WEST VIRGINIA SCHOOLS
Crisis Prevention and Response Plan
Template
Introduction
The WV Crisis Prevention and Response Plan Template adheres to national best practices and now includes an Appendix with tools, sample forms and checklists to better assist our schools develop school-specific, all-hazards plans for the protection of all of our students. The plan template provides a prevention-based approach and additional considerations for students with special needs or other vulnerable students inclusive of mental health considerations.

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.
Introduction to Crisis Prevention and Response

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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
DHHHR 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
Annual Accountability and Review Statement
NAME County Schools
123 Main Avenue, Any Town, West Virginia 25xxx
(304) xxx-xxxx, (304) xxx-xxxx Fax

Our administrators and staff will make every effort to provide a safe environment for our students and staff.

Each NAME County School has a Crisis Prevention and Response Plan that prepares us to react to a variety of potential situations. It is based upon best practices, an all-hazard approach and the National Incident Management System (NIMS) including the Incident Command System (ICS).

As the Principal of SCHOOL NAME I attest that our School has:
• Reviewed the Crisis Prevention and Response Plan including mental health for the 20xx-xx school year.
• Updated the Crisis Prevention and Response Plan including mental health for the 20xx-xx school year.
• Trained staff on policies, procedures and protective responses contained in the Crisis Prevention and Response Plan.
• Familiarized students on key procedures and protective responses contained in the Crisis Prevention and Response Plan.

_____________________________________________________   ___________________
Principal                                                                                       Date

As the Superintendent (or designee such as Director of Safety, etc.) of NAME County Schools, I attest that:
• I have confirmed that the Principal’s statements are true.
• I confirm that the most current version of the Crisis Prevention and Response Plan has been uploaded to the West Virginia Safe Schools HSIN database.
• Each school in NAME County Schools will continue to review, update, train, familiarize and upload the Crisis Prevention and Response Plan as may be needed during the school year.
• NAME County Schools will conduct drills and exercises consistent with the Crisis Prevention and Response Plan.

____________________________________________________   ___________________
Superintendent            (or designee)                                         Date

This statement is to be updated annually.
### CRISIS RESPONSE PLANNING TEAM

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office</th>
<th>Home</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Assistant Principal</td>
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<td>School Counselor</td>
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<td>School Nurse</td>
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<tr>
<td>Teacher #1 (Special Education)</td>
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<tr>
<td>Teacher #2</td>
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<tr>
<td>Head Custodian</td>
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<tr>
<td>Parent #1</td>
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<td>Parent #2</td>
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</table>

The following are recommended members

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office</th>
<th>Home</th>
<th>Cell</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>County Board Member</td>
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<tr>
<td>School/Community Mental Health Provider</td>
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<tr>
<td>Comprehensive Behavioral Health Disaster Coordinator</td>
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<tr>
<td>Local Law Enforcement</td>
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<tr>
<td>School Resource Officer (SRO)</td>
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<td>Local EMA Director</td>
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</tbody>
</table>

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.*
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office</th>
<th>Home</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Head Custodian</td>
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<tr>
<td>School Nurse</td>
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<tr>
<td>School Counselor</td>
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<tr>
<td>School Resource Officer (SRO)</td>
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<tr>
<td>Evacuation Coordinator</td>
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<tr>
<td>Reunification Coordinator</td>
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</tbody>
</table>

This chart is to be updated annually.
# EVACUATION/REUNIFICATION SITES

<table>
<thead>
<tr>
<th>1. PRIMARY: [insert site name here]</th>
<th>ADDRESS: [insert site address here]</th>
<th>PHONE: [insert site phone number here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROOMS/AREA LOCATED IN BUILDING:</td>
<td>[insert room or area name here, e.g. gymnasium]</td>
<td>[insert room or area name here, e.g. cafeteria or library]</td>
</tr>
<tr>
<td>ADMINISTRATOR(s) IN CHARGE</td>
<td>NAME [insert administrator of the site's name here]</td>
<td>PHONE(s) – CELL AND LANDLINE [insert administrator phone numbers here]</td>
</tr>
<tr>
<td>BUSES NEEDED?</td>
<td>REGULAR [state the # of regular buses needed]</td>
<td>SPECIAL BUSES NEEDED [state the # of special buses needed]</td>
</tr>
<tr>
<td>If the site is NOT a school (e.g. business, church etc.) complete this row.</td>
<td>Did you list this as a Named Insured with BRIM? Yes/No</td>
<td>Did you create a Memorandum of Understanding (MOU)? (see Appendix for a Sample MOU...)</td>
</tr>
<tr>
<td>2. SECONDARY: [insert site name here]</td>
<td>ADDRESS: [insert site address here]</td>
<td>PHONE: [insert site phone number here]</td>
</tr>
<tr>
<td>ROOMS/AREA LOCATED IN BUILDING:</td>
<td>[insert room or area name here, e.g. gymnasium]</td>
<td>[insert room or area name here, e.g. cafeteria or library]</td>
</tr>
<tr>
<td>ADMINISTRATOR IN CHARGE</td>
<td>NAME [insert administrator of the site's name here]</td>
<td>PHONE(s) – CELL AND LANDLINE [insert administrator phone numbers here]</td>
</tr>
<tr>
<td>BUSES NEEDED?</td>
<td>REGULAR [state the # of regular buses needed]</td>
<td>SPECIAL BUSES NEEDED [state the # of special buses needed]</td>
</tr>
<tr>
<td>If the site is NOT a school (e.g. business, church etc.) complete this row.</td>
<td>Did you list this as a Named Insured with BRIM? Yes/No</td>
<td>Did you create a Memorandum of Understanding (MOU)? (see Appendix for a Sample MOU...)</td>
</tr>
</tbody>
</table>

*This chart is to be updated annually.*
### SECTION 1-3: EVACUATION/REUNIFICATION SITES

<table>
<thead>
<tr>
<th>3. NON-SCHOOL[insert site name here]</th>
<th>ADDRESS: [insert site address here]</th>
<th>PHONE: [insert site phone number here]</th>
</tr>
</thead>
</table>

#### ROOMS/AREA LOCATED IN BUILDING:

<table>
<thead>
<tr>
<th>[insert room or area name here, e.g. gymnasium]</th>
<th>[insert room or area name here, e.g. cafeteria or library]</th>
</tr>
</thead>
</table>

#### ADMINISTRATOR(s) IN CHARGE

<table>
<thead>
<tr>
<th>NAME [insert administrator of the site’s name here]</th>
<th>PHONE(s) – CELL AND LANDLINE [insert administrator phone numbers here]</th>
</tr>
</thead>
</table>

#### BUSES NEEDED?

<table>
<thead>
<tr>
<th>REGULAR [state the # of regular buses needed]</th>
<th>SPECIAL BUSES NEEDED [state the # of special buses needed]</th>
</tr>
</thead>
</table>

If the site is NOT a school (e.g. business, church etc.) complete this row.

<table>
<thead>
<tr>
<th>Did you list this as a Named Insured with BRIM? Yes/No</th>
<th>Did you create a Memorandum of Understanding (MOU)? (see Appendix for a Sample MOU...)</th>
</tr>
</thead>
</table>

Principals should notify parents of Evacuation/Reunification locations and procedures. A sample Parent Evacuation/Reunification Notice can be found in the Appendix.

*This chart is to be updated annually.*
**SCHOOL SPECIFIC DRILL INSTRUCTIONS:**

**FIRE DRILL:** EXAMPLE - The fire alarm will sound and all occupants will exit the building immediately at the closest exit. Teachers are to take the safety bag with them as they exit. They are to close the door and turn off the lights. The teachers move to an area away from the building. They are to take class roll and notify the secretary who is in the front away from the building if there are any problems. Three short bells will signal the return to the building.

[DELETE EXAMPLE AND REPLACE WITH SCHOOL SPECIFIC INSTRUCTIONS]

<table>
<thead>
<tr>
<th>BOMB THREAT:</th>
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<table>
<thead>
<tr>
<th>SHELTER IN PLACE:</th>
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<table>
<thead>
<tr>
<th>PRECAUTIONARY LOCKDOWN:</th>
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<table>
<thead>
<tr>
<th>LOCKDOWN:</th>
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<table>
<thead>
<tr>
<th>ACTIVE SHOOTER/ARMED INTRUDER:</th>
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</thead>
<tbody>
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</tbody>
</table>
### SCHOOL MENTAL HEALTH CRISIS PLANNING TEAM (SMHCPT)

1. Identify team members - Suggested roles on left

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office</th>
<th>Home</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor</td>
<td></td>
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<tr>
<td>Principal</td>
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<tr>
<td>School Nurse</td>
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<tr>
<td>School-based Mental Health Provider</td>
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<tr>
<td>Community Mental Health Provider</td>
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<tr>
<td>PRO/SRO/Law Enforcement</td>
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<tr>
<td>Special Educator</td>
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<tr>
<td>Student (grade 10+)</td>
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<tr>
<td>Teacher</td>
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<tr>
<td>Parent #1</td>
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<tr>
<td>Other (Parent #2)</td>
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<td>Other</td>
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</table>

*This chart is to be updated annually.*
2. In addition to your School Mental Health Crisis Planning Team, list additional persons who will assist with response and recovery.

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Office</th>
<th>Home</th>
<th>Cell</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselors (from other schools)</td>
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<tr>
<td>Social Workers</td>
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<tr>
<td>District leaders</td>
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<tr>
<td>Community Mental Health Representatives</td>
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<tr>
<td>Faith Based Representatives</td>
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<tr>
<td>School Counselors (from other counties)</td>
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<tr>
<td>Others? E.g. Suicide Prevention Center, RESA or WVDE (depending on scale and scope of incident)</td>
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This chart is to be updated annually.
<table>
<thead>
<tr>
<th>Define Purpose and Goals of the MHCPT</th>
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</thead>
<tbody>
<tr>
<td>What is the purpose of the MHCPT?</td>
<td></td>
</tr>
<tr>
<td>What are the goals of the MHCPT?</td>
<td></td>
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<tr>
<td>How often will the MHCPT meet?</td>
<td></td>
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<tr>
<td>Who will record and distribute meeting Notes?</td>
<td></td>
</tr>
</tbody>
</table>

**Crisis Prevention and Response Plan to Address Mental Health Needs by Incident Type**  
(Refer to Resources in the Appendices of the Addressing Mental Health in School Prevention and Response: A Guide for WV Schools)

**SUICIDE PREVENTION**

<table>
<thead>
<tr>
<th>Resources/Programs</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
</table>

**SUICIDE RESPONSE**

<table>
<thead>
<tr>
<th>Resources/Programs</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
</table>

**SUICIDE RECOVERY**

<table>
<thead>
<tr>
<th>Resources/Programs</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
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</table>

**BULLYING, HARRASSMENT AND CYBER-BULLYING**

<table>
<thead>
<tr>
<th>Resources/Programs</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List Prevention Resources)</td>
<td>(Including but not limited to Training)</td>
<td></td>
</tr>
<tr>
<td>(List Response Resources)</td>
<td>(Including but not limited to Training)</td>
<td></td>
</tr>
</tbody>
</table>

**SEXTING**

<table>
<thead>
<tr>
<th>Resources/Programs</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List Prevention Resources)</td>
<td>(Including but not limited to Training)</td>
<td></td>
</tr>
<tr>
<td>(List Response Resources)</td>
<td>(Including but not limited to Training)</td>
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</tbody>
</table>

**SUBSTANCE ABUSE**

<table>
<thead>
<tr>
<th>Resources/Programs</th>
<th>Action Steps</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List Prevention Resources)</td>
<td>(Including but not limited to Training)</td>
<td></td>
</tr>
<tr>
<td>(List Response Resources)</td>
<td>(Including but not limited to Training)</td>
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*This chart is to be updated annually.*
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<th><strong>VIOLENCE</strong> (Sexual Assault, Domestic Violence, Fighting, Weapons, Gangs, Homicide, Etc.)</th>
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**MENTAL HEALTH MANAGEMENT**
(Relationships; effective SAT team; safe, supportive school culture; supporting vulnerable students; see also Safe Supportive School Plan)

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**MEDICAL HEALTH MANAGEMENT**

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## OTHER

(Insert rows to include additional crises. Ex. homicidal ideation, deployment)

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### HOW WILL YOU EVALUATE THE SUCCESS OF YOUR CRISIS PLAN?

### HOW WILL YOU ANNUALLY UPDATE YOUR MENTAL HEALTH CRISIS PLAN INCLUDING ENGAGING STUDENTS, STAFF, VOLUNTEERS AND FAMILIES?

### COMMUNICATION PLAN

School Mental Health Crisis Team

How will you share your plan and ensure all stakeholders know what to expect during each phase of a crisis?

*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
[NAME] Primary .................................................................(XXX) XXX-XXXX
[NAME] Secondary ................................................................(XXX) XXX-XXXX

Law Enforcement
Police Department ..............................................................(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 Provider ...........................................................(XXX) XXX-XXXX
Electric Provider .................................................................(XXX) XXX-XXXX
Water/Sewer Provider ..........................................................(XXX) XXX-XXXX
Phone Service Provider .........................................................(XXX) XXX-XXXX
Internet (ISP) ........................................................................(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
County Human Society ........................................................(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 .............................................................(304) 340-3657
National Weather Service .....................................................(304) 746-0180
Poison Control Center ...........................................................(800) 222-1222
Disaster Hotline .................................................................(866) 867-8290
Suicide Hotline .................................................................(800) 273-8255
## Staff or Faculty with Medical or Mental Health Training

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INSERT STUDENT SPECIFIC PLANNING
See Appendix Section A-5 for guidance and checklists.
INSERT CURRENT SCHOOL FLOORPLANS AND EVACUATION ROUTES and FUEL INVENTORY

See Appendix for Sample Fuel Inventory.
INSERT COPIES OF MOUs
The Memorandums of Understanding are typically used for Evacuation or Reunification sites that are privately owned (e.g. non-school sites) OR MOUs for use of schools by other emergency service agencies.
INSERT COPY OF FIRE MARSHAL SCHOOL FIRE EXIT DRILL SAFETY REPORT HERE
See Appendix for Sample.
INSERT DRILL AND INCIDENT REVIEW REPORTS HERE
See Appendix for Sample.
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 students and staff or visitors with special needs.
- 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.
The school should keep an up-to-date CONFIDENTIAL list of students and staff with special needs that includes those with chronic health conditions and/or temporary disabilities (e.g. crutches, pregnancy, broken bones, etc.) Additional contingency plans should be established for persons with special needs including specialized health care. 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 Prevention and Response Plans MUST be reviewed and updated minimally on an annual 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 Prevention and 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 students, faculty and staff 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.
- At least two drills with scenarios involving an Active Shooter/Armed Attack should be practiced annually.
- Schools with school nurse offices and SBHCs 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.
MITIGATION CHECKLIST FOR STUDENTS WITH SPECIAL NEEDS:

Mitigation is the action schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

Teachers, Counselors and School Nurses Survey - Students Needing Assistance OR Accommodations During Crisis
At the beginning of each year, teachers, counselors and school nurses should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (e.g. broken leg during the year).

• Review how an emergency may impact the daily routine of students with special needs.
• Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
• Identify the students who may need extra support in emergency crises, particularly those with multiple challenges.
• Make a list of the students on the school site who are on medication and their medication schedule.
• Maintain a list of all resources regularly relied upon and determine how a disaster might affect the use of them. Examples include: use of mobility aids, communication devices and electrically-dependent equipment.
• Identify all the stakeholders who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
• Determine what short term accommodations to provide for students with temporary disabilities (e.g., broken leg).
• Assess potential hazards. Review evacuation equipment and routes.

Mitigation Strategies for Students with Disabilities
• Identify a pre-evacuation site that is accessible to students with disabilities.
• Plan a primary and secondary evacuation route from each location the student is in during the course of the day.
• Arrange sufficient transportation ahead of time to accommodate the entire student special needs/staff population.
• Develop a schedule a daily activities and classes that identifies where students with special needs may be located each period of the day.
• Consider classroom location in placement of students with disabilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
• Conduct a test of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

Mental Health
Schools should establish prevention protocols that are aligned with best practices outlined in WVDE policies and Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools.
PREPAREDNESS CHECKLIST FOR STUDENTS WITH SPECIAL NEEDS:

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

Collect information about individuals with special needs on site, e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning. Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- Build on current accommodations, modifications and services identified in IEP or 504 plans or IHCP.
- Consider using the sample policy and consent form to share Personally Identifiable Information (PII) with persons planning for or assisting individuals with a disability during a health or safety emergency under FERPA and West Virginia Board of Education Policy 4350 found in the Appendix.
- Consult parents or guardians concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- Obtain necessary equipment and supplies, create evacuation maps and facilities information.
- Inform and train staff about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP, 504 or ICHP meeting or other review.
- Not all students who have an IEP, 504 or IHCP will need an individual plan as the plan for all other students meets their needs.
- See also checklists found in the Appendix for student specific planning.

Consider Using a Buddy System

Pairing students up with special needs students for emergency response, e.g., the “buddy system”, can help with critical backup when a skilled assistant is unavailable or separated from the class. Buddies MUST be willing and capable of assisting students (and the parents and teacher must agree) in an evacuation to accompany the individual to a safer area and wait for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student. To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy.
- Identify a buddy who is appropriate (e.g. strong enough).
- Designate a backup buddy or buddies.
- Train for the specific need of the special needs student.
- Hold practice sessions to be certain buddies can do their tasks.
- Train buddies how to communicate with the student and how to safely evacuate.

Buddies must be able to make contact quickly with the student with special needs when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area. Have a trained backup buddy in place.
- The buddy cannot locate the person with a special need because the person is absent. Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified. Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.
- The buddy forgets or is frightened and abandons the special needs person. Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.

Medication Management

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

- If the student is on emergency life-saving medication, consider asking caregivers to supply a 24-hour supply (follow Policy 2422.8) with instructions; a refrigerated kit should be considered as needed.
- Collect and bring all emergency medications needed prior to either evacuation or lockdown.
- Transport emergency medications, supplies and equipment with the student.
**Time Management**
All children, including those with special needs are likely to respond to any form of stress following a crisis with more extreme reactions. Allow as much time for them as possible to make necessary preparations in an emergency. Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while. Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

**Preparedness Supplies to Consider** (These are not required but the list is intended to be a starting point for review.)
Classroom Supplies. A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency.
- Batteries in different sizes, for adaptive equipment
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students’ Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications
- Feminine hygiene supplies
- Antibacterial soap
- Facial tissues
- Whistle/noisemaker

**Individual Emergency “Go Kits”**
Portable preparedness supplies individualized for each student’s needs, called “Go Kits”, are an integral part of preparedness planning.

**Ask parents and caretakers to provide and help assemble Go Kits at the beginning of the school year.** Designate which staff members are responsible for reminding parents to replenish their child’s kit and notify the school of changes.

Items that an Individual Go Kit may include:
- Lightweight uncomplicated backpack
- Emergency medication for up to 24 hours
- Emergency medical equipment (e.g. nebulizer, epi-pen, AED, portable oxygen, portable suction, etc.)
- Emergency Card or Intervention guide/plan should include:
  » contact information
  » medical requirements
  » allergies and sensitivities
  » adaptive equipment used and
  » assistance needs and limitation.

Parents may provide for students with dietary restrictions by preparing an individual emergency go kit if desired. Children with special dietary needs should have a plan that considers those needs including possible allergies (e.g. nuts). Examples:
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat or jerky) - for diabetic students.
**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 Prevention and 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/Mitigation, 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 Prevention and Response Plan.
- All school students, faculty and staff 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.

SEE APPENDIX FOR A RECOMMENDED DRILL SCHEDULE FOR INCIDENT TYPES OTHER THAN FIRE/EVACUATION.
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 Prevention and Response Plan and assign functions and positions as needed.

Preparedness

- Lead school Crisis Planning & Response Teams.
- Review and update Crisis Prevention and Response Plan with Crisis Response Planning Team at least annually.
- Participate regularly as a member of the School Mental Health Crisis Team (SMHCT) and as a liaison between all school crisis and planning response efforts.
- Review the school mental health plan with the school Counselor and assist with updates as needed.
- Assume a co-leadership position with the school Counselor to design and approve protocols for each crisis stage.
- Ensure Crisis Response Team members that are selected annually are adequately trained.
- Provide meeting space and training opportunities for Crisis Response Team members and other school staff.
- Serve as the lead emergency contact in the event of a crisis and assist with developing the plan for chain of communication in contacting first responders, including when and how the school Counselor will be contacted to mobilize MH response team.
- Ensure equipment, food, first aid, and emergency kits in a place that has easy access; inventory and monitor shelf life expirations at least annually.
- Review the reunification process and ensure that faculty, staff, students and parents understand how it works.
- Ensure updates are made to internal and external phone, email or text lists at the beginning of the start of each school year and throughout the year as needed.

Prevention

- Take an active role in promoting the prevention component of crisis management.
- Support the implementation of universal prevention programs (Suicide Prevention, Expanded School Mental Health, School Counseling Program, Bullying and Violence Prevention, PBIS, etc.)
- Work with the SMHCT to develop a school-wide process for identifying and referring at-risk students.
- Promote the established referral process.
- Ensure the SAT team is fully operational and utilizing best practices for connecting students with support services.
- Ensure a process is established and followed for safety evaluations of threats of violence and suicide.
- Ensure all students and staff are trained to fully implement multi-tiered prevention programs that foster early identification and support for at-risk students.

Response

- Assume the lead with the school/community Incident Command Center, meet with external emergency responders IC and form Unified Command (UC).
- Gather facts on the incident and assess the situation based on those facts.
- Develop and implement a plan of action. Have a back-up plan ready.
- Make decision to remain at current status or prepare to Evacuate, Lockdown, Shelter-in-Place, or Run/Hide/Fight.
- Ensure all notifications are made as needed or legally required. (e.g. 911, law enforcement, DHHR, Superintendent/BOE, Crisis Response Team (CRT), SMHCT, teachers and staff, parents/guardians, etc.)
- Know and follow appropriate protocols of crisis response.
- Work with the SMHCT to establish time and locations for briefing and debriefing meetings.
- Ensure legal responsibilities are followed to protect student, staff and family confidentiality and privacy issues.
- Understand facts surrounding the crisis, and regularly update and share with the Crisis Response Team including the school Counselor/SMHCT lead to provide accurate information for planned response and recovery efforts.
- Constantly monitor the situation and get updates from all resources.
- Coordinate parental and media communications, with the help of crisis team co-managers, including the SMHCT manager following established county policies.
- Direct staff and first responders to ensure physical and emotional safety of students and staff during the crisis, especially those that are emotionally vulnerable.
- Debrief and meet with crisis co-manager(s) and team members for follow-up activities, resources, and support.
Recovery

- Ensure reunification process is working.
- Assess damage to facility.
- Initiate incident report.
- Implement critical incident stress management if needed.
- 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.
- Continue to provide a safe space for students, faculty and staff to debrief and recover from crisis.
- Consult with SMHCT to ensure they have needed resources to support students, staff and families during recovery.
- Allow students and staff ample time to process grief before returning to building as needed.
- Assist with normalizing the classroom and school routines when students return to the building.
- Debrief with crisis team (what went well, challenges, identified needs, etc.).
- Assist with school assemblies to help process/memorialize event.

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 Response and Planning teams. 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

- Establish a School Mental Health Crisis Planning Team (SMHCPT) and annually review membership.
- Act as the SMHCPT manager and identify a co-manager to assist and act as manager when needed.
- Serve as a member of the school Crisis Response and Planning Teams, and act as a liaison for the SMHCPT and SMHCT sharing information with members that are not common to the Crisis Response and Planning Teams.
- Update the mental health component of the school crisis 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.
- Maintain a current list of planning and response team members and their current 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 SMCHT members are trained on various crisis types and resources are 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 abilities to provide support and ensure they exercise self-care.
• Annually review and 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/IC to direct the SMHCT’s response to anyone involved or 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 SMHCT 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
• 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 Response Team.
• 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).
SCHOOL RESOURCE OFFICER (SRO)

A crime or other situation in or near a school may require the school staff to 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:

- Serve as a member on the school’s Crisis Planning and Response Teams and the SMHCT.
- Act as a liaison between the school Crisis Response Team and the SMHCT.
- Participate regularly on the SMHCT.
- Attend Prevention Resource Officer Conference for training and certification annually.
- Assist with reviewing and updating the school’s Crisis Prevention and Response Plan annually.
- Assist with drills and tabletop exercises.
- Assist with training the SMHCT in relation to security, safety and other special crisis considerations.
- Ensure Crisis Prevention and Response Plan is current.

Prevention

- Work to establish positive relationships with administration and students.
- Be visible within the school community to build working relationships with faculty, students and community.
- Assist the school counselor in designing the universal prevention program and establishing the role for School Resource Officer (SRO).
- Work with the SMHCT to develop a school-wide process/protocols for identifying at-risk students.
- Work with team to be familiar with the referral process for services.
- Utilize the Student Assistance Team (SAT) to refer identified students for preventative services.
- Serve on planning groups to assist in the facilitation of a rapid, coordinated, effective emergency response within the framework of the Incident Command System.

Response:

- Under the order of the Incident Commander (IC), secure the entire school and report back to the IC.
- Assist with school searches, evacuations, sheltering-in-place, lockdowns and other protective responses per school crisis protocol.
- Assist with mobilizing community resources, per school crisis protocol.
- Work with school counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies may be necessary.

Recovery:

- Unlock the school and prepare to return the school back to a normal condition.
- File a report with the local law enforcement agency as appropriate.
- Assist with normalizing school routines as soon as possible after the event.
- Refer students experiencing trauma interventions (may be evidenced by acting out behaviors)
- Debrief with the crisis team.
- Participate in the evaluation and revision of the school Crisis Prevention and Response Plan.

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.

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 an emergency by taking control of medical operations, setting up triage and treating those who are injured or who become ill.

Preparedness:
- Serve as a member of the School Crisis Planning Team.
- Have an excellent understanding of the school's Crisis Prevention and Response Plan (CPRP) and the roles and responsibilities of each CRT member.
- Participate regularly on the School Crisis Response Team for drills and tabletop exercises.
- Assist as appropriate in an ongoing assessment to identify hazards from all possible sources and to reduce the potential for an emergency to occur (vaccinations, recognition of potential threats, etc.)
- Facilitate the development of a mechanism for ongoing crisis training for school health staff.
- Identify and prepare for the unique emergency preparedness needs for students with special needs.
- Ensure medications and first aid supplies can be taken within a moment's notice.
- Ensure an adequate amount of first-aid supplies are available and shelf life is not expired.
- Ensure current medical records are maintained.
- Identify and establish liaisons with common resources for students and staff related to crisis.

Prevention:
- Assist the school counselor in designing the universal prevention program and establishing the role for school nurses.
- Work with the mental health crisis team to develop a school-wide process for identifying at-risk students.
- Work with TAM to be familiar with the referral process for services.
- Be knowledgeable about school nurse's role in the Crisis Prevention and Response Plan including triage, coordination of the first aid response team, and direct hands-on care to victims of the emergency.
- Utilize the Student Assistance Team to refer identified students for preventative services.
- Serve on planning groups to assist in the facilitation of a rapid, coordinated, effective emergency response within the framework of the Incident Command System.

Response:
- Report to the Incident Commander (IC) for task assignment
- Provide medical treatment to those who are injured or have become ill.
- Assist with addressing health needs of students as per crisis protocol.
- Assist with mobilizing community resources, per school crisis protocol, as a link to the medical/public health community and to parents.
- Address the unique emergency preparedness needs for students with special needs.

Recovery:
- Assist with students, parents, and school personnel by providing direct support and being the liaison between the community resources and those in need per school crisis protocol.
- Debrief with the crisis team.
- Participate in the evaluation and revision of the school Crisis Prevention and Response Plan.
- 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.

TRANSPORTATION DIRECTOR

Preparedness:
- Ensure there is an emergency folder on each bus that would be available to first responders in the event the driver is incapacitated (rosters, seating chart, medical needs as applicable)
- Plan evacuation routes and safe houses for all bus routes/schools.
- Encourage bus drivers to take NIMS/ICS training online through FEMA Emergency Management Institute.
- Consider coordinating drills with schools that include off-site evacuation involving bus transportation.
- Consider planning drills other than evacuation on school buses, for events such as weather related, earthquake, or active shooter.
- Ensure Principals/Schools or County Safety Director promptly notifies the Transportation Director of any incidents at or near the school that would disrupt normal procedures. The Transportation Director will relay necessary information to bus drivers.
Transportation Directors will work with schools to identify appropriate staging areas in the event normal bus loading/unloading procedures cannot be followed.

Multi-county vocational centers should be included in emergency transportation planning.

**Prevention**

- Encourage bus drivers to be aware of student’s demeanor, behavior or interactions that may identify a child is in need of their immediate attention, or may also need referral to the school Counselor or school Administrator.
- Encourage bus drivers to be attentive regarding possible threats between students or towards the school, staff or others.
- Remind bus drivers to be aware of their surroundings and anything that is not “normal” or appears odd and to report it to the proper authorities.
- Bus drivers should use their best judgment in determining whether it is safe to release/allow entry to/from the bus, as it is always best to err on the side of caution.
- Ask bus drivers to report any road hazards or threats such as rising water (rivers or creeks), black ice, tree limbs/obstructed roadways or other conditions that should be avoided if possible.
- Consider providing training to bus drivers as part of staff development to address student behavior issues and concerns.

**Response**

- If possible, the Transportation Director or member of the central office staff should participate on-site to support the needs of the Incident Commander and assist with decision making pertaining to the bus fleet and student welfare.
- Ensure there is a method or mode of communications and immediate response between all bus drivers and the transportation director/central office or schools.
- Remind bus drivers to restrict communication during an emergency so that the best response can be taken.
- Do not forget to notify Multi-county vocational centers of any incident that will impact their students.

**Recovery**

- Participate in any debrief or hot-wash with the other members of the Crisis Response Team following an incident or drill.
- Remind bus drivers to have heightened awareness following an incident of students’ demeanor, behavior or interactions that may identify a child is in need of their immediate attention, or may also need referral to the school Counselor or school Administrator.
- Ensure bus drivers receive emotional support or wellness services following any incident.

**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 Prevention and Response Plan and keep current.
- Review the school’s Crisis Prevention and 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.

Prevention/Preparedness
- Understand the school’s Crisis Prevention and 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.
- 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.
COMMUNITY MENTAL HEALTH PROVIDER

Preparedness
- Identify a lead community mental health agency to assign an individual to serve on each school’s crisis team.
- Participate regularly on assigned school team.
- Provide training for crisis team members and other school staff on evidence-based practices related to mental health.
- Provide resources for students, staff and families.
- Provide training for other community mental health providers on school crisis prevention and response protocols.
- Annually review and evaluate community/school preparedness partnership.

Prevention
- Work with the school crisis team/school staff to develop a protocol for referrals and reducing barriers to services.
- Provide individual and group therapy to at-risk individuals.
- Facilitate communication with school as necessary.
- Encourage parents to sign a release-of-information agreement for information sharing.
- Connect students, staff and families with social/community supports to address individual needs.

Response
- At time of crisis, follow school protocol to engage other relevant stakeholders in crisis response to ensure the appropriate resources are available to respond to staff & student needs.
- Provide psychological first aid and mental health supports to individuals and groups as per the school protocol and as directed by the school crisis manager.
- Connect students, staff and families with social/community supports to address individual needs.

Recovery
- Participate in crisis team debrief.
- Provide follow-up services to students, staff and families who need additional help.
- Provide ongoing individual and group therapy as needed.
- Evaluate the social/community supports of students, staff and families and assess the need for additional resources.
- Provide information about employee-assistance programs.
- Provide expertise and assistance with mental health supports during anniversary events.

SCHOOL-BASED MENTAL HEALTH PROVIDER

Preparedness
- Serve as a member of the school crisis team.
- Participate regularly on the school crisis team.
- Help design protocols for each crisis stage.
- Assist with training of crisis team members and other school staff.
- Identify and establish liaisons with common resources for staff and student counseling.

Prevention
- Assist the school counselor in designing the universal prevention program and establishing the role of the school-based provider.
- Work with the mental health crisis team to develop a school-wide process for identifying at-risk students.
- Utilize Student Assistance Team (SAT) to refer identified students for prevention services.
- Provide individual and group counseling to at-risk students.
- Facilitate communication with school as necessary.
- Encourage parents to sign a sharing-of-information agreement.
- Connect students, staff and families with social/community supports to address individual needs.
- Inform students, staff and families about the referral process.
- Make referrals and/or conduct safety evaluations for threats of violence and suicide according to established school protocols.
- Make referrals to community or school-based providers for individual or group counseling as needed.
- Lead school assemblies & provide classroom resources for identification of mental health difficulties and teach coping skills.
- Assist with staff training related to prevention in area of professional expertise.

Response
- Assist with mobilizing community resources as per school crisis protocol.
- Provide psychological first aid and mental health supports to students, staff and families.
- Work with the school crisis team to determine counseling services needed.
- Work with school crisis team to ensure appropriate referrals are made and services are being delivered.

Recovery
- Identify and refers students who need further counseling and resources.
- Provide resources to teachers for classroom interventions in the aftermath of the crisis.
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Assist with school assemblies to help process/memorialize event.
SECTION 2-3: ROLES AND RESPONSIBILITIES

SPECIAL NEEDS COORDINATOR

Preparedness
- Serve as a member of the School Mental Health Crisis Team (SMHCT)
- Participate regularly on the school crisis team
- Help design protocols for each stage of the crisis
- Assist with training of crisis team members and other school staff
- Help develop/identify crisis support resources for students with special needs
- Serve as an emergency contact on response team and help plan your role in contacting first responders
- Communicate with stakeholders about protocols and practices for special needs population

Prevention
- Take an active role in promoting the prevention component of crisis management
- Assist the SMHCT in designing the universal prevention program, establishing your role, and training others in your stakeholder group (teacher, community stakeholder, parent, etc.)
- Work with the mental health crisis team to develop a school-wide process for identifying and referring at-risk students
- Inform students, staff and families about the referral process
- Identify and refer at-risk students to the SAT Team for assessment and prevention services
- Make referrals for safety evaluations for threats of violence and suicide according to established school protocols
- Assume your role in implementing multi-tiered prevention programs to foster early identification and support for at-risk student.

Response
- Attend briefing meetings.
- Know all facts surrounding the crisis, including response schedule and planned activities.
- Know location of own assignment
- Work with the SMHCT to determine counseling services needed.
- Know and follow referral procedures and follow-up responsibilities.
- Known and follow appropriate strategies of crisis intervention for your assigned group.
- Align practices with those established by the SMHCT to ensure student physical and emotional safety during a crisis.
- Work as a team member to implement school-wide practices established in school crisis protocols.
- Know legal responsibilities that may include confidentiality and privacy issues.
- Refer questions from the media to the appropriate and/or designated person(s)

- Distribute and review any handouts provided by the SMHCT
- Help reduce panic by being warm, firm, grounded and reassuring
- Be aware of stressors of crisis on caregiver and exercise 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.

Recovery
- Provide a safe and protected environment for students to share personal stories and take next steps to move forward
- Utilize best practices and identified resources for classroom interventions in the aftermath of the crisis
- Identify and refers students who need further counseling and resources
- Assist with normalizing the classroom and school routines as soon as possible after the event
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Assist with school assemblies to help process/memorialize event
OTHER SMHCT MEMBERS

Preparedness
- Serve as a member of the School Mental Health Crisis Team (SMHCT)
- Participate regularly on the school crisis team.
- Help design protocols for each crisis stage
- Assist with training of crisis team members and other school staff
- Help develop/identify crisis support resources for students and staff.
- Serve as an emergency contact on response team and help plan your role in contacting first responders
- Communicate with stakeholders in your roll to share protocols and practices for crisis prevention, response and recovery counseling.

Prevention
- Take an active role in promoting the prevention component of crisis management
- Assist the SMHCT in designing the universal prevention program, establishing your role, and training others in your stakeholder group (teacher, community stakeholder, parent, etc.)
- Work with the mental health crisis team to develop a school-wide process for identifying and referring at-risk students.
- Inform students, staff and families about the referral process.
- Identify and refer at-risk students to the SAT Team for assessment and prevention services.
- Know location of own assignment
- Work with the SMHCT to determine counseling services needed.
- Know and follow referral procedures and follow-up responsibilities.
- Known and follow appropriate strategies of crisis intervention for your assigned group.
- Align practices with those established by the SMHCT to ensure student physical and emotional safety during a crisis.
- Work as a team member to implement school-wide practices established in school crisis protocols.
- Know legal responsibilities that may include confidentiality and privacy issues.
- Refer questions from the media to the appropriate and/or designated person(s)
- Distribute and review any handouts provided by the SMHCT
- Help reduce panic by being warm, firm, grounded and reassuring
- Be aware of stressors of crisis on caregiver and exercise 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
- Makes referrals for safety evaluations for threats of violence and suicide according to established school protocols.
- Assume your role in implementing multi-tiered prevention programs to foster early identification and support for at-risk students.

Response
- Attend briefing and debriefing meetings.
- Know all facts surrounding the crisis, including response schedule and planned activities.

Recovery
- Provide a safe and protected environment for students to share personal stories and take next steps to move forward
- Utilize best practices and identified resources for classroom interventions in the aftermath of the crisis
- Identify and refers students who need further counseling and resources
- Assist with normalizing the classroom and school routines as soon as possible after the event
- Debrief with crisis team (what went well, challenges, identified needs, etc.)
- Assist with school assemblies to help process/memorialize event
**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 ensure 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
Discoverer determines type of incident, including:
1. Fire
2. Violent Act
3. Hazardous Materials
4. Medical Emergency
5. Other

Discoverer:
1. Calls Principal or Main Office OR
2. Calls 911 OR
3. Calls Superintendent and/or BOE Office OR
4. Uses fire pull station if applicable
5. Calls School Counselor/Mental Health Crisis Team manager

**DISCOVERY**

**ACT**
Establish Incident Command
Incident Commander obtains:
1. Description of incident, what happened, location and time of incident
2. Number and any type of injuries (if any)
3. Number of people involved
4. Action(s) taken
5. Does the threat still exist?

Incident Command is in effect

**ASSESS**
Incident Commander assesses situation:
1. Does the incident require additional outside resources?

**ACT**
Incident Commander will:
1. Dispatch personnel to the scene if needed
2. The CRT will be notified and activated
3. Follow the Incident Command System to stabilize and terminate the incident

When first responders arrive:
1. Unified Command will be established
2. Staging areas may be implemented
3. IC may initiate additional functions

**ACT**
Incident Commander will:
1. Follow the ICS to stabilize and finally terminate the incident

**NOTIFY**
Crisis Response Team will notify:
1. BOE/Superintendent
2. Affected faculty and staff
3. School Counselor/Mental Health Crisis Team manager

**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)

Incident Commander determines type of incident, including:
1. Fire
2. Violent Act
3. Hazardous Materials
4. Medical Emergency
5. Other

Incident Commander obtains:
1. Description of incident, what happened, location and time of incident
2. Number and any type of injuries (if any)
3. Number of people involved
4. Action(s) taken
5. Does the threat still exist?

Incident Command is in effect

Incident Commander will:
1. Call 911 if not already
2. Alert affected staff
3. Activate the Crisis Response Team (CRT)
4. Take protective actions; e.g. Evacuation, Lockdown, Shelter-in-Place
5. Dispatch additional personnel to the scene if safe to do so
6. Secure the scene and establish an Incident Command Post
7. Meet outside responders at the emergency access point

Unified Command will be established
Staging areas may be implemented
IC may initiate additional functions

Incident Commander will:
1. Follow the ICS to stabilize and finally terminate the incident

Incident Commander will:
1. Dispatch personnel to the scene if needed
2. The CRT will be notified and activated
3. Follow the Incident Command System to stabilize and terminate the incident

Incident Commander will:
1. Call 911 if not already
2. Alert affected staff
3. Activate the Crisis Response Team (CRT)
4. Take protective actions; e.g. Evacuation, Lockdown, Shelter-in-Place
5. Dispatch additional personnel to the scene if safe to do so
6. Secure the scene and establish an Incident Command Post
7. Meet outside responders at the emergency access point
**PRE-CAUTIONARY LOCKDOWN**

There is **no immediate known threat to school occupants**, but there is/are **condition(s) such that a threat could arise.**

Situations where a PRE-CAUTIONARY LOCKDOWN may be required include:

- Police are involved in law enforcement matter and have requested a Lockdown. (e.g. armed robbery, domestic violence, nearby hostage situation, pursuit of an armed or dangerous suspect, etc.)
- Threats (phone, text, social media, etc.) have been directed at the school and school administrators (School Principal or Superintendent and/or designee) have issued a PRE-CAUTIONARY Lockdown order at their discretion.
- A medical emergency at the school.
- Disorderly conduct such as students fighting.
- Civil disruption near the school campus.
- Sighting of a dangerous animal on or near campus (e.g. dangerous dog, bear, coyote/wolf hybrid, rattlesnake or other poisonous snake, etc.)

A PRE-CAUTIONARY Lockdown is declared when, in the opinion of law enforcement officials or school administrators, a situation exists that could endanger the safety of school occupants and requires they remain in their classrooms.

- Education and lessons may continue during a PRE-CAUTIONARY Lockdown.
- Exterior Doors should be locked
- Classroom Doors should be locked
- No one will be allowed in hallways except for administrators, custodians or first responders.
- No one will be allowed in or out of the building until an ALL CLEAR is announced.
- Windows should be covered and shut.
- It is safest to move students away from doors and windows.
- Staff should be prepared to barricade or evacuate if notified or necessary.
- Staff should remain on standby for any further orders.

<table>
<thead>
<tr>
<th>Incident Commander</th>
<th>Initiate Pre-Cautionary Lockdown procedures</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Notify 911 of the emergency and the need for assistance. Be specific and include EMS, Law Enforcement and Fire Services that may be needed.</td>
</tr>
<tr>
<td></td>
<td>Effectively communicate the Pre-Cautioanry Lockdown message over the PA and provide as much information about the incident as appropriate, additional details can be sent by email to all staff and should be notified to read the email.</td>
</tr>
<tr>
<td></td>
<td>Ensure that all occupants safely Lockdown</td>
</tr>
<tr>
<td></td>
<td>Announce an “ALL CLEAR” when it is safe to do so</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Head Custodian</th>
<th>Assist in the sheltering of school occupants</th>
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<tbody>
<tr>
<td></td>
<td>Report to the Incident Commander (IC) for further instructions.</td>
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<thead>
<tr>
<th>School Nurse</th>
<th>Assist in the sheltering of school occupants</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Report to the IC for further instructions</td>
</tr>
<tr>
<td></td>
<td>Ensure medical needs are met</td>
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<table>
<thead>
<tr>
<th>School Counselor</th>
<th>Assist with sheltering all students, especially those identified as emotionally vulnerable students</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Assist with reunification after lockdown as needed</td>
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<table>
<thead>
<tr>
<th>School Resource Officer</th>
<th>Assist in the sheltering of school occupants</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Establish and maintain contact with police agency and other emergency response agencies</td>
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<thead>
<tr>
<th>Evacuation Coordinator</th>
<th>Assist teachers in taking attendance</th>
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<tbody>
<tr>
<td></td>
<td>Missing persons should be reported to the IC</td>
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<tr>
<td></td>
<td>Prepare the occupants for further instructions</td>
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<table>
<thead>
<tr>
<th>Reunification Coordinator</th>
<th>Prepare the reunification site, if needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepare the reunification process or assist with resuming to normal activities if an “ALL CLEAR” is announced</td>
</tr>
</tbody>
</table>
INCIDENT HAS TAKEN PLACE OR HAS THE POTENTIAL TO ARISE

NOTIFY
Teacher or Discoverer notifies Principal or Main Office of incident

PUBLIC SAFETY AGENCY CALLS SCHOOL TO IMPLEMENT LOCKDOWN

ACT
Establish Incident Command

NOTIFY
Incident Commander Notifies
1. CRT and BOE/ Superintendent
2. Call 911 if needed
3. Notify transportation personnel with instructions

INCIDENT HAS TAKEN PLACE OR HAS THE POTENTIAL TO ARISE

NOTIFY
Teacher or Discoverer notifies Principal or Main Office of incident

PUBLIC SAFETY AGENCY CALLS SCHOOL TO IMPLEMENT LOCKDOWN

ACT
Incident Commander & Crisis Response Team assesses situation and determines:
1. Type of response needed
2. Extent of Lockdown or secured perimeter

ASSESS
Incident Commander & Crisis Response Team assesses situation and determines:
1. Type of response needed
2. Extent of Lockdown or secured perimeter

ACT
Incident Commander & Crisis Response Team will:
1. Use the PA system or another means to notify school occupants of affected areas to initiate Lockdown procedures
2. Meet with outside responders if safe to do so
3. Sweep areas if safe to do so to ensure all school occupants are in a secured area
4. Do not allow unauthorized persons into the school. Escort those allowed to enter unless otherwise advised

ASSESS
Incident Commander assesses situation and determines:
1. Type of response needed
2. Extent of Lockdown or secured perimeter

ACT
Incident Commander will:
1. Determine if Lockdown is adequate
2. Determine support needs of persons during the Lockdown
3. Determine if emergency is over and if it is safe for students and staff to return to normal activities
4. Assess the dismissal requirements; generally, students should only be released to an authorized adult

NOTIFY
Incident Commander, Crisis Response Team and/or County School Administrator will:
1. Initiate Incident Report
2. Debrief county 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)

POST-INCIDENT

Incident Commander, Crisis Response Team and/or County School Administrator will:
1. Initiate Incident Report
2. Debrief county 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)
**EMERGENCY LOCKDOWN**

An EMERGENCY Lockdown is declared when, conditions require complete separation and protection of school occupants from any situation regarding an imminent internal or external situation that could directly threaten their safety. When a dangerous person or condition exists in or near the school, the primary objective is to protect school occupants from danger. School occupants may be notified by intercom, telephone, text message, or may be alerted to an emergency by sounds of screams, gunfire or persons yelling an alert. If a formal alert is issued about an imminent deadly threat inside or outside of the school, the message will state, “LOCKDOWN! LOCKDOWN!” and as much information as possible such as "There is an armed person...(location, direction of travel, description, type of weapon, etc.)

Circumstances may not allow for a formal message to be broadcast and any person who hears gunfire or sees someone with a weapon should react immediately and begin emergency procedures or take action consistent with the nature of the threat.

- If the school has an emergency Lockdown Button to lock exterior doors, it should be engaged UNLESS the best course of action includes a REVERSE EVACUATION.
- Staff should keep keys and access badges with them at ALL times.
- If the threat is INSIDE the school, rooms in close proximity to a dangerous or armed person should:
  - Lock the classroom door
  - Barricade the door (use desks, bookshelves, filing cabinets, tables or chairs)
  - Close windows
  - Cover doors and windows to obstruct viewing into the room from the hallways
  - Close curtains and blinds
  - Turn off lights
  - Silence all electronic devices and cellular phones
  - Stay quiet
  - Use heavy belts or extension cords to tie off the door handle
  - Be prepared to evacuate the classroom through windows or an exterior door if necessary.

- If the threat is INSIDE the school AND the location of the threat is KNOWN to be a safe distance, staff may choose to LOCKDOWN following the instructions just provided, OR may choose to EVACUATE to a safe location. See also HOSTAGE SITUATION and ARMED INTRUDER/ATTACK.

- If the threat is OUTSIDE the school, AND the location or number of threats is UNKNOWN, students and staff should follow LOCKDOWN instructions, BUT SHOULD NOT attempt to evacuate or leave the building. See also HOSTAGE SITUATION OR ARMED INTRUDER/ATTACK.

- If the threat is OUTSIDE the school, and some students, staff and/or other people are also OUTSIDE (e.g. recess, student drop off/pick up, gym class, or other school event). If there is time to safely get all people into the school and LOCKDOWN (e.g police are in hot pursuit of an armed and dangerous person heading in the direction of the school and shots are being fired, but where the school and occupants are not an intended target), a REVERSE EVACUATION may occur to get people inside the school as quickly and safely as possible, then follow the EMERGENCY LOCKDOWN procedures.

- If the threat is DURING STUDENT DROP OFF OR PICK UP, school buses may either: (based on best survival option )
  1. Allow students to evacuate off of the bus and RUN OR
  2. Allow as many persons as possible, except for the threat, to quickly board the bus without putting themselves or occupants in additional danger (HIDE). Bus drivers will use their discretion to determine when to pull away. Chaos would be expected and people may be running in front of buses and other vehicles and buses and other vehicles may block their ability to drive away. If it is not possible to drive away, the bus driver should instruct those on board to lie flat on the floor and put book bags and other objects next to the exterior wall of the bus, and in particular if a weapon is being fired, the direction which bullets are incoming
  3. Be prepared to FIGHT if the threat gains entry to the bus.
**Sheltering-In-Place**

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

| Incident Commander | - Call 911  
|                    | - Initiate Shelter-in-Place procedures  
|                    | - Effectively communicate the Shelter-in-Place message  
|                    | - Ensure that all school occupants safely reach the Sheltering areas  
|                    | - Monitor the local media, National Weather Radio or other reliable information sources  
|                    | - Announce an “ALL CLEAR” when it is safe to do so  
| Head Custodian     | - Assist in the sheltering of school occupants  
|                    | - Report to the Incident Commander (IC) for further instructions  
| School Nurse       | - Assist in the sheltering of school occupants  
|                    | - Report to the IC for further instructions  
| School Counselor   | - Assist with sheltering all students especially identified emotionally vulnerable students  
|                    | - Assist with reunification after lockdown  
| Prevention Resource Officer or School Resource Officer | - Assist in the sheltering of school occupants  
|                    | - Establish and maintain contact with police agency and other emergency response agencies  
| Evacuation Coordinator | - Direct occupants to the Sheltering areas  
|                    | - Assist teachers in taking attendance  
|                    | - Missing persons should be reported to the IC  
|                    | - Prepare the occupants for Reunification or resumption of normal conditions  
| Reunification Coordinator | - Assist in the sheltering of school occupants  
|                    | - Prepare the Reunification site, if needed  
|                    | - Prepare the Reunification process or assist with resuming to normal activities if an “ALL CLEAR” is announced  

**SECTION 3-3: SHELTER IN PLACE - FLOW CHART**

**NOTIFY**

- Crisis Response Team will notify:
  1. Affected occupants of any updates or additional instructions
  2. Sheltered persons of “ALL CLEAR” if it is safe to return to their areas

**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)

**ASSESS**

- Incident Commander & Crisis Response Team assesses situation and determines:
  1. Severe weather
  2. Chemical plume
  3. OR another incident

**ASSESS**

- Incident Commander will:
  1. Call 911 if needed
  2. Use the PA or another means to notify school occupants of affected areas to Shelter-in-Place, which route to take and where to assemble
  3. School Counselor to implement protocol to identify and support emotionally vulnerable students
  4. Assist in relocating school occupants to shelter areas including individuals with special needs
  5. Meet with outside responders if they are called
  6. Sweep areas where alarms or notification may not have been heard
  7. Account for all school occupants
  8. Search for missing school occupants
  9. Notify Public Safety Agency IC of any missing people
  10. Ensure school occupants arrive safely to shelter areas

**ASSESS**

- Incident Commander will:
  1. Determine if sheltering is adequate
  2. Determine support needs of sheltered persons
  3. Determine if emergency is over and if it is safe for students and staff to return to normal activities

**ACT**

- Incident Commander & Crisis Response Team will:
  1. Establish Incident Command

**ACT**

- Incident Commander will:
  1. Call 911 if needed
  2. Use the PA or another means to notify school occupants of affected areas to Shelter-in-Place, which route to take and where to assemble
  3. School Counselor to implement protocol to identify and support emotionally vulnerable students
  4. Assist in relocating school occupants to shelter areas including individuals with special needs
  5. Meet with outside responders if they are called
  6. Sweep areas where alarms or notification may not have been heard
  7. Account for all school occupants
  8. Search for missing school occupants
  9. Notify Public Safety Agency IC of any missing people
  10. Ensure school occupants arrive safely to shelter areas

**INCIDENT HAS TAKEN PLACE OR HAS THE POTENTIAL TO ARISE**

- Incident Commander & Crisis Response Team assesses situation and determines:
  1. Severe weather
  2. Chemical plume
  3. OR another incident

**ASSESS**

- Incident Commander will:
  1. Establish Incident Command

**NOTIFY**

- Incident Commander Notifies
  1. CRT and BOE/ Superintendent of incident
  2. School Counselor to implement protocol to identify and support emotionally vulnerable students

**ACT**

- Incident Commander will:
  1. Establish Incident Command
  2. Determine if sheltering is adequate
  3. Determine support needs of sheltered persons
  4. Determine if emergency is over and if it is safe for students and staff to return to normal activities

**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)
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.

### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>- Call 911&lt;br&gt;- Activate alarm and initiate the Evacuation&lt;br&gt;- Effectively communicate the emergency Evacuation message&lt;br&gt;- Ensure that all school occupants reach the assembly area&lt;br&gt;- Announce an “ALL CLEAR” when it is safe to do so</td>
</tr>
<tr>
<td>Head Custodian</td>
<td>- Assist in the Evacuation of the school&lt;br&gt;- Assist in the search and rescue if possible&lt;br&gt;- Report to the IC for further instructions</td>
</tr>
<tr>
<td>School Nurse</td>
<td>- Assist in the Evacuation of the school&lt;br&gt;- Treat injured evacuees&lt;br&gt;- Establish a triage area&lt;br&gt;- Track patient care</td>
</tr>
<tr>
<td>School Counselor</td>
<td>- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students</td>
</tr>
<tr>
<td>School Resource Officer</td>
<td>- Assist in the Evacuation of the school&lt;br&gt;- Assist in the search of the building to ensure that everyone has evacuated&lt;br&gt;- Establish and maintain contact with police agency and other emergency response agencies</td>
</tr>
<tr>
<td>Evacuation Coordinator</td>
<td>- Direct students to the Evacuation assembly area&lt;br&gt;- Assist teachers in taking attendance&lt;br&gt;- Missing occupants should be reported to the IC&lt;br&gt;- Prepare the students for Reunification or re-entry into the school</td>
</tr>
<tr>
<td>Reunification Coordinator</td>
<td>- Assist in the Evacuation of the school&lt;br&gt;- Prepare the Reunification site&lt;br&gt;- Direct the Reunification process or assist with the re-entry into the school if an “ALL CLEAR” is announced</td>
</tr>
</tbody>
</table>
INCIDENT HAS TAKEN PLACE OR HAS THE POTENTIAL TO ARISE

NOTIFY
Incident Commander notifies:
1. 911
2. CRT and SRO
3. BOE/Superintendent

ASSESS
Incident Commander assesses situation and determines:
1. Area(s) to be Evacuated
2. Evacuation code
3. Assembly areas

ACT
Incident Commander & Crisis Response Team will:
1. Initiate the alarm and use the PA to notify occupants of affected areas to Evacuate, which route to take and where to assemble
2. Ensure all occupants evacuate the school including those with special needs
3. Sweep areas such as restrooms, kitchens or locker rooms, where alarms or notification may not have been heard
4. Check elevators to make sure no one is trapped
5. Ensure Evacuated persons assemble at designated Evacuation areas
6. Account for all school occupants
7. Notify Response IC and/or SRO of any missing people
8. Search for missing people if it is safe to do so
9. Meet with first responders upon arrival

ASSESS
Incident Commander will:
1. Determine if Evacuation is adequate
2. Determine support needs of evacuees
3. Determine if emergency is over and if it is safe for occupants to return to the school
4. If off-site Evacuation is implemented, see also Reunification Event Aid and Flow Chart

NOTIFY
Crisis Response Team will assist Incident Commander in notifying:
1. Affected occupants
2. Evacuees of "ALL CLEAR" if it is safe to return to the school OR
3. Other instructions if it is determined that there will be no return to Evacuated areas

REUNIFICATION
If it is determined there will be no return to Evacuated areas, the IC should implement on-site Reunification Procedures

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)
EVACUATION PLANNING AND RESPONSE FOR STUDENTS WITH SPECIAL NEEDS

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

1. **Review all paths of travel and potential obstacles.**
   - Know your school grounds, paths, exits and potential obstacles.
   - Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
   - Compile and distribute evacuation route information to be used during emergency operations.
   - Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. **Install appropriate signage and visual alarms.**
   - Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT.”
   - Place emergency notification devices appropriate for each student.
   - Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be: approximately 60 inches above the floor; in a location that is not obscured in normal operation such as a swinging door; and in all primary function areas.

3. **Identify the students and staff with special needs and the type of assistance they will require in an emergency.**
   - Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
   - Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (i.e. a student with a broken leg).

4. **Train staff in general evacuation procedures.**
   - Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
   - Provide in-depth training to those designated to evacuate students with special needs.
   - Train the staff for proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.

   - Check on each special needs student to assure he/she is accounted for during an evacuation.

5. **Review the plan with emergency response personal, including local police, fire and emergency medical technicians.**
   - Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
   - Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
   - Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.

6. **Complete all contracts and Statements of Understanding with key emergency support providers.**
   - Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
   - Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.
   - Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. **Review the evacuation plan with students and staff to be familiar with the process and identify any problems.**
   - Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric-dependent machines may not function (i.e. elevator).
   - Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the students.

8. **When Evacuating**
   - Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs.
   - Ask the student how he/she would like to be assisted;
   - Use the buddy system;
   - Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance;
   - Move to designated evacuation area. The path should be unobstructed;
   - Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible (i.e. crutches, wheel chairs, etc.)
To Evacuate Persons Using Wheelchairs:
If the person wants to be moved in his/her chair, keep the following considerations in mind:
- Turn off the wheelchair’s power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
  » how he/she prefers to be moved from the chair;
  » whether pain or harm will result from moving extremities;
  » if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

Transporting Students
Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.
- Maintain a transportation resources list by type and availability, including vehicle accessibility and capacity information.
- Develop procedures for the acquisition of additional accessible transportation equipment, securement devices, supplies, and resources before a disaster.
- Provide staff training, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
- Identify strategies for tracking individuals who are evacuated. Information should include the passenger’s name, point of origin, departure time, final destination, and arrival time.
- Maintain a master list of drivers by status and availability.
- Provide drivers with an operational roster to complete and maintain, at minimum, with the following information:
  » Name of driver AND telephone number
  » Time departed staging area
  » Time arrived at sheltering location
  » Vehicle number
  » Sheltering location
  » Trip mileage
- Determine the appropriate transportation response for persons unable to reach a pick up/drop off location or staging area on their own. What entity will handle such needs, and what types of vehicles/equipment will be required? Check with the county school administrators regarding the transportation planning.

Other Considerations for Special Needs Populations
- Store extra batteries for electric wheelchairs and hearing aids.
- Lead evacuees to a safe place with other teachers and staff.
- Remain with the special needs student after the evacuation.
- Recognize that the fine details are unique to each student.
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

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<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Commander</td>
<td>- Ensure that all school occupants reach the Reunification area&lt;br&gt;- Work with Public Information Officer, or similarly designated person, to ensure a proactive and effective message reaches the community (parents &amp; guardians)&lt;br&gt;- Advise the BOE Office/Superintendent when all students are safely picked up</td>
</tr>
<tr>
<td>Head Custodian</td>
<td>- Report to the IC for further instructions&lt;br&gt;- Assist in the Reunification of school occupants&lt;br&gt;- If available, work as a runner to reunite students with their parents/guardians</td>
</tr>
<tr>
<td>School Nurse</td>
<td>- Report to the IC for further instructions&lt;br&gt;- Assist in the Reunification of school occupants&lt;br&gt;- If available, work as a runner to reunite students with their parents/guardians</td>
</tr>
<tr>
<td>School Counselor</td>
<td>- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students</td>
</tr>
<tr>
<td>School Resource Officer</td>
<td>- Ensure the Reunification and assembly areas are secure&lt;br&gt;- Assist the Reunification Coordinator with managing the Reunification process&lt;br&gt;- Ensure that the Reunification process is orderly and running efficiently&lt;br&gt;- Direct or assist with traffic control</td>
</tr>
<tr>
<td>Evacuation Coordinator</td>
<td>- Report to the IC for further instructions&lt;br&gt;- Assist in the Reunification of school occupants&lt;br&gt;- If available, work as a runner to reunite students with their parents/guardians</td>
</tr>
<tr>
<td>Reunification Coordinator</td>
<td>- Assist in the sheltering of school occupants&lt;br&gt;- Prepare the Reunification site, if needed&lt;br&gt;- Prepare the Reunification process or assist with resuming to normal activities if an “ALL CLEAR” is announced</td>
</tr>
</tbody>
</table>
**INCREASE HAS TAKEN PLACE OR HAS THE POTENTIAL TO ARISE**

**ASSESS**
- Incident Commander assesses situation and determines:
  1. Student Reunification Staging Area
  2. Parent Reunification Pick Up Area
  3. Communication to parents/guardians to pick up students

**ACT**
- Incident Commander & Crisis Response Team will:
  1. Prepare Reunification site for the Reunification process
  2. Work with PIO or designated individual to develop communication releases
  3. Have copies of the policies and procedures pre-printed to give to parents while waiting to reunite with the child(ren)
  4. Bring portable box containing student information forms (class rosters, emergency contact information, etc.)
  5. Have runners (teachers and staff) identify students and bring them to the Parent Reunification Pick Up Area for the reunion process
  6. Check parent/guardian ID and make sure it matches the student emergency form

**ASSESS**
- Incident Commander will:
  1. Determine if process is working effectively
  2. Ensure that the proper communication channels are being used to alert parents and guardians

**NOTIFY**
- Crisis Response Team will assist Incident Commander in notifying:
  1. Affected faculty and staff
  2. BOE/Superintendent when all students have been released

**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)

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No student will be released to any unauthorized person(s). All parents and guardians must show a valid ID (State driver’s license or government issued ID) before the student(s) will be released to their custody.
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).

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.

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: (e.g. Superintendent/designee, Principal or Public Information Officer)
- 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.).


COMMUNICATION CONSIDERATIONS FOR PERSONS WITH SPECIAL NEEDS

1. **To Alert Cognitively or Emotionally Impaired** – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured.

2. **To Alert Deaf and Hearing Impaired** – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a mobile electronic device or notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages: 1) there is an emergency and 2) how to respond.

3. **To Alert Blind or Visually Impaired** – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature the emergency and offer to guide him/her to the nearest emergency exit, evacuation assembly, shelter in place, or appropriate information regarding lockdown or run, hide, fight.

   • Touch the person on the shoulder gently.
   • Identify yourself and quickly explain the situation.
   • Ask if there are preferences regarding how to be guided.
   • Clearly describe where you are going and any obstacles or objects which may change your path or pattern.
   • Be aware of space as many may use the same route to evacuate.

Access to Communication for Students with Special Needs

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio format as needed) and provide hearing-assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. An emergency is not the time to learn how to work a rarely used assistive device. The most effective communication systems are those used daily.

   • Give clear, succinct verbal instructions.
   • Communicate important information through gestures.
   • Pictures, as appropriate, can provide easily understood instruction to many individuals.
   • Guide students with low vision or blindness.
   • Use electronic messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
   • Identify staff with foreign language skills, if needed.
   • Have aides, buddies, volunteers and evacuation assistants practice basic American Sign Language for emergency words and instructions as needed such as:

   » important  
   » emergency  
   » keep calm  
   » must leave now  
   » fire  
   » danger  
   » fire exit  
   » elevator closed  
   » stairs there  
   » okay  
   » lockdown  
   » gun/shooting
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
- 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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Incident Commander        | - Activate alarm (if not already activated) and initiate the Evacuation of the school  
                             - Call 911                                                             |
| Head Custodian            | - Assist in the Evacuation of the school and bring portable medical files       |
| School Nurse              | - Direct the shutdown of appropriate utility and building systems               |
| School Counselor          | - Activate Mental Health Response Team and follow school protocols to assist all students especially vulnerable students |
| School Resource Officer   | - Meet first responders at emergency access points                               |
| Evacuation Coordinator    | - Direct occupants to the Evacuation areas                                       |
| Reunification Coordinator | - Assist the Evacuation process or assist with the re-entry into the school if an “ALL CLEAR” is announced |
### DISCOVERY
Discoverer identifies:
1. Type of fire (if known)
2. Location of fire
3. Their location
4. Any known injuries or fatalities
5. Magnitude of the fire/smoke

### ASSESS
- Establish Incident Command
- Incident Commander will determine:
  1. Initial extent of fire, location and time of fire reported
  2. Number and type of injuries (See also Medical Emergency Event Aid and Flow Chart)
  3. Was a fire extinguisher used?
  4. Does the area have a sprinkler system and was it activated?
  5. What actions have been taken?
  6. What is involved in the fire and what are the immediate exposures?

### NOTIFY
- Incident Commander will:
  1. Calmly announce Evacuation
  2. Call 911 if not already called or to provide updated information
  3. Notify CRT and BOE/Superintendent
  4. Notify the school counselor/mental health response team manager to activate appropriate mental health protocol

### ACT
- Crisis Response Team:
  1. Sweep areas such as restrooms where alarms or notification may not have been heard if it is safe to do so
  2. Meet first responders at emergency access point

### NOTIFY
- Incident Commander upon advice of Fire Department will:
  1. Make decision to commence Reunification OR
  2. Announce the “ALL CLEAR” when it is safe to return to the area

### 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)
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

Incident Commander
- Activate alarm (if not already activated) and initiate the Evacuation of the school
- Eliminate all school occupants evacuate and safely reach designated evacuation assembly areas
- Ensure all teachers take roll call and report any unaccounted for students or visitors
- Announce “ALL CLEAR” when it is safe to do so

Head Custodian
- Direct the shutdown of appropriate utility and building systems
- Coordinate efforts and act as a liaison to public utilities
- Re-activate utilities and systems when appropriate

School Nurse
- Assist in the Evacuation of the school and bring portable medical files
- Treat injured evacuees
- Establish a triage area
- Track patient care

School Counselor
- Activate Mental Health Response Team and follow established school protocols to assist all students especially vulnerable students

School Resource Officer
- Meet first responders at emergency access points
- Confirm the scene is secured
- Ensure that only authorized personnel enter the emergency scene
- Advise the IC of expected disruption to operations and adviseable measures to protect occupants

Evacuation Coordinator
- Direct occupants to the Evacuation areas
- Assist teachers in taking attendance
- Unaccounted for persons should be reported to the IC
- Prepare evacuees for Reunification or re-entry to the school

Reunification Coordinator
- Assist in the Evacuation of the school
- Prepare the Reunification site
- Direct the Reunification process or assist with the re-entry into the school if an “ALL CLEAR” is announced
**SECTION 4-2: HAZARDOUS MATERIALS/CHEMICALS - FLOW CHART**

**DISCOVERY**
Discoverer identifies
1. Type of material released
2. Approximate amount of material released
3. Whether there are immediate hazards to health or environment (if known)

**NOTIFY**
Discoverer:
1. Call 911
2. Pull any manual alarm station
3. Notifies School Official or Principal
4. Uses fire extinguisher if appropriate

**ACT**
Establish Incident Command
Incident Commander obtains:
1. Description of incident, what happened, location, and time of incident
2. Number and type of injuries (if any see also Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Action(s) taken
5. Whether the threat still exists

**ASSESS**
Incident Commander will determine:
1. Potential extent of contamination and potential source
2. Health and safety threat to occupants

**NOTIFY**
Incident Commander will then notify:
1. CRT including SRO
2. BOE/Superintendent
3. School Counselor/mental health crisis team manager

**NON-THREAT**

**THREAT**

**ACT**
Incident Commander will:
1. Call 911 if not already
2. Alert affected persons and take protective actions (e.g. Evacuation or Shelter-in-Place)
3. Contact Head Custodian to shut down HVAC equipment if necessary
4. Have teachers close all windows and doors
5. Meet outside responders at emergency access points

**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)

**ACT**
Head Custodian and/or First Responders will:
1. Obtain and evaluate MSDS
2. Check personnel exposure
3. Coordinate with the fire department’s hazardous materials team to determine magnitude of spill and selection of a contractor to contain, clean and dispose of spill as applicable

**ACT**
Incident Commander will:
1. Call 911 if not already
2. Alert affected persons and take protective actions (e.g. Evacuation or Shelter-in-Place)
3. Contact Head Custodian to shut down HVAC equipment if necessary
4. Have teachers close all windows and doors
5. Meet outside responders at emergency access points

**NON-THREAT**

**THREAT**

**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)

**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

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| Incident Commander | · Coordinate actions of school personnel with internal and external responders  
|                    | · Use available resources to assist responding agencies as required  
|                    | · Prepare for possible Evacuation of the school or Early Dismissal  
| Head Custodian     | · Direct the shutdown of utility lines or systems appropriate for the emergency  
|                    | · Coordinate efforts with the Maintenance Department and public utilities  
|                    | · Prepare to assist first responders with manpower, materials and equipment  
|                    | · Re-activate utilities and systems when appropriate with assistance from Director of Maintenance  
| School Nurse       | · Assist the IC with an Early Dismissal or Evacuation procedures  
| School Counselor   | · Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students  
|                    | · Determine if mental health response team is needed to support distressed students  
| School Resource Officer | · Assist the IC with an Early Dismissal or Evacuation procedures  
| Evacuation Coordinator | · Assist the IC with an Early Dismissal or Evacuation procedures  
| Reunification Coordinator | · Assist the IC with an Early Dismissal or Evacuation procedures  

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SECTION 4-3: NATURAL GAS LEAK / LOSS OF SERVICE - EVENT AID
SECTION 4-3: NATURAL GAS LEAK/LOSS OF SERVICE - FLOW CHART

**DISCOVERY**
Discoverer determines type of incident including:
1. Location and extent of leak
2. Location and extent of outage
3. Is it a dangerous situation?
4. Injuries involved

**NOTIFY**
Discoverer:
1. Calls 911
2. Pull any manual alarm station
3. Notifies Principal
4. Uses fire extinguisher if appropriate

**ACT**
Establish Incident Command
Incident Commander obtains:
1. Description of incident, what happened, location and time
2. Number and type of injuries (if any see also the Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Does the threat still exist?
5. Action(s) taken
6. Extent of outage (areas affected)

**ASSESS**
Incident Commander & Head Custodian access the situation:
1. Is a gas pipe within the complex broken or leaking?
2. Has power to the area been shut off yet? Is it safe to do so?
3. Can gas be smelled?
4. Location of break and/or odor
5. Are there people in the area?
6. Are there any ignition sources in the area?

**LOSS**
Incident Commander will:
1. Alert staff
2. Evacuate affected areas
3. Call BOE/ Superintendent
4. Meet outside responders at emergency access points
5. Update the CRT

**LEAK**
Head Custodian will:
1. Shutdown power to affected areas if safe to do so
2. Call BOE/ Superintendent

**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)

**NOTIFY**
Crisis Response Team notifies:
1. Natural Gas Service Provider, if not already done
2. BOE / Superintendent if needed
3. Affected school occupants
**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

<table>
<thead>
<tr>
<th>Incident Commander</th>
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</thead>
<tbody>
<tr>
<td>- Coordinate actions of school personnel with internal and external responders</td>
</tr>
<tr>
<td>- Use available resources to assist responding agencies as required</td>
</tr>
<tr>
<td>- Prepare for possible Evacuation of the school or Early Dismissal</td>
</tr>
<tr>
<td>- Work with Maintenance Department and local utilities to determine the estimated time power outage</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Head Custodian</th>
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</thead>
<tbody>
<tr>
<td>- Direct the shutdown of utility lines or systems appropriate for the emergency</td>
</tr>
<tr>
<td>- Coordinate efforts with the Maintenance Department and public utilities</td>
</tr>
<tr>
<td>- Prepare to assist first responders with manpower, materials and equipment</td>
</tr>
<tr>
<td>- Re-activate utilities and systems when appropriate with assistance from the Maintenance Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Nurse</th>
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<tbody>
<tr>
<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
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</table>

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<tr>
<th>School Counselor</th>
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<tr>
<td>- Follow school protocol to support students with disabilities and emotionally vulnerable students</td>
</tr>
<tr>
<td>- Determine if mental health response team is needed to support distressed students.</td>
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<table>
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<tr>
<th>School Resource Officer</th>
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<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
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<tr>
<th>Evacuation Coordinator</th>
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</thead>
<tbody>
<tr>
<td>- During an emergency, the Evacuation coordinator should effectively communicate all information to the IC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reunification Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
</tr>
</tbody>
</table>
**SECTION 4-4: POWER OUTAGE - FLOW CHART**

**DISCOVERY**
Discoverer determines type of incident including:
1. Extent of outage

**NOTIFY**
Discoverer notifies:
1. Principal or other school official

**ACT**
Establish Incident Command
Incident Commander obtains:
1. Description of incident, what happened, location and time
2. Number and type of injuries (if any see also the Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Does the threat still exist?
5. Action(s) taken
6. Extent of outage (areas affected)

Incident Commander will:
1. Notify Head Custodian, CRT and Maintenance Department
2. Incident Command is in effect

**ASSESS**
Incident Commander and Head Custodian assess situation:
1. Are power lines down or is electrical equipment exposed?
2. Is outage a result of fire?
3. Are elevators affected and are people trapped?
4. Is there a situation that could result in injury to occupants?
5. Have emergency or hazardous conditions resulted from the outage?
6. Will responders have to perform rescues?
7. How long until power can be restored?

**NOTIFY**
Incident Commander notifies:
1. BOE / Superintendent
2. 911 if needed
3. Power company if needed

**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)

**NOTIFY**
Crisis Response Team will notify:
1. Affected faculty and staff
2. School counselor/mental health crisis team manager if power outage becomes prolonged and mental health response team needs activated to work with distressed families.
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.
EXPLOSION OCCURS

ACT
Establish Incident Command
Incident Commander obtains:
1. Description of what happened, location and time of explosion
2. Number and type of injuries (if any, see Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Action(s) taken
5. Does the threat still exist?
IC will then:
1. Call 911 if not already
2. Dispatch SRO to the scene to secure area and Evacuate if necessary
3. Notify the CRT
4. Notify the BOE/Superintendent
Incident Command is in effect

ASSESS
Crisis Response Team assesses situation:
1. Health and safety threat to occupants
2. Structural integrity of the school
See event aid for more information.

NOTIFY
Discoverer notifies:
1. Principal's Office OR
2. 911 OR
3. BOE/Superintendent OR
4. SRO

EXPLOSION OCCURS

NON THREAT
THREAT

ACT
Crisis Response Team will:
1. Move occupants to a protected area
2. Turn off HVAC systems if it can be done safely
3. Control school ingress and egress
4. Use PA to direct school occupants to remain in classrooms away from windows, overhead fixtures, and filing cabinets OR move to a pre-designated safe/assembly area
5. Conduct attendance audit of school occupants
6. Move injured persons ONLY if they are in immediate danger (i.e. fire, building collapse, etc.)

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)

Incident Commander updates:
1. CRT and BOE/Superintendent
2. School Counselor/Mental Health Crisis Manager to activate protocols to address mental health issues of impacted students and staff
3. Affected school occupants should follow instructions of first responders if Evacuation is ordered and to proceed to assembly areas; See also Evacuation and Reunification Event Aids and Flow Charts

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)
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

Incident Commander
- Ensure that the emergency announcement to Shelter-in-Place is made or if an Early or Delayed Dismissal will be announced
- Advise all students/staff that are outside to re-enter the building
- Alert staff of impending weather
- Ensure that all school occupants reach the shelter areas
- Coordinate actions of school personnel with internal and external responders
- Use available resources to assist responding agencies as required
- Announce the “ALL CLEAR” when appropriate

Head Custodian
- Secure items that can be affected by high winds
- Direct the shutdown of utility lines or systems appropriate for the emergency
- Coordinate the efforts of and act as a liaison to public utilities
- Prepare to assist first responders with manpower, materials and equipment
- Reactivate utilities and systems when appropriate

School Nurse
- Report to the IC for further instructions

School Counselor
- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students
- Determine if mental health response team is needed to support distressed students

School Resource Officer
- Assist with the Sheltering, Early or Delayed Dismissal of school occupants
- Meet first responders at emergency access points
- Confirm the scene is secured
- Ensure that only authorized personnel enter the emergency scene

Evacuation Coordinator
- Assist with the Sheltering, Early or Delayed Dismissal of school occupants

Reunification Coordinator
- Assist with the Sheltering, Early or Delayed Dismissal of school occupants
**SECTION 5-1: SEVERE WEATHER/TORNADO - FLOW CHART**

**DISCOVERY**
Principal determines type of incident based on information received from the following:
1. National Weather Service
2. Local Media
3. Weather Radio
4. BOE/Superintendent
5. Public Safety Agency

**ASSESS**
Incident Commander assesses situation:
1. Tornado Watch or Warning
2. Thunderstorm Watch or Warning or Other

Using data from:
3. National Weather Service
4. Local television / radio
5. Reports from BOE or public safety agencies

**SEVERE WEATHER WATCH OR WARNING**

**ASSESS**
Incident Commander will:
1. Continue to monitor the status of the weather situation
2. Provide updates to the CRT as warranted
3. Has the situation escalated?

**IF TORNADO WATCH**

**POST-INCIDENT**
No further action needed

**IF TORNADO WARNING**

**ACT**
Incident Commander will:
1. Update or activate the CRT
2. Initiate Shelter-In-Place procedures
3. Make PA announcement directing occupants to Shelter-In-Place and stay away from exposed glass
4. Dispatch personnel to warn persons that cannot hear the PA announcement to Shelter-In-Place
5. Initiate “Duck & Cover” procedures if necessary

**POST-INCIDENT**
Incident Command is in effect

**NOTIFY**
Incident Commander notifies:
1. CRT
2. BOE/Superintendent if not the source of discovery

**ACT**
Incident Commander will:
1. Call 911 if needed
2. Meet outside responders at emergency access points
3. Implement Medical, Evacuation, Reunification, or Hazardous Materials plans as applicable
4. Protect equipment and facility from further damage
5. Sound the “ALL CLEAR” when it is safe to do so

**ASSESS**
Crisis Response Team will:
1. Obtain reports of damage or hazardous situations (from faculty and staff) and take corrective action(s)

**ACT**
Incident Commander will:
1. Update or activate the CRT
2. Initiate Shelter-In-Place procedures
3. Make PA announcement directing occupants to Shelter-In-Place and stay away from exposed glass
4. Dispatch personnel to warn persons that cannot hear the PA announcement to Shelter-In-Place
5. Initiate “Duck & Cover” procedures if necessary

**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)
### 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

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
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</table>
| **Incident Commander**       | - Prepare for Early Dismissal if the decision is made by BOE Office/Superintendent's Office  
                              | - Ensure that the announcement to close school is made                              
                              | - Ensure that all occupants safely leave the school                                 
                              | - Coordinate actions of school personnel with internal and external responders     
                              | - Use available resources to assist responding agencies as required               |
| **Head Custodian**           | - Maintain sidewalks, driveways and parking lot                                   
                              | - Secure items that can be affected by high winds, snow or ice                     
                              | - Coordinate efforts of and act as a liaison to public utilities                  
                              | - Prepare to assist responders with manpower, materials and equipment             
                              | - Reactivate utilities and systems when appropriate                               |
| **School Nurse**             | - Report to the IC for further instructions                                         |
| **School Counselor**         | - Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students  
                              | - Assist with contact of parents, as needed                                        
                              | - Provide support and training of staff to support distressed students              |
| **School Resource Officer**  | - Report to the IC for further instructions                                         |
| **Evacuation Coordinator**   | - Assist with the Early Dismissal of school occupants                              |
| **Reunification Coordinator**| - Assist with the Early Dismissal of school occupants                                |
SECTION 5-2: WINTER STORM - FLOW CHART

**DISCOVERY**
Principal determines type of incident based on information received from the following:
1. National Weather Service
2. Local Media
3. Weather Radio
4. BOE/Superintendent

**ASSESS**
Incident Commander will assess continuing weather conditions including:
1. Any National Weather Service bulletins that have been issued
2. Condition of roads, sidewalks, parking areas

**NOTIFY**
Incident Commander will notify Head Custodian to:
1. Clear or salt sidewalks
2. Plow or salt parking lots
3. Shut down equipment and utilities if required

**ACT**
Crisis Response Team will:
1. Cordon off areas if ice poses a threat
2. Work with BOE/Superintendent to determine if weather warrants an Early Dismissal of staff and students

Has the situation worsened?

**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. Conclude Post Incident Critique and take corrective action(s)

**NOTIFY**
Incident Commander will notify Head Custodian to:
1. Clear or salt sidewalks
2. Plow or salt parking lots
3. Shut down equipment and utilities if required

**ACT**
Crisis Response Team will:
1. Notify BOE / Superintendent
2. Announce Early Dismissal if required
3. Call 911 if needed
4. Meet outside responders at emergency access points
5. Call for inside and outside emergency services (food, blankets, cots, transportation, etc.)
6. Alert affected occupants and take protective actions (e.g., evacuation or Shelter-In-Place)
7. Provide Sheltering for employees and anyone else remaining at the facility
8. Notify school counselor/mental health crisis team manager to provide support for emotionally vulnerable students should students remain separated from families long term.
9. Protect equipment and facility from further damage

**ACT**
Incident Commander / Crisis Response Team will:
1. Notify BOE / Superintendent
2. Announce Early Dismissal if required
3. Meet outside responders at emergency access points
4. Call for inside and outside emergency services (food, blankets, cots, transportation, etc.)
5. Alert affected occupants and take protective actions (e.g., evacuation or Shelter-In-Place)
6. Provide Sheltering for employees and anyone else remaining at the facility
7. Notify school counselor/mental health crisis team manager to provide support for emotionally vulnerable students should students remain separated from families long term.
8. Protect equipment and facility from further damage
**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

### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td><strong>Incident Commander</strong></td>
<td>- Coordinate actions of school personnel with internal and external responders</td>
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<td></td>
<td>- Use available resources to assist responding agencies as required</td>
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<td></td>
<td>- Prepare for possible Evacuation of the school or Early Dismissal</td>
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<tr>
<td><strong>Head Custodian</strong></td>
<td>- Direct the shutdown of utility lines or systems appropriate for the emergency</td>
</tr>
<tr>
<td></td>
<td>- Coordinate efforts with Director of Maintenance and public utilities</td>
</tr>
<tr>
<td></td>
<td>- Prepare to assist first responders with manpower, materials and equipment</td>
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<tr>
<td></td>
<td>- Re-activate utilities and systems when appropriate with assistance from the Maintenance Department</td>
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<td><strong>School Nurse</strong></td>
<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
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<tr>
<td><strong>School Counselor</strong></td>
<td>- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students</td>
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<td></td>
<td>- Assist with contact of parents, as needed</td>
</tr>
<tr>
<td></td>
<td>- Provide support and training of staff to support distressed students</td>
</tr>
<tr>
<td></td>
<td>- Activate Mental Health Response Team to assist with the flood recovery process</td>
</tr>
<tr>
<td><strong>School Resource Officer</strong></td>
<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
</tr>
<tr>
<td><strong>Evacuation Coordinator</strong></td>
<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
</tr>
<tr>
<td><strong>Reunification Coordinator</strong></td>
<td>- Assist the IC with an Early Dismissal or Evacuation procedures</td>
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### SECTION 5-3: FLOODING INCIDENT - FLOW CHART

#### DISCOVERY
Discoverer determines type of incident, including:
1. Area flooded
2. Equipment affected
3. Injuries (if any)

#### ASSOCIATE
Incident Commander and Head Custodian assess situation:
1. Attempt to determine potential source

#### ASSESS
Incident Commander obtains:
1. Description of incident, what happened, location and time and time of incident
2. Number and type of injuries (if any, see the Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Does the threat still exist?
5. Action(s) taken

#### ACT
Incident Commander will:
1. Alert affected school occupants
2. Evacuate affected areas if needed
3. Secure area
4. Meet outside responders at emergency access points

Head Custodian will:
1. Take steps to help mitigate or divert source of flood
2. Call Director of Maintenance, if needed
3. Shut down equipment and non-essential utilities if necessary and safe to do so
4. Assess contamination of potable water and exposure to waterborne pathogens

#### NOTIFY
Crisis Response Team will notify:
1. Affected school occupants
2. School counselor/mental health crisis team manager

#### ACT
Crisis Response Team will:
1. Contact spill response contractor if a potential environmental exposure is involved
2. When it is safe to do so, ensure protection of equipment and facilities from further damage

#### 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)

<table>
<thead>
<tr>
<th>DISCOVERY</th>
<th>ACT</th>
<th>ASSOCIATE</th>
<th>ASSESS</th>
<th>ACT</th>
<th>NOTIFY</th>
<th>ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discoverer determines type of incident, including:</td>
<td>Establish Incident Command</td>
<td>Incident Commander and Head Custodian assess situation:</td>
<td>Attempt to determine potential source</td>
<td>Incident Commander will:</td>
<td>Crisis Response Team will notify:</td>
<td>Crisis Response Team will:</td>
</tr>
<tr>
<td>Area flooded</td>
<td>Area flooded</td>
<td>Equipment affected</td>
<td>Equipment affected</td>
<td>Number of people involved</td>
<td>Affected school occupants</td>
<td>Contact spill response contractor if a potential environmental exposure is involved</td>
</tr>
<tr>
<td>Injuries (if any)</td>
<td>Injuries (if any)</td>
<td></td>
<td></td>
<td>Number of people involved</td>
<td></td>
<td>When it is safe to do so, ensure protection of equipment and facilities from further damage</td>
</tr>
</tbody>
</table>

**NOTIFY**
Discoverer notifies:
1. Principal’s Office

**ACT**
Incident Commander is in effect

**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)
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.
### EARTHQUAKE OCCURS

**ACT**

- Establish Incident Command
- Teachers will:
  1. If indoors, instruct occupants to take shelter in pre-approved areas or under a heavy piece of furniture against an inside wall; STAY INSIDE
  2. If outdoors, instruct students to stay out of buildings and go to an open area until shaking stops
- Incident Commander will:
  1. Dispatch SRO to the scene to assess damages and injuries
  2. Notify the CRT
  3. Description of what happened, location and time of incident
  4. Number and any type of injuries (in any, see also the Medical Emergency Event Aid and Flow Chart)
  5. Number of people involved
  6. Action(s) taken
  7. Does the threat still exist?

**ASSESS**

Incident Commander and Crisis Response Team assess situation:

1. Evaluate buildings to determine whether it is safe to re-enter or not
2. Check for injuries
3. Check utilities and emergency systems
4. Ensure that outside emergency responders have access to the building

Are there any injuries or property damage?

- **NO**
- **YES**

**NOTIFY**

Incident Commander notifies, if needed:

1. Call 911
2. BOE/Superintendent
3. School counselor/mental health crisis team manager

**ACT**

- Crisis Response Team will:
  1. Evacuate the building(s)
  2. Set up a triage area and assist with medical care
  3. Conduct attendance audit of occupants
  4. Report any unaccounted persons to first responders on the scene (Fire, Police, EMS)
  5. Ensure that structural engineers and damage assessors are contacted

- Head Custodian will, if safe to do so:
  1. Shut off main gas valve
  2. Shut off main electrical service if there is damage to building wiring
  3. Clean up any spilled medicines, drugs, or potentially harmful materials (petroleum products, gasoline, and bleaches)

**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)
**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.*

| **Incident Commander** | - Dispatch a school representative to the scene, if possible  
- Notify BOE/Superintendent of the incident  
- Ensure that parents and guardians are aware of the incident |
| **Head Custodian** | - Report to the IC for instructions |
| **School Nurse** | - Report to the IC for instructions  
- Provide external emergency responders with any medical information that will assist their assessment of injured riders |
| **School Counselor** | - Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students  
- Assist with contact of parents, as needed  
- Activate Mental Health Response Team to support distressed students and families and to assist with the recovery process |
| **School Resource Officer** | - Respond to the scene if within the incident is local to assist with the response |
| **Evacuation Coordinator** | - Report to the IC to receive initial instructions |
| **Reunification Coordinator** | - Report to IC for further instructions |
**DISCOVERY**

Bus Driver determines type of incident, including:

1. Serious vehicle accident
2. Vehicle accident - hazardous materials
3. Medical emergency
4. Act of violence
5. Other

---

**ACT**

Incident Commander assess situation:

1. Description of incident, what happened, location and time of incident
2. Number and type of injuries (if any, see also Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Does the threat still exist?
5. Action(s) taken

Incident Command is in effect

---

**ASSESS**

Incident Commander obtains:

1. Description of incident, what happened, location and time of incident

(See Event Aid for more information)

---

**ACT**

Incident Commander will:

1. Notify PIO to contact parents
2. Assist the Director of Transportation

If accident is out of the area, Incident Commander will:

1. Notify BOE / Superintendent and CRT
2. Meet students when they arrive back at the school

---

**NOTIFY**

Bus Driver notifies:

1. 911
2. Principal’s Office
3. Transportation Department / BOE

---

**Crisis Response Team**

1. Affected faculty and staff
2. School counselor / mental health crisis team manager

---

**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)
SCHOOL BUS HOSTAGE SITUATION

Consideration must be given to the possibility of a hostage situation occurring on a school bus. If such an incident occurs, the following procedures should be implemented.

BUS DRIVER: The bus driver must assume a position of heightened responsibility for the welfare of the students on the bus as well as his/her own safety. Sound judgment, good decision making, knowledge of school and police procedures in handling such incidents, and training are the items that will be of greatest assistance to you should you become a victim. Students must be made aware of the behavior that will be required of them so they will be safe and do not inflame an already volatile situation.

The bus driver should accomplish the following tasks IF they can be done in a safe manner:

- DISABLE the bus or throw the keys away from the bus. This will eliminate the need to move the bus and will be helpful to law enforcement who will respond to the scene as soon as the location has been established UNLESS there is a tracking system in place for buses in your county.
- EVACUATE as many students as possible from the bus and direct them to move to a position out of sight of the bus.
- CLEAR the area of as many students and others as is safely possible.
- NOTIFY the transportation radio dispatcher of as much information as possible regarding your situation and location. If allowed to maintain radio contact, do so. All radio transmissions must be disciplined.

TRANSPORTATION DEPARTMENT: The dispatch office should call 911 and notify the Superintendent / Board of Education office and all procedures set out in the Crisis Prevention and Response Plan should be implemented.

HOSTAGE RESPONSIBILITY

The major responsibility of individuals who have become hostages is to remain calm and act in a manner that will preserve their life, as well as the lives of other hostages. If in fact the other hostages are students, school personnel have the additional duties of ensuring that these children are aware of the behavior that will be required of them so they will be safe and do not inflame an already volatile situation. Initially, you may be the person who is thrust into the role of negotiating with the hostage taker(s). Always remain calm and request that the situation end by the release of the hostages or the escape of the hostage takers from the area. At all times, remain neutral regarding the reasons given by the hostage taker(s) for taking this action. Your concern is safety and the release of the hostages. Further, responses of the hostage taker may be irrational or illogical, depending upon his/her mental condition and/or the stress of the situation.

SEE ALSO, WEAPON ON A BUS/ARMED SHOOTER EVENT AID IF THE HOSTAGE TAKER IS ARMED.

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>Incident Commander</td>
<td>Dispatch a school representative to the scene, if possible</td>
</tr>
<tr>
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<td>Notify BOE/Superintendent of the incident.</td>
</tr>
<tr>
<td></td>
<td>Ensure that parents and guardians are aware of the incident</td>
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<tr>
<td>Head Custodian</td>
<td>Report to the IC for instructions</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Report to the IC for instructions</td>
</tr>
<tr>
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<td>Provide external emergency responders with any medical information that will assist their assessment of injured riders</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students.</td>
</tr>
<tr>
<td></td>
<td>Assist with contact of parents, as needed.</td>
</tr>
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<td></td>
<td>Activate Mental Health Response Team to support distressed students and families and to assist with the recovery process</td>
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<tr>
<td>School Resource Officer</td>
<td>Respond to the scene if within the incident is local to assist with the response</td>
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<tr>
<td>Evacuation Coordinator</td>
<td>Report to the IC to receive initial instructions</td>
</tr>
<tr>
<td>Reunification Coordinator</td>
<td>Report to IC for further instructions</td>
</tr>
<tr>
<td>DISCOVERY</td>
<td>Hostage Situation</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>ACT</td>
<td>Bus Driver IF ABLE TO DO IN A SAFE MANNER:</td>
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<tr>
<td>1.</td>
<td>DISABLE the bus or throw the keys away from the bus.</td>
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<td>2.</td>
<td>EVACUATE as many students as possible from the bus and direct them to move to a safe position.</td>
</tr>
<tr>
<td>3.</td>
<td>CLEAR the area of as many students as possible.</td>
</tr>
<tr>
<td>4.</td>
<td>NOTIFY (if able to do so) transportation dispatch with as much information about the situation and location as possible.</td>
</tr>
<tr>
<td>Transportation or Dispatch:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Call 911 if not already contacted</td>
</tr>
<tr>
<td>2.</td>
<td>Notify or update the BOE / Superintendent</td>
</tr>
<tr>
<td>3.</td>
<td>Notify Principal/CRT</td>
</tr>
<tr>
<td>4.</td>
<td>Send a representative to the incident site if appropriate</td>
</tr>
<tr>
<td>5.</td>
<td>Notify parents or guardians</td>
</tr>
<tr>
<td>Incident Command is in effect</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESS</th>
<th>Incident Commander assess situation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Event Aid for more information)</td>
<td></td>
</tr>
<tr>
<td>Bus Driver will need to base decisions on the situational facts as they occur and consider best available options. If Hostage Situation becomes Active Shooter, see Active Shooter.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ACT</th>
<th>Incident Commander will:</th>
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</thead>
<tbody>
<tr>
<td>1. Update parents / guardians</td>
<td></td>
</tr>
<tr>
<td>2. Assist the Director of Transportation</td>
<td></td>
</tr>
<tr>
<td>If incident is out of the area, Incident Commander will:</td>
<td></td>
</tr>
<tr>
<td>1. Notify BOE/ Superintendent and CRT</td>
<td></td>
</tr>
<tr>
<td>2. Meet students when they arrive back at the school</td>
<td></td>
</tr>
<tr>
<td>Bus Driver may do any of the following:</td>
<td></td>
</tr>
<tr>
<td>• Wait for law enforcement</td>
<td></td>
</tr>
<tr>
<td>• Reason/negotiate</td>
<td></td>
</tr>
<tr>
<td>• Stall/delay</td>
<td></td>
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<tr>
<td>• Run/evacuate</td>
<td></td>
</tr>
<tr>
<td>• Hide/take cover</td>
<td></td>
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<tr>
<td>• Fight as a last resort</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>NOTIFY</th>
<th>Crisis Response Team will notify:</th>
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<tbody>
<tr>
<td>1. Affected faculty and staff</td>
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</tr>
<tr>
<td>2. School counselor/ mental health crisis team</td>
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<tr>
<th>POST-INCIDENT</th>
<th>Incident Commander, Crisis Response Team and/or County School Administrator will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiate Incident Report</td>
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</tr>
<tr>
<td>2. Debrief BOE and school staff</td>
<td></td>
</tr>
<tr>
<td>3. Debrief with school counselor/mental health crisis team manager</td>
<td></td>
</tr>
<tr>
<td>4. Implement critical stress debriefing program if needed</td>
<td></td>
</tr>
<tr>
<td>5. Conduct Post Incident Critique and take corrective action(s)</td>
<td></td>
</tr>
</tbody>
</table>
WEAPON OBSERVED ON A SCHOOL BUS (not being used)

- Pull over to a safe area. Consider evacuating the bus. Belongings should be left on the bus.
- Call the Transportation Office and advise them of the incident. Transportation will call 911.
- Verify there is a weapon if it is safe to do so OR wait for law enforcement to arrive.
- Do not touch the weapon to avoid accidental discharge and destruction of latent fingerprints.
- Move students away from where the weapon is located if you have not already asked them to evacuate the bus.
- Consider evacuating the bus if it is the best option.
- Stay calm.
- Cooperate with law enforcement and provide requested information.

ARMED PERSON ON THE BUS:
- NOTIFY the transportation radio dispatcher of as much information as possible regarding your situation and location; See also HOSTAGE SITUATION.

ARMED PERSON SEEN (outside of bus) OR GUNFIRE HEARD
If there is an armed person or gunfire heard in the vicinity of a school bus:
- Drive away from armed person or gunfire if it is safe to do so or stop and take cover.
- Call Transportation. They will contact 911 and determine where it is safe to go.
- Tell students to get on the floor of the bus with heads down until you are in a safe location.
- Lock the bus door.
- Notify Transportation when/where you have reached safety/stopped.

TRANSPORTATION DEPARTMENT: The dispatch office should call 911 and notify the Superintendent / Board of Education office and follow procedures in the Crisis Prevention and Response Plan.

---

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SECTION 6-3: WEAPON ON BUS/ACTIVE SHOOTER - FLOW CHART

**DISCOVERY**

ARMED PERSON SEEN (outside of bus) OR GUNFIRE HEARD

**ACT**

Bus Driver IF ABLE TO DO IN A SAFE MANNER:

1. Drive away from armed person or gunfire if it is safe to do so OR
2. Stop and take cover.
3. Lock the bus door.
4. Call Transportation. They will contact 911 and determine where it is safe to go.
5. Tell students to get on the floor of the bus with heads down until you are in a safe location.

Transportation or Dispatch:

1. Call 911 if not already contacted
2. Notify or update the BOE / Superintendent
3. Notify CRT
4. Send a school representative to meet bus at safe location.
5. Notify parents or guardians

Incident Command is in effect

**ASSESS**

Incident Commander assess situation:

See Event Aid for more information; See also Medical Event or Reunification if needed.

**ACT**

Incident Commander will:

1. Update parents / guardians
2. Assist the Director of Transportation
   If incident is out of the area, Incident Commander will:
   1. Notify BOE / Superintendent and CRT
   2. Meet students when they arrive back at the school

**NOTIFY**

Crisis Response Team will notify:

1. Affected faculty and staff
2. School counselor / mental health crisis team

**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)
PERSONS SHOOTING AT OR ON THE SCHOOL BUS
Choose the best option from RUN, HIDE or FIGHT:

RUN
- If the bus cannot drive away from the danger, EVACUATE as many students as possible from the bus and direct them to move to a position out of sight of the bus, use objects for cover or run in a zig zag manner if it is an open area without cover.
- CLEAR the area of as many students/others as is safely possible.
- Have an escape route and plan in mind for the entire bus route.
- Students should leave belongings behind.
- Do not attempt to move the wounded.
- Prevent others from entering an area where an active shooter may be.
- Keep your hands visible.
- Call 911 when you are safe.

HIDE (or take cover on the bus)
- Hide in an area out of the shooter’s view.
- Students may use books or other objects for cover and lay as low to the floor of the bus as possible if they cannot safely evacuate and run to safety.
- Cell phones should be silenced.

FIGHT
- As a last resort and only when lives are in imminent danger.
- Attempt to incapacitate the shooter.
- Bus drivers can use driving tactics to disable the shooter (hard braking and sharp turns) if the shooter/armed person is on the school bus.
- Act with as much physical aggression as possible.
- Improvise weapons or throw items at the shooter.

Incident Commander
- Dispatch a school representative to the scene, if possible.
- Notify BOE/Superintendent of the incident.
- Ensure that parents and guardians are aware of the incident.

Head Custodian
- Report to the IC for instructions.

School Nurse
- Report to the IC for instructions.
- Provide external emergency responders with any medical information that will assist their assessment of injured riders.

School Counselor
- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students.
- Assist with contact of parents, as needed.
- Activate Mental Health Response Team to support distressed students and families and to assist with the recovery process.

School Resource Officer
- Respond to the scene if within the incident is local to assist with the response.

Evacuation Coordinator
- Report to the IC to receive initial instructions.

Reunification Coordinator
- Report to IC for further instructions.
### DISCOVERY

**Active Shooter**  
(Shots being fired at or on the bus)

### ACT: RUN

- **Bus Driver:** If the bus cannot drive away from the shooter or the shooter is on the bus: **CHOOSE THE BEST AVAILABLE OPTION** and if the armed person is on the bus use driving techniques such as hard stops and sharp turns to disable the shooter.

  1. **RUN/EVACUATE** as many students as possible from the bus and direct them to move to a position out of sight of the shooter; use objects for cover or run in a zigzag manner if it is an open area without cover.
  2. **CLEAR** the area of as many students/others as is safely possible.
  3. **PLAN escape routes** for the entire bus route.
  4. **CALL 911** when you are safe or able to do so.

### ACT: HIDE

- 1. **HIDE** or take cover on the bus
- 2. Hide in an area out of the shooter’s view.
- 3. Students may use books or other objects for cover and lay as low to the floor of the bus as possible if they cannot safely evacuate and run to safety.
- 4. **Cell phones should be silenced.**

### ACT: FIGHT

- 1. **FiGHT** as a last resort and only when lives are in imminent danger.
- 2. Attempt to incapacitate the shooter.
- 3. Bus drivers can use driving tactics to disable the shooter (hard braking and sharp turns) if the shooter/armed person is on the school bus.
- 4. Act with as much physical aggression as possible.
- 5. **Improvise weapons or throw items at the shooter.**

### ASSESS

**Incident Commander** assess situation:

- See Event Aid for more information; See also Medical Event or Reunification if needed.

### ACT

**Incident Commander will:**

1. **Update parents/guardians**
2. If the incident is out of the area, **Incident Commander will:**
   - 1. Notify BOE/Superintendent and CRT
   - 2. Meet students when they arrive back at the school

### TRANSPORTATION OR DISPATCH:

1. **Call 911** if not already contacted
2. **Notify or update the BOE / Superintendent**
3. **Notify CRT**
4. **Send a school representative to the incident site if possible**
5. **Notify parents or guardians**

### 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)**

### NOTIFY

**Crisis Response Team will notify:**

1. **Affected faculty and staff**
2. **School counselor/mental health crisis team manager**
SCHOOL SHOOTING AT A SCHOOL DURING STUDENT DROP OFF

- If you are not yet at the school, do not go.
  » Avoid the school and take children to a safe location.
  » Notify Transportation where you are taking the children/bus and when you arrive. Transportation will call 911.
  » Wait for further instructions.
  » Attempt to calm and reassure children.
- If you are at the school, but you have not unloaded, try to leave.
  » Follow instructions for Armed Person Sighted or Gunfire Heard OR
  » Choose from RUN, HIDE, FIGHT depending on the circumstances.
- If you are at the school and you have unloaded or are in the process of unloading.
  » Follow instructions for Armed Person Sighted or Gunfire Heard OR
  » Choose from RUN, HIDE, FIGHT depending on the circumstances.
  » Consider allowing students to enter the bus to take cover and hide from the shooter if it is safe to do so.

SCHOOL SHOOTING AT SCHOOL DURING STUDENT PICK UP

- If students are on your bus – leave if you are able.
- If your bus is empty – allow students to enter your bus and take cover, if it is safe to do so and – leave if you are able.
- Take roll call/make a list of students that are on your bus when you are in a safe location and notify Transportation.
- Choose from RUN, HIDE, FIGHT options if the bus cannot leave for a safe area.
- Call 911 when you are safe or able.

INFORMATION TO PROVIDE TO 911 OPERATORS

- Location of the active shooter, if known.
- Number of shooters
- Physical description of the shooter(s)
- Number and type of weapons each shooter has
- Number of potential victims at the location

WHAT TO EXPECT:
The first officers to arrive on the scene will not stop to help the injured. Expect rescue teams to follow the initial officers. These rescue teams will treat and remove the injured.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

WHEN LAW ENFORCEMENT ARRIVES:

- Remain calm and follow instructions
- Drop any items in your hands (e.g. bags, books, jackets, etc.)
- Raise your hands and spread your fingers.
- Keep your hands visible at all times.
- Avoid quick movements toward the officers, such as holding on to them for safety.
- Avoid pointing, screaming or yelling.
- Do not ask questions when evacuating.

| Incident Commander | · Dispatch a school representative to the scene, if possible  
|                    | · Notify BOE/Superintendent of the incident  
|                    | · Ensure that parents and guardians are aware of the incident  
| Head Custodian     | · Report to the IC for instructions  
| School Nurse       | · Report to the IC for instructions  
|                    | · Provide external emergency responders with any medical information that will assist their assessment of injured riders  
| School Counselor   | · Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students.  
|                    | · Assist with contact of parents, as needed.  
|                    | · Activate Mental Health Response Team to support distressed students and families and to assist with the recovery process  
| School Resource Officer | · Respond to the scene if within the incident is local to assist with the response  
| Evacuation Coordinator | · Report to the IC to receive initial instructions  
| Reunification Coordinator | · Report to IC for further instructions  

Incident Commander · Dispatch a school representative to the scene, if possible
· Notify BOE/Superintendent of the incident
· Ensure that parents and guardians are aware of the incident

Head Custodian · Report to the IC for instructions

School Nurse · Report to the IC for instructions
· Provide external emergency responders with any medical information that will assist their assessment of injured riders

School Counselor · Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students.
· Assist with contact of parents, as needed.
· Activate Mental Health Response Team to support distressed students and families and to assist with the recovery process

School Resource Officer · Respond to the scene if within the incident is local to assist with the response

Evacuation Coordinator · Report to the IC to receive initial instructions

Reunification Coordinator · Report to IC for further instructions
SECTION 6-3: WEAPON ON BUS/ACTIVE SHOOTER - FLOW CHART

DISCOVERY
Active Shooter at school or destination bus stop, field trip location, sporting event, etc. During student drop off or pick up

ACT: RUN
Bus Driver: If you are not yet at the location,
1. Avoid the school and take children to a safe location.
2. Notify Transportation where you are taking the children/bus and when you arrive. Transportation will call 911.
3. Wait for further instructions.
4. Attempt to calm and reassure children.

ACT: HIDE
Bus Driver: At student DROP OFF
If you are at the school, but have not unloaded, try to leave.
1. Follow instructions for Armed Person Sighted or Gunfire Heard OR
2. Choose from RUN, HIDE, FIGHT depending on the circumstances.
3. Consider allowing students to enter the bus to take cover and hide from the shooter if it is safe to do so.

ACT: FIGHT
Bus Driver: AT student PICK UP
1. If students are on your bus – leave if you are able.
2. If your bus is empty – allow students to enter your bus and take cover, if it is safe to do so and leave if you are able.
3. Take roll call/ make a list of students that are on your bus when you are in a safe location and notify Transportation.
4. Choose from RUN, HIDE, FIGHT options if the bus cannot leave for a safe area.

ASSESS
Incident Commander assess situation:
See Event Aid for more information; See also Medical Event or Reunification if needed.

ACT
Incident Commander will:
1. Update parents/guardians
2. Notify BOE/Superintendent and CRT
3. Meet students when they arrive back at the school

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)

NOTIFY
Crisis Response Team will notify:
1. Affected faculty and staff
2. School counselor/mental health crisis team manager

Transportation or Dispatch:
1. Call 911 if not already contacted
2. Notify or update the BOE / Superintendent
3. Notify CRT
4. Send a school representative to the incident site if possible
5. Notify parents or guardians

Incident Command is in effect
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

Incident Commander
- Report to law enforcement or call 911 as appropriate
- Coordinate the actions of the CRT and other internal responders to maintain care of the victim(s)
- Identify the problem and intervene if necessary
- Maintain control of the scene
- Prepare to quickly Evacuate or Lockdown the school or areas of the school, if necessary
- Assist external responders in locating and identifying any suspects, victims and/or witnesses
- Secure emergency information from student enrollment cards on the victim and suspect

Head Custodian
- Report to the IC for instructions
- Assist the IC in intervening if able to do so in a safe manner
- Assist external responders in locating and identifying any suspects and victims

School Nurse
- Report to the scene
- Comfort any victims
- Provide medical treatment
- Update paramedics when they arrive

School Counselor
- Assist with diffusing student anger.
- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students.
- Assist with contact of parents, as needed

School Resource Officer
- Respond to the scene
- Call for additional support if needed
- Diffuse incident/threat if it is still active
- Secure scene and keep spectators out of the area
- Conduct complete and thorough criminal investigation

Evacuation Coordinator
- Report to the IC for instructions

Reunification Coordinator
- Report to the IC for instructions
**SECTION 7-1: PHYSICAL ASSAULT/FIGHTING - FLOW CHART**

**INCIDENT HAS TAKEN PLACE**

**NOTIFY**
Staff member or student notifies school official

**Establish Incident Command**

**ASSESS**
Incident Commander assesses the situation:

1. Is the suspect still in the area?
2. Is medical transport needed?

**ACT**
Crisis Response Team will:
1. Secure the area
2. Provide immediate treatment as necessary
3. Meet outside responders at emergency access points
4. Have victim(s) transported to the hospital and accompanied by an adult the victim trusts

**NOTIFY**
Crisis Response Team notifies:
1. The victim’s parents or guardians as soon as possible
2. Affected faculty and staff
3. School counselor/mental health crisis team manager

**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)

**Establish Incident Command**
Incident Commander obtains:
1. Description of incident, what happened, location and time of the incident
2. Name of victim(s)
3. Number of people involved
4. Number and type of injuries (if any, see also Medical Emergency Event Aid and Flow Chart)
5. Is the perpetrator known?

Incident Commander will:
1. Dispatch SRO, School Nurse and Counselor to the scene
2. Call 911 if not already contacted
3. Notify BOE / Superintendent
4. Notify the rest of the CRT

Incident Command is in effect
**Unarmed 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.

Consider: Who are they here to see? Do they have a child at the school:

- Is there a known custody dispute?
- Is there an acrimonious divorce?
- If this is a current/former spouse or significant other of a staff member, Does the staff member have any concerns for their safety?

Ask person to provide their name and ask to make a copy of their identification, if they refuse, ask them to leave:

- Warn of consequences for staying on school property
- Contact SRO if available/CALL 911 if necessary
- 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

Make mental notes of their physical description (height, build/weight, age, distinctive characteristics, hair/eye/skin color, clothing, etc.); When the situation is stabilized, announce an “ALL CLEAR”

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<tr>
<th>Incident Commander</th>
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<tr>
<td>Determine the location of the guest/intruder and identify his/her description</td>
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<tr>
<td>Ask another staff member to accompany you before approaching the intruder. Politely greet guest/intruder and identify yourself</td>
</tr>
<tr>
<td>Inform the guest/intruder to accompany you to the office so they may sign in</td>
</tr>
<tr>
<td>Prepare to quickly Lockdown the school or areas of the school, if necessary</td>
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<tr>
<td>Assist external responders with Lockdown and emergency procedures</td>
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<tr>
<th>Head Custodian</th>
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<tr>
<td>Report to the IC for initial instructions</td>
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<td>Assist IC as needed</td>
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<th>School Nurse</th>
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<td>Report to the IC to receive initial instructions</td>
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<tr>
<th>School Counselor</th>
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<tbody>
<tr>
<td>Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students</td>
</tr>
<tr>
<td>Support affected students/staff to stay calm</td>
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<tr>
<th>School Resource Officer</th>
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<tr>
<td>Respond to the scene</td>
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<tr>
<td>Call for additional support if needed</td>
</tr>
<tr>
<td>Diffuse incident/threat if it is still active</td>
</tr>
<tr>
<td>Escort trespasser off school property</td>
</tr>
<tr>
<td>Conduct complete and thorough criminal investigation</td>
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<tr>
<th>Evacuation Coordinator</th>
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<td>Report to the IC to receive initial instructions</td>
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<tr>
<th>Reunification Coordinator</th>
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<td>Report to the IC to receive initial instructions</td>
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**SECTION 7.2: UNARMED INTRUDER/TRESPASSING - FLOW CHART**

**DISCOVERY**
Intruder or trespasser

**NOTIFY**
Discoverer notifies:
1. Principal’s Office OR
2. Teacher or other school official

**ACT**
Establish Incident Command
Incident Commander obtains:
1. Description of incident, what happened, location and time of incident
2. Number of people involved
3. Is the intruder still in the building/on campus?
4. Attempt to gain intruder’s name
5. Attempt to diffuse the situation

Incident Command is in effect

**NOTIFY**
Incident Commander will notify:
1. 911 if needed
2. CRT and SRO
3. BOE/ Superintendant
4. School counselor/ mental health crisis team manager

**ACT**
Incident Commander will:
1. Initiate Lockdown if needed; See also Lockdown Event Aid and Flow Chart
2. Meet outside responders at emergency access points if notified

Crisis Response Team will:
1. Secure the area if needed
2. Affected faculty and staff

**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)
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?

| Incident Commander | • Coordinate actions of school personnel with internal and external resources
|                   | • Ensure the entire school is searched
|                   | • Notify the missing person's emergency contact
|                   | • Call 911 and the BOE/Superintendent
|                   | • Activate the schools CRT

| Head Custodian | • Assist emergency responders in searching the school

| School Nurse | • Assist emergency responders in searching the school
|             | • Follow school protocol to support all students especially those with disabilities, emotionally vulnerable students and close friends of abductee/abductor.
|             | • Determine if mental health response team is needed to support distressed students.
|             | • Assist with notification of parents/guardians

| School Counselor | • Assist emergency responders in searching the school
|                 | • Follow school protocol to support all students especially those with disabilities, emotionally vulnerable students and close friends of abductee/abductor.
|                 | • Determine if mental health response team is needed to support distressed students.
|                 | • Assist with notification of parents/guardians

| School Resource Officer | • Assist emergency responders in searching the school
|                          | • Obtain a physical description of the victim and possible suspect(s)

| Evacuation Coordinator | • Assist emergency responders in searching the school

| Reunification Coordinator | • Assist emergency responders in searching the school

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
**SECTION 7-3: UNAUTHORIZED REMOVAL/ABDUCTION**

**FLOW CHART**

**DISCOVERY**
Discoverer determines type of incident, including:
1. Abduction
2. Missing Person

**NOTIFY**
Discoverer notifies:
1. Principal’s Office OR
2. SRO
3. School counselor/mental health crisis team manager
4. 911

**ACT**
Establish Incident Command
1. Description of incident, what happened, location and time of incident
2. Number of people involved
3. Identity of victim and suspect
4. Where was the victim last seen?
5. Physical description of the victim and suspect(s)
6. Direction of travel

Incident Commander obtains:
1. Principal/Guardian or Emergency Contact
2. Notify CRT and SRO to search the building
3. Call 911
4. Notify BOE/Superintendent
5. If student, notify the Principals of schools that siblings attend, if any
6. Meet outside responders at emergency access points

Incident Command is in effect

**ASSESS**
Incident Commander assess situation:
1. Is this a legal custody case?
2. Did the victim go willingly or was force used?
3. If the victim is a juvenile, what are the parental rights of the mother, father and/or guardian?
4. Is this a legal custody case?
5. Did the victim go willingly or was force used?
6. If the victim is a juvenile, what are the parental rights of the mother, father and/or guardian?

**ACT**
Incident Commander will:
1. Secure the area with help from SRO and Head Custodian
2. Dispatch additional personnel to the scene, if needed
3. Alert affected occupants
4. Lockdown affected area if needed

SRO will:
1. Secure the area with Principal & Head Custodian
2. Conduct interviews: Determine if criminal or non-criminal situation; if criminal, process per security procedures

**NOTIFY**
Crisis Response Team will notify:
1. Affected faculty and staff

**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)
Hostage Situation
Students and Staff should follow the RUN, HIDE, FIGHT methods and avoid becoming a HOSTAGE if at all possible. However, should there be a hostage situation, Law Enforcement will determine all responses and the role of the Crisis Response Team will be to support and execute all requests made by them.

Overall Procedures
- If hostage situation is known or suspected, CALL 911
- Notify Crisis Response Team and prepare for possible contingencies of LOCKDOWN, controlled EVACUATION, REUNIFICATION and possible ACTIVE SHOOTER/ARMED ATTACK
- Follow instructions given by Law Enforcement, they take over Incident Command upon arrival.
- Obtain a detailed description of the suspect/hostage taker (physical appearance, clothing type, location, weapon if armed, direction of travel, etc.)
- Identify number of hostages, location and details such as time or motives if known.
- Review/prepare for law enforcement any video surveillance that may provide additional details about the suspect and/or hostages
- Notify the Superintendent/BOE
- Notify Parents/Guardians
- Notify Principals of schools where family members of the SUSPECT OR the HOSTAGES may attend or work

Law Enforcement needs
- Floor plan and schematics of school
- As much information about the SUSPECT as possible
  » Physical description, age, home address and contact information
  » Known friends or acquaintances
  » Family members, including any that may be in the school system (students or staff)
  » Clergy or pastor, if applicable
  » Possible motivations
  » Medical or Mental health issues
- As much information about the HOSTAGES as possible:
  » Physical description, age, home address and contact information for parent/guardian or emergency contact
  » Any special needs or medical issues
  » Family members or other relatives in the school system (students or staff)
  » Known friends and acquaintances

Administrators may:
- LOCKDOWN the school until law enforcement arrives.
- Support law enforcement as requested
- Allow law enforcement to conduct a controlled EVACUATION as appropriate. Evacuation routes must avoid the line of sight of the location of the incident.
- Allow law enforcement to determine whether students/staff should be evacuated by bus to an off campus location or whether there is a safe site on the campus or near the campus that students/staff can safely walk to.
- Have Crisis Response Team prepare for REUNIFICATION
- Law enforcement Hostage negotiators will make determination of how to best resolve the situation

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

**Incident Commander**
- Identify the problem and location
- Secure the area
- Notify the SRO if available, or call local law enforcement
- Assess whether the suspect can be safely isolated or detained
- Secure emergency information on suspect, victim and witnesses if possible
- Coordinate the actions of the CRT and other internal responders to maintain care of the victim(s)
- Maintain control of the scene
- Prepare to quickly Lockdown the school or areas of the school, if necessary
- Assist external responders with Lockdown and emergency procedures
- DHHR must also be notified

**Head Custodian**
- Report to the IC for instructions.

**School Nurse**
- Report to the scene
- Comfort the victim
- Provide medical treatment
- Update paramedics when they arrive

**School Counselor**
- Follow school protocol to support all students including those with disabilities and emotionally vulnerable students.
- Support Abused Student(s)
- Assist with contact of parents, as needed
- Maintain confidentiality
- Make appropriate referrals

**School Resource Officer**
- Respond to the scene
- Call for additional support if needed
- Diffuse incident/threat if it is still active
- Secure scene and keep spectators out of the area
- Conduct complete and thorough criminal investigation

**Evacuation Coordinator**
- Report to the IC for instructions

**Reunification Coordinator**
- Report to the IC for instructions
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.

County boards of education shall provide all employees with a written statement with the reporting requirement §49-2-803. Persons mandated to report suspected abuse and neglect; requirements and shall keep a signed acknowledgment from all school employees that they received and understand the reporting requirement.

Any report which a reasonable prudent person would deem credible, or personal observation of any sexual contact, sexual intercourse or sexual intrusion of a child on school premises, school bus or transportation used for a school purpose shall IMMEDIATELY, but not more than 24 hours, report to:
1. State Police OR Local Law Enforcement with resources capable of investigating a sexual assault AND
2. West Virginia Department of Health and Human Resources (DHHR) AND

School officials will notify the victim’s parent(s) or guardian(s); UNLESS the parents or guardians are suspected of the abuse or assault in which case law enforcement and DHHR will handle as part of their formal investigation. If a school employee notifies a Principal or Assistant Principal of a credible report of sexual assault or personal observation of such, they shall relay the reporting IMMEDIATELY, but not more than 24 hours to the State Police/Law Enforcement AND WV DHHR/Child Protective Services 800-352-6513.
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.
ARMED ATTACK OR ACTIVE SHOOTER IS ON THE SCHOOL CAMPUS: PROTECTIVE RESPONSES

At the onset of a situation, the following must happen as quickly as possible. Responders will need to use individual judgment as to what they can and should do first, with the primary goal to take care of children at risk. Get students out of harm’s way. Determine whether Evacuation, Lockdown or Reverse Evacuation will best protect all students OR whether staff/teachers will need to make RUN, HIDE, FIGHT decisions on their own. Use doors that lock from the inside only in cases where Lockdown is safest. In an active shooter situation, only Evacuate or RUN from the school if the location of the shooter is known and an exit is easily accessible to students such as a door or window that can be opened or broken. Assess whether there are injuries and take appropriate measures.

RUN: Evacuate If Possible
- If there is considerable distance between you and the gunfire/armed person, quickly RUN away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, RUN out of the building and far away until you are in a safe location.
- If you AND the shooter are OUTSIDE, depending on circumstances, you may choose to RUN into the school.
- Leave your belongings behind.
- Visualize possible escape routes, including physically accessible routes for persons with disabilities, access or functional needs.
- Keep your hands visible to law enforcement.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, possible victims, and location and direction of the shooter.

HIDE: Hide silently in as safe a place as possible if RUN is not a safe option.
- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person’s view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of attacker and for possible escape if he/she enters the room); OR disperse in the room so there is not a concentrated target or people
- Be prepared to RUN or FIGHT if the situation changes.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees, vehicles, garbage dumpsters or buildings.
- Remain in place until you receive an “ALL CLEAR” signal

FIGHT*: Take action to disrupt or incapacitate the shooter
- As a LAST RESORT, take action and FIGHT if you cannot evacuate or hide safely and ONLY when your life is in imminent danger
- Use resistance when you are already facing the armed person and no other personal survival options are available.
- Attempt to incapacitate, distract, or disrupt the actions of the shooter.
- Throw items at the shooter if possible such as fire extinguishers, chairs, desks, and books.
- If the attacker is subdued or restrained, separate the weapon from him but DO NOT HOLD the weapon (so law enforcement does not mistake you as the shooter), but keep the weapon a safe distance from the shooter until law enforcement arrives.
- Call 911 when it is safe to do so.

Immediately after an incident:
- Wait for law enforcement to assist you out of the building, if inside.
- When law enforcement arrives, display empty hands with open palms.
- You may be asked to put your hands on your head and you may be searched.
- Obey ALL commands, do not resist, make sudden moves or grab officers.

*FIGHT – Confronting an Active Shooter or Armed Attacker is NOT a requirement for ANY school employee. How each staff member chooses to respond if directly confronted by an Active Shooter or Armed Attacker is up to him or her. Further, the possibility of an Active Shooter or Armed Attacker situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.
NOTE:

- **ALL/ANY PERSON MAY CALL 911 IMMEDIATELY, AS LONG AS IT IS SAFE TO DO SO**
- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: All students and staff should visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility. This should be for all places the student/staff member is throughout their day, not just during class time, but also between classes, during lunch, at the library/media center, gymnasium, playground, athletic facilities, etc.
**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

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<td>Notify law enforcement</td>
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<tr>
<td>Determine if the bomb threat is credible</td>
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<tr>
<td>Determine if the school should be Evacuated</td>
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<tr>
<td>Activate and initiate the Evacuation</td>
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<tr>
<td>Effectively communicate the emergency Evacuation message</td>
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<tr>
<td>Ensure that all school occupants reach the assembly area.</td>
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<td>Announce the &quot;ALL CLEAR&quot; when it is safe to do so</td>
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<td>Assist in the Evacuation of the school</td>
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<td>Assist in the search and rescue if possible</td>
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<td>Report to the IC for further instructions</td>
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<tr>
<td>Assist teachers with taking attendance</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School Nurse</th>
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<tbody>
<tr>
<td>Assist in the Evacuation of the school</td>
</tr>
<tr>
<td>Treat injured evacuees, establish a triage area and track patient care</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counselor</th>
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</thead>
<tbody>
<tr>
<td>Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students.</td>
</tr>
<tr>
<td>Support affected students/staff to stay calm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Resource Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in the Evacuation of the school</td>
</tr>
<tr>
<td>Assist in the search and rescue if possible</td>
</tr>
<tr>
<td>Establish and maintain contact with the police agency and other emergency response agencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evacuation Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct occupants to the Evacuation assembly area</td>
</tr>
<tr>
<td>Assist teachers in taking attendance</td>
</tr>
<tr>
<td>Missing occupants should be reported to the IC</td>
</tr>
<tr>
<td>Prepare the occupants for Reunification or re-entry into the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reunification Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in the Evacuation of the school</td>
</tr>
<tr>
<td>Prepare the Reunification site</td>
</tr>
<tr>
<td>Direct the Reunification process or assist with the re-entry into the school if an “ALL CLEAR” is announced</td>
</tr>
</tbody>
</table>

**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):
- Calm
- Disguised
- Nasal
- Angry
- Broken/Cracking
- Stutter
- Slow
- Sincere
- Lisp
- Rapid
- Laughing
- Deep
- Crying
- Squeaky
- Excited
- Stressed
- Accent
- Loud
- Slurred
- Normal
- Soft
- Distinct
- Raspy
- Clears Throat

Description of background noises (check all that apply):
- Street noises
- House noises
- Factory/Machinery
- Normal
- Motor
- Animal noises
- Voices
- Clear
- Office
- Booth
- PA System
- Static
- Music
- Other: ____________________________

Description of threat language:
- Well spoken (educated)
- Irrational
- Taped
- Foul
- Incoherent
- 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
- If scene is not safe, i.e. electrocution, downed wires, etc., wait for EMS
- 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

| Incident Commander | ・ Coordinate actions of school personnel with internal and external responders  
|                    | ・ Notify parent or guardian of the injury or illness  
|                    | ・ Provide the emergency responders with all emergency information and any medical history for the victim(s)  
|                    | ・ Have any staff that are trained in first aid or CPR respond to the scene  
|                    | ・ Have staff or an adult accompany the student to the hospital if transported and no parent/guardian can be reached  
|                    | ・ Initiate support services for students/staff through the CRT  

| Head Custodian | ・ Report to the IC for further instructions  
|               | ・ Assist staff as required  
|               | ・ Assist first responders if needed  

| School Nurse | ・ Treat injured or those with an illness  
|             | ・ Establish a triage area if needed  
|             | ・ Track patient care  

| School Counselor | ・ Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students  
|                 | ・ Support affected students/staff to stay calm  

| School Resource Officer | ・ Meet first responders at emergency access points  
|                         | ・ Confirm the scene is secured  
|                         | ・ Ensure that only authorized personnel enter the emergency scene  

| Evacuation Coordinator | ・ Report to the IC for further instructions  

| Reunification Coordinator | ・ Report to the IC for further instructions |
### SECTION 8-1: MEDICAL EMERGENCY - FLOW CHART

#### DISCOVERY
Discoverer identifies:
1. Type of incident: Trauma or Medical
2. Number of injuries or illnesses

#### NOTIFY
Discoverer notifies:
1. 911 AND
2. Principal’s Office OR
3. School Nurse
4. School counselor/mental health crisis team manager, as appropriate

#### ACT
Establish Incident Command
- Incident Commander or School Nurse obtains:
  1. Description of incident, what happened, location, and time of the incident
  2. Number and type of injuries or medical illnesses
  3. Number of people involved
  4. Action(s) taken
  5. Does the exposure still exist?
- Incident Command is in effect
- Incident Commander or School Nurse will then:
  1. Call 911 if not already called or provide additional information to first responders
  2. Notify CRT and BOE/Superintendent
  3. Call victim(s) parent, guardian or emergency contact

#### ASSESS
Incident Commander will determine:
1. Is medical transport required?
2. Are additional persons at risk?
3. Is further medical evaluation needed?

#### ACT
Crisis Response Team will:
1. Secure the area
2. Provide immediate treatment as necessary
3. Establish a triage area (if needed)
4. A member of the CRT should go to the medical care facility to meet parent/emergency contact and provide them with information
5. Provide victim’s medical history to emergency responders, if requested

#### NOTIFY
Incident Commander will maintain communication with:
1. Affected faculty and staff
2. BOE/Superintendent

#### 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)
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.
**Discoverer** finds a person threatening suicide or attempting to injure themselves with:

1. Firearm
2. Knife, razor or sharp object
3. Drugs
4. Attempt to jump from high location
5. Other

Try not to leave the victim alone unless there is threat or imminent danger.

**Assess**

- Establish Incident Command
- Incident Commander assesses the situation:
  1. Suicide attempt
  2. Threat made
  3. Does the threat still exist?
  4. If an attempt has been made see also, Medical Emergency Event Aid and Flow Chart
  5. Number of people involved

**Act**

- Incident Commander or Crisis Response Team will:
  1. Make appropriate mental health referrals
  2. Meet outside responders at emergency access points

**Notify**

- Discoverer:
  1. Calls 911 OR
  2. Notifies school official
  3. School counselor/mental health crisis team manager

- Crisis Response Team will notify:
  1. Appropriate teachers and staff for monitoring and follow up
  2. Debrief with school counselor/mental health crisis team manager
  3. Implement critical stress debriefing program if needed
  4. Conduct Post Incident Critique and take corrective action(s)

- 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)

- Dispatch SRO, School Nurse and Counselor to the scene
- Call 911 if not already done
- Call parents/guardians when appropriate.
- Notify the rest of the CRT
- Call the BOE/Superintendent and Principals of schools where siblings attend, if any
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 provided 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
- A letter should be prepared and sent to all parents/guardians informing them of the death
- If media arrives on school grounds they should not be allowed into the school unless approved by the PIO
- If media arrives on school grounds they should not be allowed into the school unless approved by the PIO
- Determine best method of notifying students and parents
- Notify BOE/Superintendent
- Notify BOE/Superintendent
- Full catering is recommended for all students and staff present
- Engage Mental Health Crisis Response Team, as needed.
- Announce availability of counseling services for those who need assistance
- 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

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Incident Commander</td>
<td>Notify staff</td>
</tr>
<tr>
<td></td>
<td>Advise BOE/Superintendent</td>
</tr>
<tr>
<td></td>
<td>IC should refer all media inquiries to the county or school’s PIO</td>
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<td>unless approved by the PIO</td>
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<tr>
<td></td>
<td>Activate school CRT</td>
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<td></td>
<td>Notify school staff before normal operating hours, if possible</td>
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<tr>
<td></td>
<td>Determine best method of notifying students and parents</td>
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<td></td>
<td>Announce availability of counseling services for those who need assistance</td>
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<tr>
<td>Head Custodian</td>
<td>Report to the IC for instructions</td>
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<tr>
<td>School Nurse</td>
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<tr>
<td></td>
<td>Follow school protocol to support all students especially those with disabilities</td>
</tr>
<tr>
<td></td>
<td>and emotionally vulnerable students.</td>
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<td></td>
<td>Support affected students/staff to stay calm.</td>
</tr>
<tr>
<td></td>
<td>Educate students and staff about the grief process.</td>
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<tr>
<td></td>
<td>Provide evidence-based practices to support the grieving process</td>
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<tr>
<td>Evacuation Coordinator</td>
<td>Report to the IC for further instructions</td>
</tr>
<tr>
<td>Reunification Coordinator</td>
<td>Report to the IC for further instructions</td>
</tr>
</tbody>
</table>
NOTICE OF DEATH RECEIVED

ASSESS
Establish Incident Command
Incident Commander should:
1. Verify the information to ensure it is accurate

NOTIFY
Incident Commander notifies:
1. CRT
2. BOE/Superintendent and PIO
3. School counselor/mental health crisis team manager

ASSESS
Incident Commander and PIO assess the situation to:
1. Determine what information will be provided to employees, students and parents/guardians

ACT
The Incident Commander, PIO and/or Crisis Response Team will:
1. Contact employees and provide them with information to provide to students
2. Establish a support center for students and staff to meet with counselors, as needed
3. Communicate with the IC
4. Determine if a proactive media statement is necessary
5. Issue media statements and handle media responses

ACT
PIO will:
1. Determine the need to activate Crisis Communications Plan
2. Establish a Media Information Center, if necessary
3. Communicate with the IC
4. Determine if a proactive media statement is necessary
5. Issue media statements and handle media responses

NOTIFY
County School Administrator, staff member, student or parent/guardian notifies:
1. Principal or other School Official

NOTIFY
PIO will notify:
1. CCT
2. IC/CRT
3. BOE/Superintendent

NOTIFY
Incident Commander notifies:
1. CRT
2. BOE/Superintendent and PIO
3. School counselor/mental health crisis team manager

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)
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

Incident Commander
- Call 911
- Determine the location of the animal
- Prepare to quickly Lockdown the school or areas of the school, if necessary
- Assist external responders with Lockdown and emergency procedures
- Notify BOE Office/Superintendent and parents or guardians of students involved
- Assess counseling needs of victim(s) or witness(es)
- Implement post-crisis procedures

Head Custodian
- Report to the IC for initial instructions
- Assist IC as needed

School Nurse
- Report to the IC to receive initial instructions
- Provide first aid
- Coordinate Emergency Medical if needed

School Counselor
- Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students
- Support affected students/staff to stay calm.
- Engage Mental Health Response team if needed

School Resource Officer
- Respond to the scene
- Call for additional support if needed
- Ensure the school occupants are safe from the animal
- Attempt to direct the animal off school property
- Use all means necessary to school occupants if the animal is dangerous/aggressive

Evacuation Coordinator
- Report to the IC to receive initial instructions

Reunification Coordinator
- Report to the IC to receive initial instructions
SECTION 8-4: ANIMAL INCIDENT - FLOW CHART

DISCOVERY
Discoverer determines type of incident, including:
1. Animal sighting

NOTIFY
Discoverer notifies:
1. Principal’s Office OR
2. Other school official OR
3. SRO

ASSESS
Establish Incident Command
Incident Commander will determine which entity should be contacted:
1. 911 OR
2. Animal Control OR
3. DNR

NOTIFY
Discoverer notifies:
1. Principal’s Office OR
2. Other school official OR
3. SRO

ACT
Incident Commander obtains:
1. Description of the animal, what happened, location and time of incident
2. Number of people involved
3. Last known location of animal
4. Remove school occupants from the location of the animal if safe to do so
5. Secure the area
Incident Commander will:
1. Initiate Lockdown
2. Meet first responders at emergency access points if notified

ACT
If animal is inside the school, Crisis Response Team will:
1. Attempt to isolate the animal in the building
2. Give the animal an escape route to the outdoors if possible (open a door / window to the outside near the animal)
3. Provide first aid, emergency medical if needed
If animal is near the school, Crisis Response Team will:
1. Have all persons outside the school building(s) re-enter if it is safe to do so or seek the closest safe shelter
2. Maintain visual contact from a safe distance

NOTIFY
Crisis Response Team will notify:
1. BOE/Superintendent
2. Affected faculty and staff
3. Announce an “ALL CLEAR” when safe to do so

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)
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.
NUCLEAR EVENT OCCURS

ACT
Establish Incident Command

Incident Commander obtains:
1. Description of incident, what happened, location and time of incident
2. Number and type of injuries (if any, see Medical Emergency Event Aid and Flow Chart)
3. Number of people involved
4. Action(s) taken
5. Does the threat still exist?
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

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)