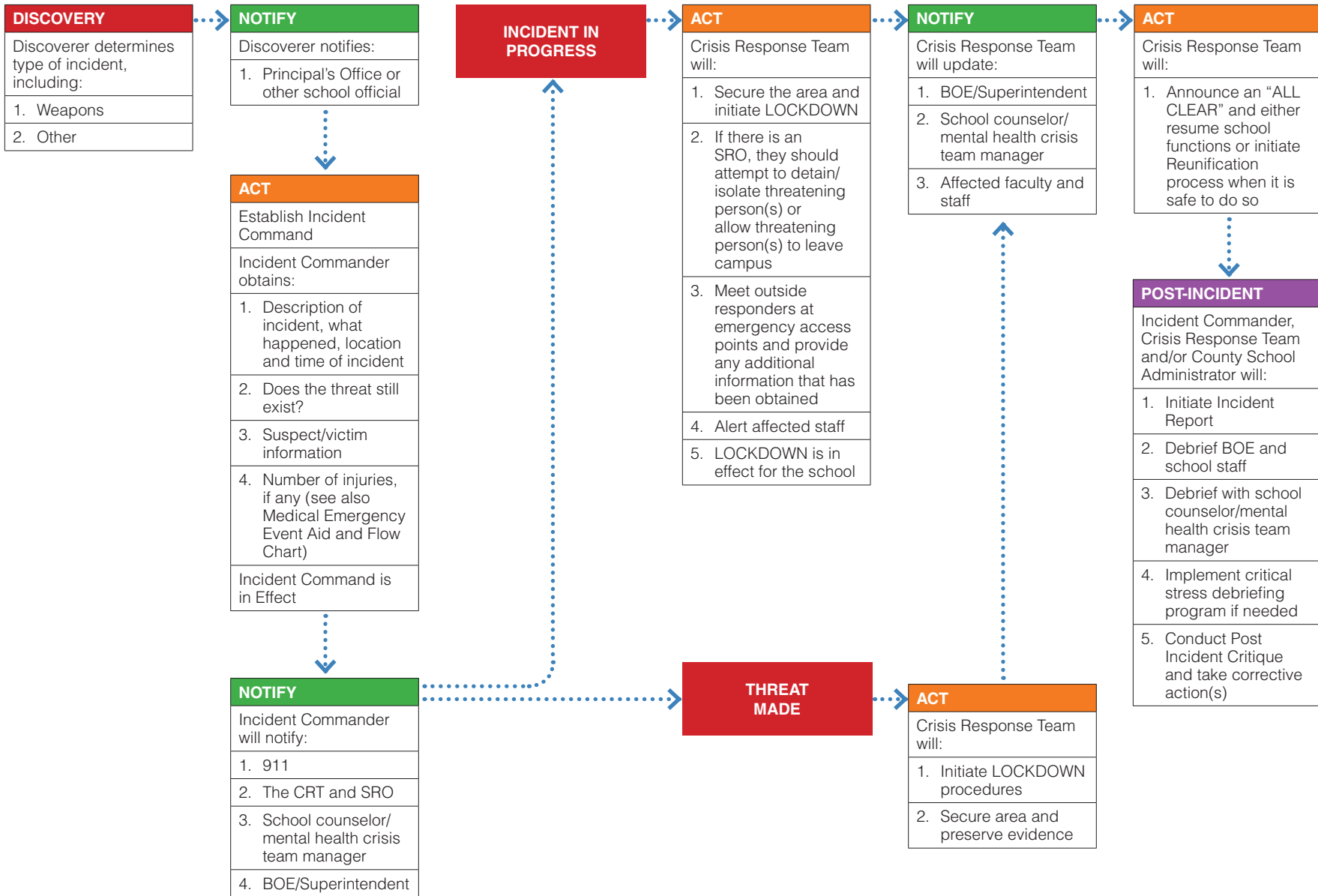
- Stay calm and do not approach
- Do not attempt to confiscate the weapon
- Communicate and cooperate with the subject
- Stay calm
- If the subject threatens you with a weapon, follow the subject’s directions
- DO NOT TRY TO BE A HERO

Teacher/Staff Responsibility:

- If a weapon is observed, follow the above procedures
- Make a list of all occupants in classroom and lock the door
- Do not attempt to contact the office unless you have pertinent information or require immediate medical attention

*See also Lockdown Event Aid and Flow chart and Medical Emergency Event Aid and Flow Chart if there are injuries.*

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Immediately declare a LOCKDOWN and call 911</li> <li>• Notify SRO if available</li> <li>• Coordinate the actions of the CRT and other internal responders to maintain care of the victim(s) and occupants</li> <li>• Maintain control of the scene from a safe distance</li> <li>• Escort any people in hallways to a safe location</li> <li>• Collect pictures, description or any other information about the suspect and weapon</li> <li>• Assist external responders with Lockdown, Evacuation and emergency procedures</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for initial instructions</li> <li>• Shut down utilities if advised to do so by the IC or law enforcement</li> <li>• Maintain access route for emergency personnel and vehicles</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to IC for initial instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Determine if mental health response team is needed to support distressed students.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Call for additional support if needed</li> <li>• Assist in securing Lockdown</li> <li>• Diffuse incident/threat if it is still active</li> <li>• Secure scene and keep spectators out of the area</li> <li>• Conduct complete and thorough criminal investigation</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> <li>• Prepare to direct occupants to the Evacuation assembly area</li> <li>• Assist teachers in taking attendance</li> <li>• Missing occupants should be reported to the IC</li> <li>• Prepare the occupants for Reunification or re-entry into the school</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> <li>• Assist in Lockdown</li> </ul>



## Unauthorized Removal/Abduction

### Overall Procedures

- If abduction is observed or suspected, call 911
- Obtain a detailed description of the abductor (physical appearance, type of clothing, make/model/color/license plate of vehicle, direction of travel, etc.)
- If a student or staff member is missing or abducted, immediately notify Principal's Office
- If possible, obtain a detailed description of clothing/time/location when student was last seen and a photograph

### Missing Students

- Contact the parent/guardian of the missing student to determine if they should be at school
- Conduct an immediate search of the school and school grounds
- Call 911

### Abducted Students or Staff

- Call 911, provide suspect and vehicle information
- If other students or staff members witness the abduction, they should be detained to be interviewed by law enforcement
- Attempt to clarify type of abduction – custodial or other (see issues to consider below)

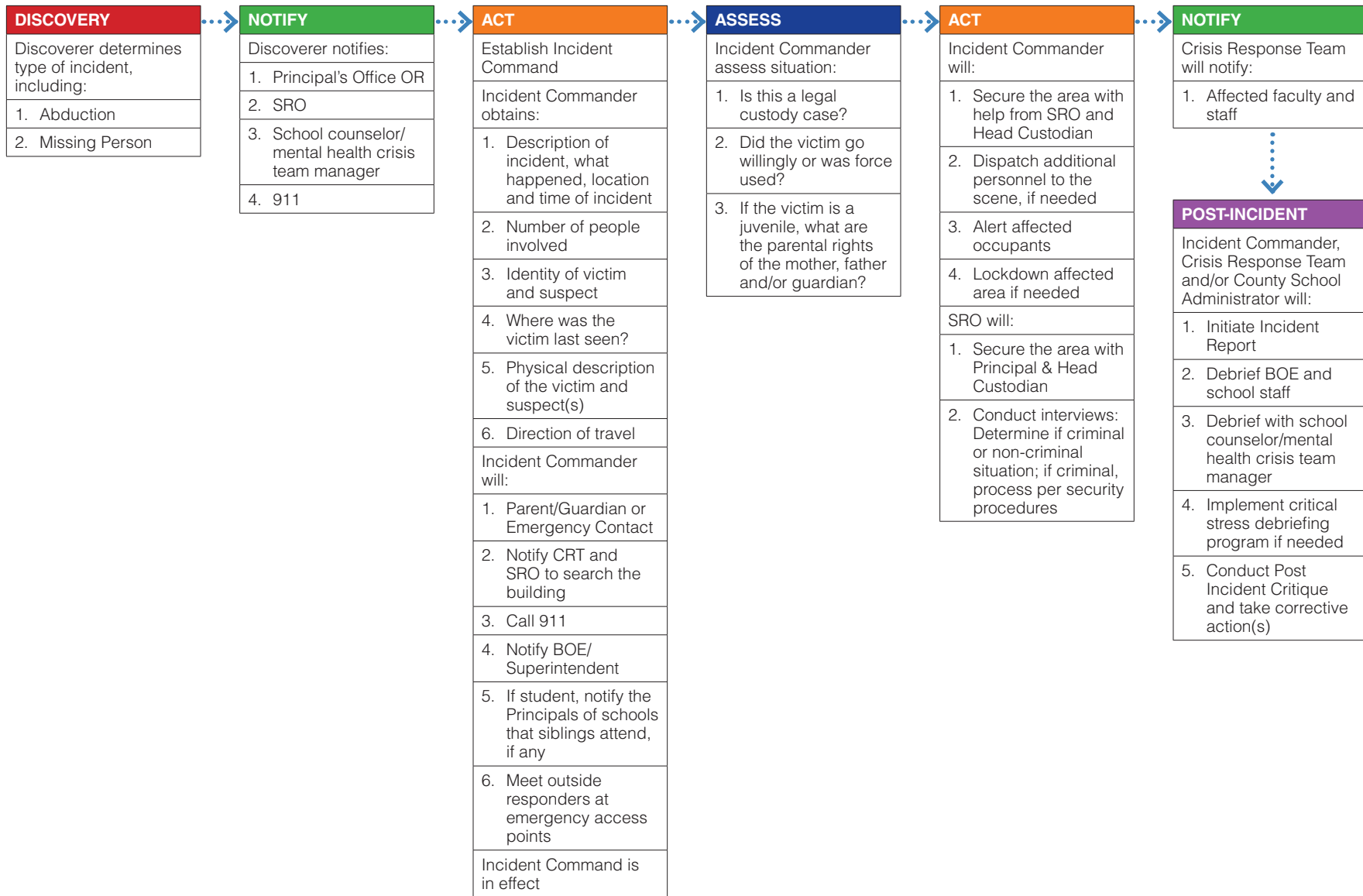
### Issues to Consider

- The safety of the victim is paramount; nothing should be done to increase danger
- Is a custody battle going on between parents/guardians?
- Does the child have a history of being missing; could he/she be a runaway?
- Is there a Personal Protective Order?
- Is there a known history of domestic violence/ domestic issues?
- Is there a pending/recent divorce or legal separation of the parents/guardians of the student or the missing/abducted staff member?

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Coordinate actions of school personnel with internal and external resources</li> <li>• Ensure the entire school is searched</li> <li>• Notify the missing person's emergency contact</li> <li>• Call 911 and the BOE/Superintendent</li> <li>• Activate the schools CRT</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Assist emergency responders in searching the school</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist emergency responders in searching the school</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities, emotionally vulnerable students and close friends of abductee/abductor.</li> <li>• Determine if mental health response team is needed to support distressed students.</li> <li>• Assist with notification of parents/guardians.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist emergency responders in searching the school.</li> <li>• Obtain a physical description of the victim and possible suspect(s)</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist emergency responders in searching the school</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist emergency responders in searching the school</li> </ul>

### Advise the SRO and Local Law Enforcement Agencies of:

- Physical description, age, home address and contact information
- Any special needs or medical issues
- Siblings or other relatives in the school system
- Known friends and acquaintances of the person that is missing/has been abducted



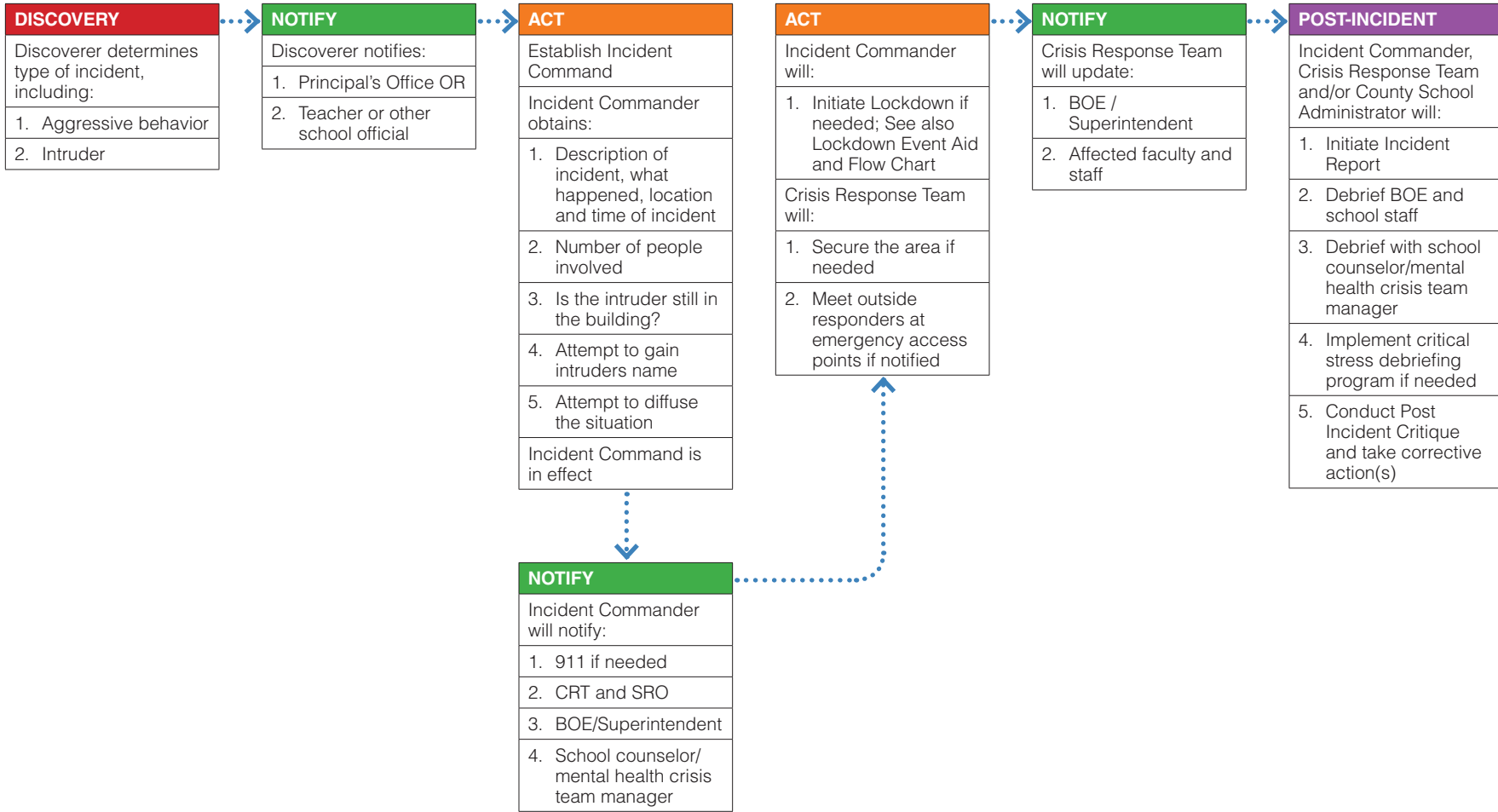
## Intruder/Trespassing

All doors to the school should be locked and secured. The only door that should be accessible from the outside is the main door located closest to the school office. Signs should be posted directing all visitors to the office to sign in and be cleared to visit. Visitors and vendors should produce valid identification. Visitors who are cleared should be given a visitor badge or pass with the current date and area of the school or room they will be visiting. Strangers or persons who are found walking the school halls should be challenged by staff and returned to the office to sign in.

If the intruder refuses to leave, staff should:

- Warn of consequences for staying on school property
- Contact SRO if available
- Advise intruder that you will call police
- Have office announce a “LOCKDOWN” if needed
- Walk away from the intruder if he/she indicates any potential for violence
- Maintain visual contact from a safe distance
- Assign staff to meet with police and direct them to location of intruder
- Advise BOE/Superintendent
- When situation is stabilized, announce an “ALL CLEAR”

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Determine the location of the guest/intruder and identify his/her description</li> <li>• Ask another staff member to accompany you before approaching the intruder. Politely greet guest/intruder and identify yourself</li> <li>• Inform the guest/intruder to accompany you to the office so they may sign in</li> <li>• Prepare to quickly Lockdown the school or areas of the school, if necessary</li> <li>• Assist external responders with Lockdown and emergency procedures</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for initial instructions</li> <li>• Assist IC as needed</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Support affected students/staff to stay calm.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Call for additional support if needed</li> <li>• Diffuse incident/threat if it is still active</li> <li>• Escort trespasser off school property</li> <li>• Conduct complete and thorough criminal investigation</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> </ul>



## Bomb Threat

All bomb threats should be taken seriously, whether or not deemed valid for Evacuation, and must be reported to local law enforcement agencies.

Decision to Evacuate – Consider the following:

- • How specific is the information regarding time, description of the device, its location and other details that may be unique to the school?
- • Are there any controversial issues that could impact the school?
- • Are there unusual employee situations at the school?
- • What is the current history/experience in the local community relative to bomb threats?
- • What is the input from local law enforcement agencies?
- • What was the general tone and behavior of the caller?

Telephone Threat (See also Bomb Threat Checklist)

- • Record every word spoken by the caller
- • Keep the caller on the line as long as possible
- • Ask where the bomb is located
- • Ask when the bomb will detonate
- • Note if caller is male or female
- • Note the age of the caller
- • Note accents or patterns of speech
- • Note background noises (music, road noise, motors, etc.)

Mail Threat

- • Save all materials (envelope, packaging, labels)
- • Avoid touching or moving the materials
- • Is the letter or package lopsided or bulky?
- • Is the letter or package addressed to a school administrator in handwriting?
- • Is the letter or package making any noise?
- • Personnel familiar with the school should quickly identify items that appear to be out of place

E-mail Threat

- • E-mail threats should be saved and the BOE/Superintendent's Office notified

General Guidelines

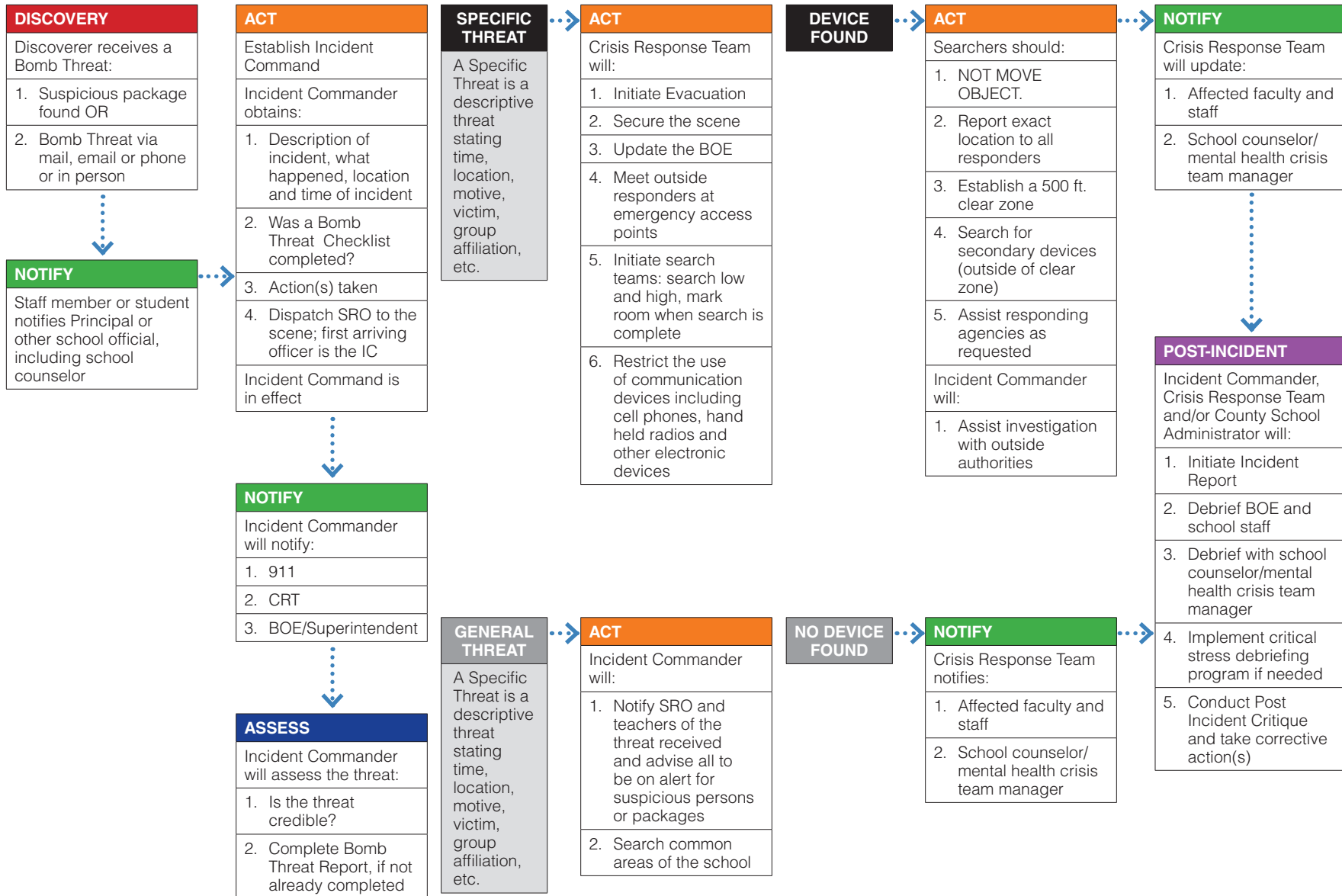
- • Do not touch or pick up any suspicious or out of place items; report these to the authorities as soon as possible
- • Two-way radios, cell phones and other electronic communication devices should not be used; therefore, "runners" designated by the IC must be used to communicate within the facility

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Notify law enforcement</li> <li>• Determine if the bomb threat is credible</li> <li>• Determine if the school should be Evacuated</li> <li>• Activate and initiate the Evacuation</li> <li>• Effectively communicate the emergency Evacuation message</li> <li>• Ensure that all school occupants reach the assembly area.</li> <li>• Announce the "ALL CLEAR" when it is safe to do so</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Assist in the search and rescue if possible</li> <li>• Report to the IC for further instructions</li> <li>• Assist teachers with taking attendance</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Treat injured evacuees, establish a triage area and track patient care</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students.</li> <li>• Support affected students/staff to stay calm.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Assist in the search and rescue if possible</li> <li>• Establish and maintain contact with the police agency and other emergency response agencies</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct occupants to the Evacuation assembly area</li> <li>• Assist teachers in taking attendance</li> <li>• Missing occupants should be reported to the IC</li> <li>• Prepare the occupants for Reunification or re-entry into the school</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation of the school</li> <li>• Prepare the Reunification site</li> <li>• Direct the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced</li> </ul>

Search Techniques

- Use two person search teams
- Search common areas first
- Search classrooms by entering room and listening for any unusual noises
- First Search: all objects floor to hip height
- Second Search: all objects hip to chin height
- Third Search: all objects chin to ceiling
- Fourth Search: above dropped ceiling, if applicable
- Mark room when search is complete

***\*USE BOMB THREAT CHECKLIST\****





The following is a checklist to be utilized by an operator or person receiving a call which threatens the safety or security of the school. All possible questions should be answered immediately following a phoned in threat.

Caller ID Number (if available) \_\_\_\_\_ Caller's Name or address (if known) \_\_\_\_\_  
Time call was received \_\_\_\_\_  
Time call was terminated \_\_\_\_\_

Questions to ask:

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does the bomb look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause the bomb to explode? \_\_\_\_\_
6. Did the caller place the bomb on the school property? \_\_\_\_\_
7. Why was the bomb placed on the property? \_\_\_\_\_
8. Where is the caller calling from? \_\_\_\_\_

Description of the caller's voice (check all that apply):

- |                                 |                                    |                                   |                                 |  |                                   |                                  |  |
|---------------------------------|------------------------------------|-----------------------------------|---------------------------------|--|-----------------------------------|----------------------------------|--|
| <input type="checkbox"/> Calm   | <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal    | <input type="checkbox"/> Angry  | <input type="checkbox"/> Broken/Cracking | <input type="checkbox"/> Stutter  | <input type="checkbox"/> Slow    | <input type="checkbox"/> Sincere       |
| <input type="checkbox"/> Lisp   | <input type="checkbox"/> Rapid     | <input type="checkbox"/> Laughing | <input type="checkbox"/> Deep   | <input type="checkbox"/> Crying          | <input type="checkbox"/> Squeaky  | <input type="checkbox"/> Excited | <input type="checkbox"/> Stressed      |
| <input type="checkbox"/> Accent | <input type="checkbox"/> Loud      | <input type="checkbox"/> Slurred  | <input type="checkbox"/> Normal | <input type="checkbox"/> Soft            | <input type="checkbox"/> Distinct | <input type="checkbox"/> Raspy   | <input type="checkbox"/> Clears Throat |

Description of background noises (check all that apply):

- |  |                                       |  |                                    |                                 |  |                                       |
|--|---------------------------------------|--|------------------------------------|---------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> House noises | <input type="checkbox"/> Factory/Machinery | <input type="checkbox"/> Normal    | <input type="checkbox"/> Motor  | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Voices       |
| <input type="checkbox"/> Clear         | <input type="checkbox"/> Office       | <input type="checkbox"/> Booth             | <input type="checkbox"/> PA System | <input type="checkbox"/> Static | <input type="checkbox"/> Music         | <input type="checkbox"/> Other: _____ |

Description of threat language:

- |   |                                     |                                |                               |                                     |   |
|---|-------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped | <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Message read by threat maker |
|---|-------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---|

Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Medical Emergency

Illnesses and injuries may be the most common of all school incidents. The following information may be used as a guide for responding to such emergencies.

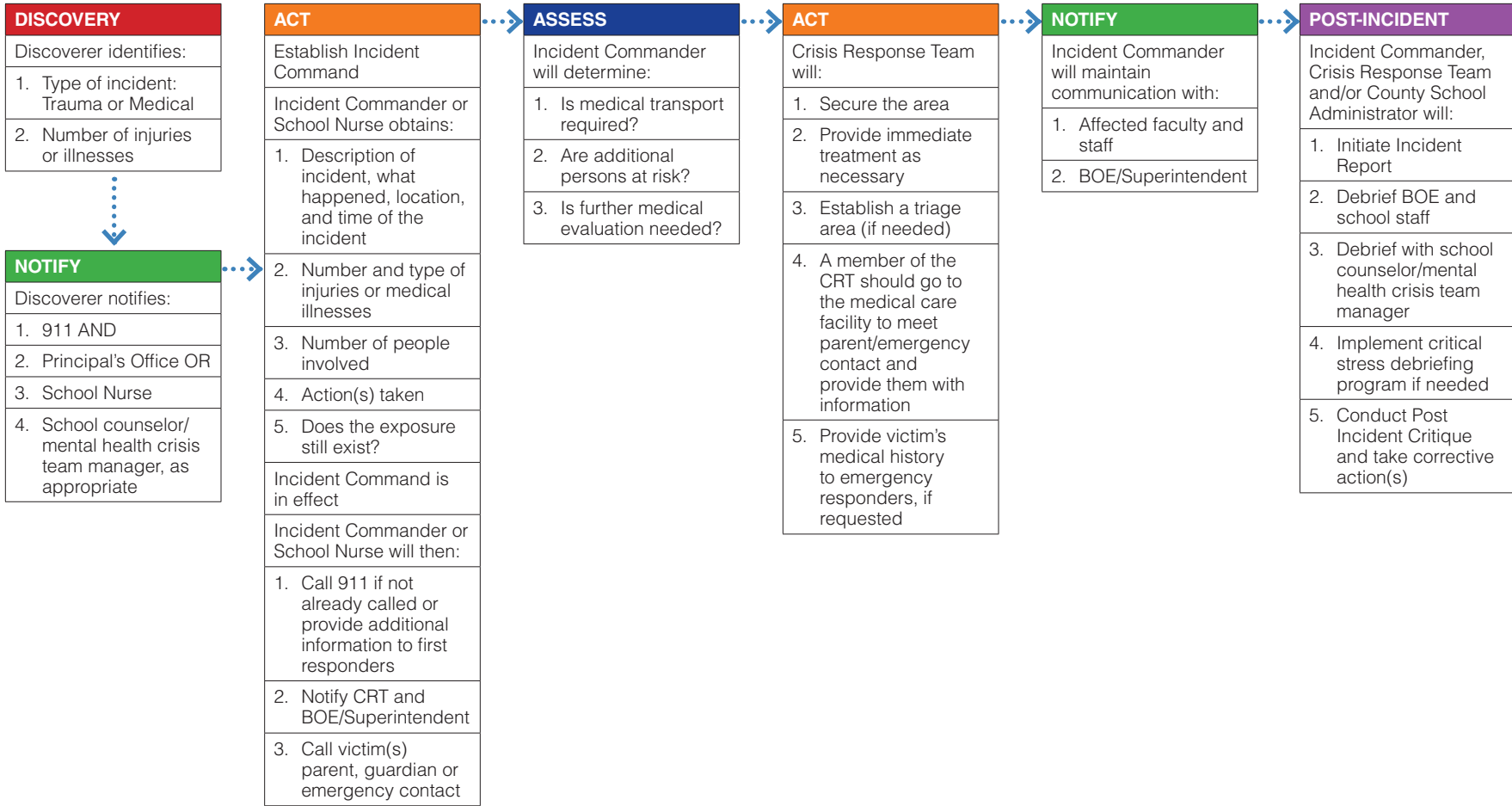
### Teacher/Staff Responsibilities:

- Evaluate the accident/injury/illness scene
- Direct any unaffected persons to a safer and secure area
- Call 911 and advise of situation, type of injury or illness
- Notify Principal's Office
- Assess severity of injury or illness, render first aid if qualified to do so
- Use universal precautions if handling bodily fluids
- Assist emergency medical responders
- If scene is not safe, i.e. electrocution, downed wires, etc., wait for EMS
- Maintain classroom control and class roster information
- Do not move injured person(s) unless there is a threat or imminent danger
- If the medical emergency involves a staff member, the IC should assign someone to take control of the staff member's classroom

### Minor Medical Problems:

- Move student to office and assess situation
- Administer first aid, if appropriate
- File incident report and make appropriate notifications

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Coordinate actions of school personnel with internal and external responders</li> <li>• Notify parent or guardian of the injury or illness</li> <li>• Provide the emergency responders with all emergency information and any medical history for the victim(s)</li> <li>• Have any staff that are trained in first aid or CPR respond to the scene</li> <li>• Have staff or an adult accompany the student to the hospital if transported and no parent/guardian can be reached</li> <li>• Initiate support services for students/staff through the CRT</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> <li>• Assist staff as required</li> <li>• Assist first responders if needed</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Treat injured or those with an illness</li> <li>• Establish a triage area if needed</li> <li>• Track patient care</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Support affected students/staff to stay calm.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Meet first responders at emergency access points</li> <li>• Confirm the scene is secured</li> <li>• Ensure that only authorized personnel enter the emergency scene</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>



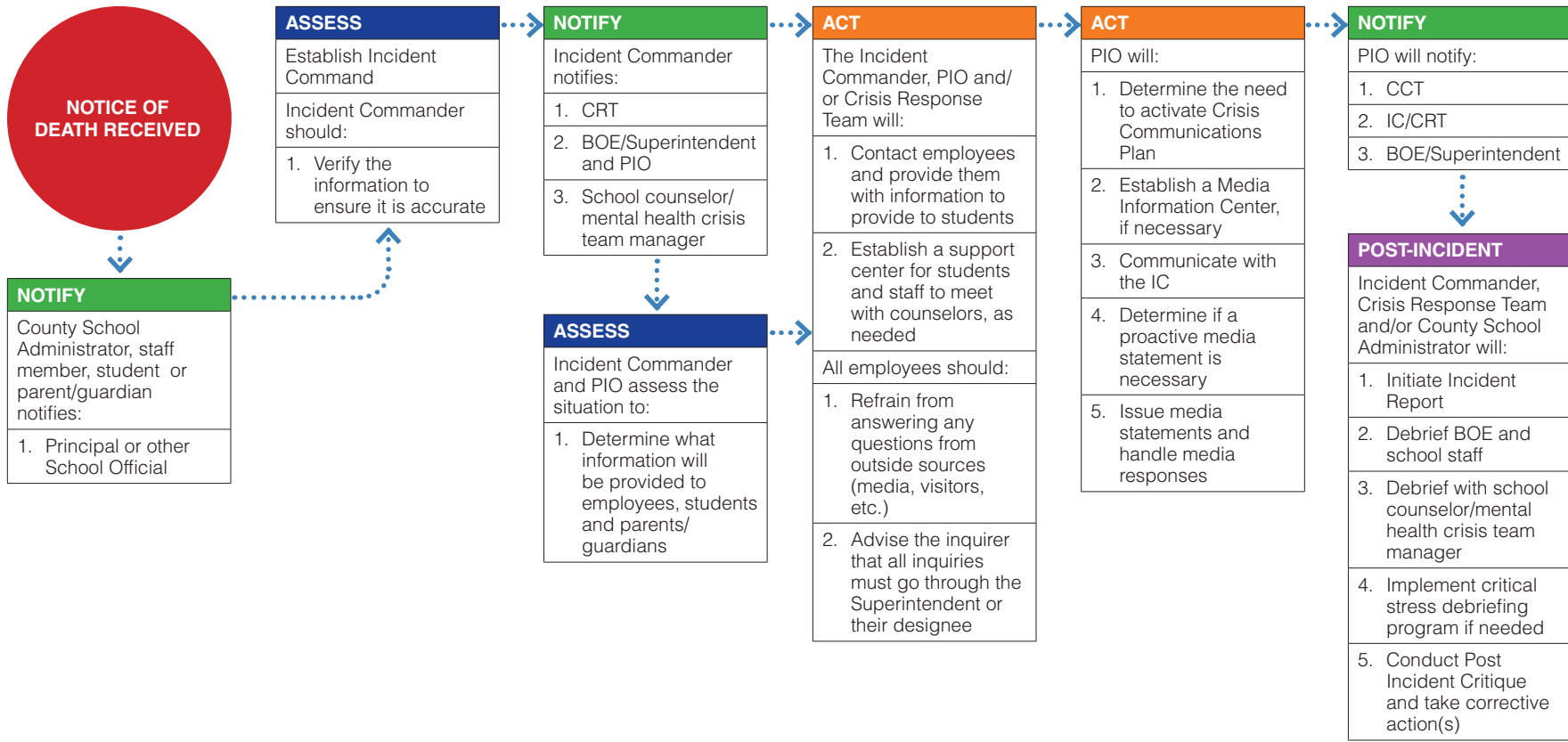


## Death of Student/Staff Member

Information on the death of a student or staff member should be verified with appropriate public officials (police department, hospital, etc.) prior to disseminating any information.

- Prepare a fact sheet giving accurate up to date information
- Teachers should be informed as soon as possible and should be provide the information regarding what happened, how to deal with grieving students, and how students or staff can get support
- If teachers feel they cannot discuss the situation with their class, a CRT member should be assigned to that classroom
- Substitute teachers should be called in to assist with teachers who were close to the student or staff member
- Funeral arrangement information should be collected and provided to the school along with information on how students or staff can be excused from school to attend
- A letter should be prepared and sent to all parents/guardians informing them of the death
- Staff members should not talk with the media concerning the death; all information should be provided through the Superintendent or designee (i.e. the PIO).
- A support center should be set up within the school where students or staff can go to talk with counselors
- BOE/Superintendent's office should contact other schools the student attended to notify them, as well as any school the student's siblings attend
- Contents of a deceased student's locker or personal belongings from a deceased staff member's classroom or office should be removed discreetly; it is recommended this be done by two people to verify and prepare an inventory of items removed for the deceased persons family

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Notify staff</li> <li>• Advise BOE/Superintendent</li> <li>• IC should refer all media inquiries to the county or school's PIO</li> <li>• If media arrives on school grounds they should not be allowed into the school unless approved by the PIO</li> <li>• Activate school CRT</li> <li>• Notify school staff before normal operating hours, if possible</li> <li>• Determine best method of notifying students and parents</li> <li>• Announce availability of counseling services for those who need assistance</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Support affected students/staff to stay calm.</li> <li>• Educate staff and students about the grief process.</li> <li>• Provide evidence-based practices to support the grieving process.</li> <li>• Engage Mental Health Crisis Response Team, as needed.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Report to the IC for instructions</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC for further instructions</li> </ul>



## Animal Incident

All doors to the school should be locked and secured. The only door that should be accessible from the outside is the main door located closest to the school office. Doors should not be propped open for any reason. Windows should not be open unless a screen is attached. Students/Staff should be encouraged not to feed animals at or around the school. Kitchen staff should be encouraged not to leave food scraps outdoors unless they are placed in the dumpster with the lid secured.

Incident Commander should:

- Ensure the safety of school occupants first
- Ensure first aid is provided, if needed
- Contact SRO if available
- Initiate school Lockdown procedures if appropriate
- Assign staff to meet with police and direct them to location of the animal
- Advise BOE/Superintendent's office
- When situation is stabilized, announce an "ALL CLEAR"

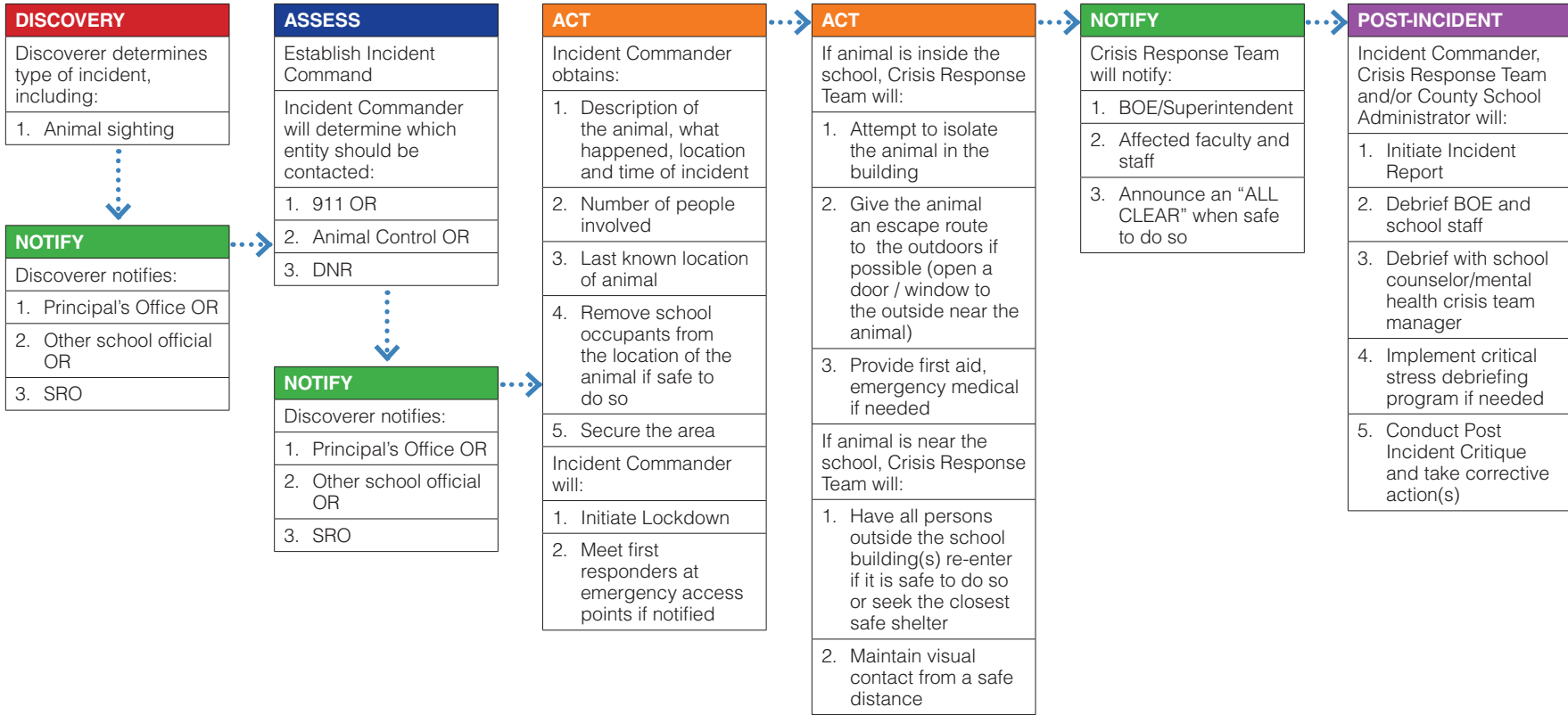
If the animal enters the school, staff should:

- Call 911 if needed
- Attempt to isolate the animal in one area of the building
- Open a door or window to the outside if safe to do so
- If animal does not leave the building on its own, contact police for assistance
- Seal off area if animal is still present

If the animal is on or near the school, staff should:

- Have all persons outside the school re-enter if it is safe to do so or seek shelter (e.g. athletic building, locker room, storage facility, modular classroom, etc.)
- Maintain visual contact from a safe distance

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Call 911</li> <li>• Determine the location of the animal</li> <li>• Prepare to quickly Lockdown the school or areas of the school, if necessary</li> <li>• Assist external responders with Lockdown and emergency procedures</li> <li>• Notify BOE Office/Superintendent and parents or guardians of students involved</li> <li>• Assess counseling needs of victim(s) or witness(es)</li> <li>• Implement post-crisis procedures</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Report to the IC for initial instructions</li> <li>• Assist IC as needed</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> <li>• Provide first aid</li> <li>• Coordinate Emergency Medical if needed</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Support affected students/staff to stay calm.</li> <li>• Engage Mental Health Response team if needed.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Respond to the scene</li> <li>• Call for additional support if needed.</li> <li>• Ensure the school occupants are safe from the animal</li> <li>• Attempt to direct the animal off school property</li> <li>• Use all means necessary to school occupants if the animal is dangerous/aggressive</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Report to the IC to receive initial instructions</li> </ul>





## Nuclear

Nuclear explosions are characterized by intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around.

A nuclear attack or release includes the explosion of a nuclear bomb, the use of nuclear weapons, usable fissile material and the seizure of or sabotage of nuclear facilities. Nuclear incidents at nuclear power plants can also occur as a result of human error or natural disaster such as an earthquake.

Schools within a 10 mile radius will have an immediate Evacuation and are in a Primary Evacuation Zone. Schools within a 50 mile radius are in the Secondary Precaution Zone and will usually Shelter-In-Place. Schools should follow these guidelines unless notified to do otherwise by a local, state or federal public safety agency.

*See also Hazardous Material and Medical Emergency Event Aids and Flow Charts if needed.*

<b>Incident Commander</b>	<ul style="list-style-type: none"> <li>• Call 911 and alert the BOE/Superintendent</li> <li>• Secure the area</li> <li>• Inform all school occupants that help is on the way</li> <li>• Manage incident and all available resources to assist responding agencies as required</li> <li>• Do not allow any persons to enter or exit the building</li> <li>• Advise occupants NOT to chew gum, drink or place objects in their mouths</li> <li>• Prepare for an Evacuation or Shelter-in-Place</li> </ul>
<b>Head Custodian</b>	<ul style="list-style-type: none"> <li>• Direct the shutdown of utility lines or systems appropriate for the emergency</li> <li>• Coordinate efforts of and act as a liaison to public utilities</li> <li>• Prepare to assist rescuers with manpower, materials and equipment</li> <li>• Provide auxiliary power, lighting, etc. as needed</li> <li>• Re-activate utilities and systems when appropriate</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Treat injured or those with an illness</li> <li>• Establish a triage area if needed</li> <li>• Track patient care</li> <li>• Assist emergency responders with patient care</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Follow school protocol to support students with disabilities and emotionally vulnerable students</li> <li>• Support affected students/staff to stay calm.</li> <li>• Engage Mental Health Response Team if needed.</li> </ul>
<b>School Resource Officer</b>	<ul style="list-style-type: none"> <li>• Establish contact with local police agency</li> <li>• Secure the area</li> <li>• Assist with the Evacuation or Shelter-in-Place of the school</li> <li>• Assist emergency responders</li> </ul>
<b>Evacuation Coordinator</b>	<ul style="list-style-type: none"> <li>• Direct occupants to the Evacuation or Shelter-in-Place assembly areas</li> <li>• Assist teachers in taking attendance</li> <li>• Missing occupants should be reported to the IC</li> <li>• Prepare the occupants for Reunification</li> </ul>
<b>Reunification Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist in the Evacuation or Sheltering-in-Place of occupants</li> <li>• Assist teachers in taking attendance</li> <li>• Prepare the Reunification process or assist with the re-entry into the school if an "ALL CLEAR" is announced or Reunification</li> </ul>



ACT
Establish Incident Command
Incident Commander obtains:
1. 1. Description of incident, what happened, location and time of incident
2. 2. Number and type of injuries (if any, see Medical Emergency Event Aid and Flow Chart)
3. 3. Number of people involved
4. 4. Action(s) taken
5. 5. Does the threat still exist?
6. 6. Dispatch SRO to the scene to secure area and Evacuate if necessary
Incident Command is in effect

NOTIFY
Incident Commander will then notify:
1. The CRT
2. BOE/Superintendent

ASSESS
Crisis Response Team assesses situation:
1. Does information available indicate a nuclear attack or release?
2. Potential extent of contamination and potential source
3. Health and safety threat to occupants
See event aid for more information.

ACT
Crisis Response Team will:
1. Turn off HVAC systems
2. Call 911 if not already done
3. Notify school counselor/ mental health crisis team manager
4. Control school ingress and egress
5. Use PA announcement directing school occupants to remain in classrooms or move to a pre-designated safe/ assembly area
6. Conduct attendance audit of school occupants
7. PIO will make a public announcement through local emergency manager or broadcast media
8. Remain in contact with authorities to determine long-term and short-term effect on the school and occupants

NOTIFY
Incident Commander will update as needed:
1. CRT and BOE/ Superintendent
2. Affected school occupants

POST-INCIDENT
Incident Commander, Crisis Response Team and/or County School Administrator will:
1. Initiate Incident Report
2. Debrief BOE and school staff
3. Debrief with school counselor/mental health crisis team manager
4. Implement critical stress debriefing program if needed
5. Conduct Post Incident Critique and take corrective action(s)

