

# ACKNOWLEDGEMENTS

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# SECTION 1

## INTRODUCTION

## INTRODUCTION

The Nassau County School District **Comprehensive Crisis Management Guide** was originally designed by the Department of Intervention and Prevention for local school staff use and has been revised by the Administrative Services Department (2014) with input from the former Office of School Safety and Security (2008). It delineates the critical components of school-based crisis management. It has been updated, incorporates the National Incident Management System (NIMS), and assures the district's cooperation with other agencies and their first responders. Using common terminology is an example of a way to ensure inter-agency cooperation and coordination in a time of crisis. This handbook, when utilized collaboratively by school administrators, faculties, and staff personnel, will help staff to respond appropriately to crisis events, protect people and property, alleviate the emotional impact of a crisis, and aid the school in returning to a pre-crisis level of functioning.

### Consider:

A random shooting results in the senseless killing of a student in front of a school; a student is abducted, sexually assaulted and murdered; a stranger enters a school building fatally injuring a teacher; a car goes out of control and slams against the wall of a school building killing two girls; a mother and daughter burn to death in a neighborhood fire; a school bus accident leads to the death of two students; and the suicide of two middle school students all reflect shocking, startling events that have occurred in our state and communities. Such events may impact everyone in a given school. Responses expressed by students, parents or staff members could range from apparent apathy to intense emotionalism and may produce disequilibrium in a school building.

Crisis situations and their unsettling effects on people's lives cannot be ignored. Professional literature notes that the schools and communities that have responded to crisis situations by utilizing previously prepared crisis plans have been able to act efficiently by providing timely and necessary therapeutic services. By evaluating the negative impact of the events, staffs have been able to convert these traumatic experiences into growth opportunities for youth providing new insight and enhancing the ability to cope with future unpredictable, disturbing events.

## DEFINITIONS

A **crisis** is a situation that occurs as the result of a traumatic event and significantly alters an individual's ability to carry on day-to-day activities, including but not limited to situations involving the death of a student, staff member, or a member of a student's immediate family by suicide, substance abuse, illness, or accident; and/or natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents may require an interagency response involving law enforcement and/or emergency services agencies.

The word crisis implies that the individual's usual coping mechanisms may not be sufficient to handle a given situation. In the event of the death of a classmate or a teacher, a violent act witnessed by students and/or staff, suicide, a natural disaster, school invasion or the anticipation of any such events, there is a risk of severe emotional upset and disorganization.

**Crisis management** is that part of a school district's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve a crisis, restore equilibrium, and support appropriate adaptive responses.

The **Safe School/Crisis Management Plan** for each school is a written plan detailing staff and resources available to implement stated procedures to prevent incidents as well as to protect and sustain life, reduce emotional trauma, assist in physical and emotional recovery from trauma, and minimize personal injury and/or damage to the school facility.

## EXAMPLES OF CRISIS SITUATIONS

The events listed below may lead to serious and profound difficulties, both physical and emotional, or possibly the death of students, school personnel or community residents. These are examples, but not a comprehensive list:

- Abduction
- AIDS
- Automobile Accident
- School Bus Accident
- Chronic Illness – cancer, asthma, diabetes, etc.
- Contagious Disease – hepatitis, meningitis, etc.
- Drowning
- Fire/Explosion/Bomb Threat
- Food Poisoning
- Gang Fight
- Hostage Taking
- National or International Crisis/ Terrorism

- Natural Disaster, including severe weather events
- School Invasion
- Shooting/Active Shooter
- Suicide Attempt or Suicide Completion

## SCHOOL BOARD POLICY STATEMENT

The Nassau County School District Comprehensive Crisis Management Guide and each individual Safe School/Crisis Management Plan operates within the framework of the Nassau County School Board policy (Administrative Rules).

## OBJECTIVES OF CRISIS MANAGEMENT

The overall goals of crisis management are to effectively manage the crisis situation and then restore the individuals involved to pre-crisis levels of functioning.

Steps taken will:

- Reduce/minimize danger to students and school personnel during a crisis situation;
- Reduce/minimize property destruction due to a crisis situation;
- Assure that tragic events or occurrences are not ignored;
- Assist students, faculty, additional school staff members and parents in dealing with emotional responses;
- Share facts and decrease proliferation of rumors;
- Provide secure and coordinated community agencies' services as needed compliant with the National Incident Management System (NIMS);
- Provide support and counseling to minimize the disequilibrium in the school; and
- Provide staff development to school personnel and parents on how to respond to and cope with crises.

**SECTION 2**

**CRISIS  
MANAGEMENT**



## ELEMENTS OF EFFECTIVE CRISIS MANAGEMENT

The essential elements of effective crisis management in schools include the following:

- Policy and Leadership – Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with a district level plan and individual building plans that operate within the framework of the district plan but are tailored to the conditions and resources of the individual school. Leadership is necessary to ensure effective implementation of plans and maintenance of preparedness.
- The Crisis Management Team – A school Crisis Management Team can be a highly effective organizational unit for dealing with a variety of crises. Such teams can operate at three levels: individual school building, district office, and community. Well-functioning teams at each level provide a network that can support action whenever crises arise.
- The School Crisis Management Plan – A school that is *prepared* before a crisis occurs will be much more likely to deal with students and staff effectively. The Nassau County Schools’ crisis management plans will be contained within the schools’ Safe School Plans.
- Communications – When a crisis occurs, effective communication is essential – within the school and the school district, with parents and the community at large and with the media. Effective communication can speed the restoration of equilibrium; poor communication can make a bad situation much worse.
- Training and Maintenance – Preparation for and response to crises rely on people understanding policies and procedures and knowing what they are to do. These are achieved through *training*. Maintaining preparedness is an ongoing process that involves debriefing following crises, periodic review and updating, and ongoing training.

### POLICY AND LEADERSHIP

“Crisis incidents” include, but are not limited to, situations involving fire, severe weather, natural disasters, the use of weapons/explosives, or the death of a student, staff member or someone in a student’s immediate family. The principals shall have the authority to determine what a crisis incident is and to convene the Crisis Management Team.

The individual school crisis management plan, contained within the Safe School Plan, shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, minimize personal injury and/or damage to the facility.

Each school and Crisis Management Team shall have access to the district's Comprehensive Crisis Management Guide, which provides additional guidelines and information for schools to use in crisis management planning, templates and samples of statements and communications, planning checklists, training and drill information, informational handouts, resources, and forms.

## NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS) / INCIDENT COMMAND SYSTEM (ICS)

Response to all crises requires a clear chain of command between all responders. The ICS is based on the premise that every crisis has certain major elements requiring clear lines of command and control. During a crisis, several agencies, such as law enforcement and fire departments, may respond. The Safe School/Crisis Management Plan will assist these agencies in knowing who at the school will be their liaisons during an incident. Backup liaison officers should be designated in case the primary liaison is off site when an incident occurs. Although emergency responders may be managing the incident, there is still much for school staff to do, including managing the care of students and the supplies and staffing needs of the situation. While the ICS calls for school staff to serve in all of the critical functions, be prepared for the incident commander to designate outside personnel to manage these responsibilities. According to FEMA, the critical functions are as follows:

**Incident commander:** This person manages the entire incident. The School Principal or Designee will serve in this role until relieved by an emergency responder, if any.

**Public information officer:** This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting information to families and community members. This function will be fulfilled by the School District Public Information Officer, assisted by the school Media Reception Team Leader.

**Safety officer:** This person is responsible for the safety of the scene and the individuals at the scene. His or her role might include determining whether students have been evacuated far enough from the school. Often this role will be filled by an emergency responder. School Crisis Management Team members corresponding to this position include the Perimeter Contact Team Leader, the Facilities Team Leader, and the Search Team Leader.

**Liaison officer:** This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information both to responders about the situation or the school facility and to school staff about necessary actions. The school Crisis Management Team member who will fulfill this role is the School Principal or Designee following the arrival of emergency responders who assume incident command.

**Operations officer:** This person manages student and staff care during a crisis. This includes physical (food and water), medical (CPR and first aid), and mental needs (psychological services), as well as student release. School Crisis Management Team members corresponding to this position include the Student Evacuation Team Leader, the Parent Reception Team Leader, the Counseling Team Leader, and the School Nurse or Medical Person. The Transportation Contact Team Leader and the Logistics Team Leader will also assist with this function.

**Planning and Intelligence officer:** This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action. The school Planning and Intelligence Team Leader will assist with this function.

**Logistics officer:** This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's school staff logistics responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need to be bused off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students. School Management Team members corresponding to this function are the Transportation Contact Team Leader and the Logistics Team Leader.

## THE SCHOOL CRISIS MANAGEMENT TEAM

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

**Membership:** The Crisis Management Team shall consist of an immediately accessible core group who have the knowledge and skills to act in any emergency and shall include the principal, assistant principal, one or more guidance counselors, school psychologists, school resource officer, nurse/clinic attendant, one or more selected teachers, custodians, and a person to record events/minutes of meetings. Mental health services and a school social worker may be included as needed. In selecting the members of the team, attention should be paid to specific skills and qualities individuals can bring to the team, such as CPR/First Aid certification, ability to perform under duress, etc. A roster of team members will be posted in each school administration office. Consideration must be given to the selection of teachers on the Team. If the teachers have responsibility for students, the transfer of those students to another individual for supervision during a crisis must be delineated.

**Purposes:** The Crisis Management Team shall implement and adapt appropriate action from the Safe School/Crisis Management Plan to address the specific events of a crisis. Roles and responsibilities of team members and consultants will be established in the school's written

Safe School/Crisis Management Plan. The team will determine the school-specific actions that will be taken according to the procedures in the Emergency Procedure Quick Reference Guide.

### **Leadership at the School Level**

Leadership of the Principal is crucial for effective crisis management. As the highest level executive in the school, the Principal bears responsibility for all decisions and activities. Leadership involves making crisis management a priority and communicating its importance – *what is important to the Principal becomes important to everyone at the school*.

The role of the principal is critical in the development of a positive school climate and a safe school. Principals who have succeeded in creating safe and peaceful schools:

- emphasize the importance of maintaining a high profile as well as individual and group contacts with students.
- walk the halls and school grounds regularly (a considerable deterrent to crime and violence)
- frequently visit classrooms
- always make themselves available to teachers, students and parents who wish to meet with them
- keep in touch with formal and informal student leaders to get their perspectives on school events and to enlist their support in involving students in school activities.

The Principal will coordinate and supervise emergency management activities at the school. Assignments include:

- Providing continuity of administration;
- Leading the development of a comprehensive school emergency management program;
- Designating and training a school Crisis Management Team;
- Designating and preparing an emergency operations center or command post;
- Monitoring developing situations such as weather conditions, civil unrest or incidents in the community that may impact the school;
- Keeping county officials, district staff and school personnel informed of developing situations and initiating emergency notifications and warnings;
- Directing emergency operations;
- Implementing evacuation procedures and measures to control access to affected area;
- Coordinating use of buildings as public shelter for emergencies occurring in the county;
- Assessing damage; and

- Coordinating disaster assistance recovery.

The principal should remain highly visible during a crisis event.

The Crisis Management Team is trained in intervention and postvention procedures. The team has the responsibility to:

- Assist in developing and implementing procedures for prevention, intervention, postvention at all grade levels;
- Establish a systematic approach to assessing students at risk, such as identifying and referring students who display potential for suicide, violence, or other behavior endangering themselves or others;
- Disseminate information to students and staff on referral procedures for at-risk or violent students;
- Assist and participate in training for teachers and staff, including conducting drills; and
- Assist the Principal in controlling emergency operations.

**School Crisis Management Team roles** and examples of duties are as follows:

**Incident Commander / On-Scene Command Liaison** (Coordinates with Fire/Police Emergency Personnel)

- Serves as senior person directly working with fire/police officials
- Communicates with and directs school Crisis Management Team

**Media Reception Team Leader**

- Holds media representative in designated areas – preferably off campus.
- Avoids making speculations or generalizations regarding what happened.
- Collects and disseminates information to the district Public Information Officer; is aware of deadlines, the need for information accuracy and other issues related to the media and the performance of the job.
- Keeps senior administrator informed on what media is on site.
- Remains courteous but firm with media.
- Remembers fire/police officials are in charge.
- Defers to the district public information officer responsible for media relations.

**Facilities Team Leader**

- Is familiar with the school floor plan.
- Prepares and maintains an emergency kit that contains floor plans, telephone line locations, computer locations and other communications equipment.

- Is able to share needed information regarding the facility with emergency responders.
- Knows locations of and how to turn off utilities on campus.
- Is available to provide access where needed.

### **Perimeter Contact Team Leader**

- Covers and secures main entrances to school.
- Locks gates, limits access to campus from unauthorized parties.
- Keeps traffic lanes on campus open for emergency vehicles.
- Limits traffic on campus.
- Directs news media to designated area (may be off campus).
- Directs parents to designated area (may be off campus).

### **Search Team Leader**

- Assists fire/law enforcement officials as requested.
- Keeps senior administrator informed.
- Remembers fire/police officials control the scene.

### **Counseling Team Leader**

- Serves as liaison to the District Crisis Management Team for arranging counseling services.
- Contacts and organizes community counseling services for short-term and long-term needs.
- Serves as point of contact for requests for counseling services from students, staff, and parents.
- Maintains active file of community persons, such as counselors, doctors, psychologists, and ministers - information regarding services and follow-up services will be included.
- Creates letters to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care (sample templates are included in this guide).
- Develops or obtains information sheets for parents, teachers and others; information will include topics such as talking with students, signs of depression and others relating to crisis stress (samples are included in this guide).
- Assists with planning and conducting parent/community meetings for information dissemination and postvention activities.
- Maintains follow-up activities such as referrals for help outside the school services setting.
- Confers with full staff and faculty; assists in coordination of briefings for staff and faculty.
- Makes recommendations regarding the restarting of school and schedule of activities for the day after the crisis.

### **Student/Staff Accountability and Evacuation Team Leader**

- Organizes and leads student/staff evacuation, if needed.
- Supervises the student evacuation site.
- Gathers names of students accounted for during/following an evacuation.
- Coordinates with parent contact team.
- Maintains accountability record for students and staff.

### **Parent Reception Team Leader**

- Meets parents in designated area away from the emergency (may be off campus).
- Shares as much information as possible.
- Coordinates with Student Accountability and Evacuation Team.
- Arranges to have students signed out when fire/police officials indicate it is safe to do so.

### **School Nurse or Medical Person (if available)**

- Assists in the medical treatment of victims.
- Assists in administration of medication to students during an evacuation.

### **Logistics Team Leader**

- Makes arrangements for food and water to be provided for staff and students as needed.
- Makes arrangements for student medications and administration logs to be moved to the evacuation location if an evacuation is required.
- Arranges for other supplies as needed.

### **Transportation Contact Team Leader**

- Maintains contact with the Transportation Department.
- Meets buses at designated area.
- Assists with relocation of students to the evacuation site.

### **Planning and Intelligence Team Leader**

- Documents the event and response actions.
- Assists with planning for possible further action.

## Leadership at the District Level

Involvement of district office staff is critical to the successful management of school emergencies. District staff needs to be prepared to supplement management of all significant components of major school emergencies, leaving school staff to deal with the immediate needs of students and parents. The district plan has six major phases in its development:

1. **Analysis of resources** – review of current policies and procedures; geographic location of schools in terms of proximity to hazards and resources; assessment of transportation and communications capabilities; compatibility of district plan with individual school plans.
2. **Development of the emergency plan** – identification of tasks and assignment of roles for district personnel; establishment of alternative communications and evacuation systems; preparation for both on- and off-campus emergencies.
3. **Coordination of the district plan with school and community plans** – inclusion of and coordination with fire, law enforcement and emergency officials; including many different view results in a more comprehensive and effective plan.
4. **Generating public assistance with the plan** – disseminate needs for community assistance broadly, particularly to school and community groups who might be able to contribute to the management of an emergency.
5. **Training all staff and volunteer personnel** – All school personnel, including volunteers, substitute personnel and itinerant personnel must understand the plan and what is expected of them.
6. **Sharing the plan with state and local agencies** – send copies to local fire, law enforcement and emergency agencies.

## District-Level Staff Roles

### Senior Management (Superintendent, Assistant Superintendent)

- Directs all operations of the school district in the management of the emergency.
- Gathers information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assesses the emergency situation and assign tasks based on the overall needs for managing the emergency.



- Stays in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Authorizes the release of information to the public.
- Keeps the School Board informed of emergency status.
- Receives dignitaries who come to help or gather information.
- Reports immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinates the communication among those hospitals and the school district. Assigns and directs other district staff to assist at those hospitals.
- Coordinates communication between the hospital and the district office.
- Meets and talks with the parents of students and spouses of adults who have been admitted to the hospital.
- Notifies risk management of the emergency.
- Establishes and maintains lines of communication between the district and the emergency site; for off-campus emergency, lines of communication must be established for the involved school, as well. Such lines of communication may include couriers.
- Assigns resources (persons and materials) to various sites for specific needs.
- Communicates with other schools in the district during the emergency period.
- After other schools have closed, assigns those principals to sites and tasks that will benefit the district's attempts to manage the emergency.
- Authorizes purchase of outside services and materials needed for the management of emergency situations.

**Public Information Officer (Executive Director of Administrative Services)**

- Serves as district liaison to the media
- Responds to media requests.

- Keeps Senior Management informed of event status.

#### **Safety Officer (Maintenance Manager)**

- Assists school staff in securing the campus, securing the perimeter.
- Assists school staff with facilities-related tasks such as shutting down utilities, providing access to the physical plant, providing floor plans to emergency responders.
- Assists with search and rescue operations.

#### **Operations Officer (Student Services Coordinator and/or Director of Exceptional Student Education)**

- Assists school staff with student accountability, parent contact, securing counseling services, and reunification of students and parents

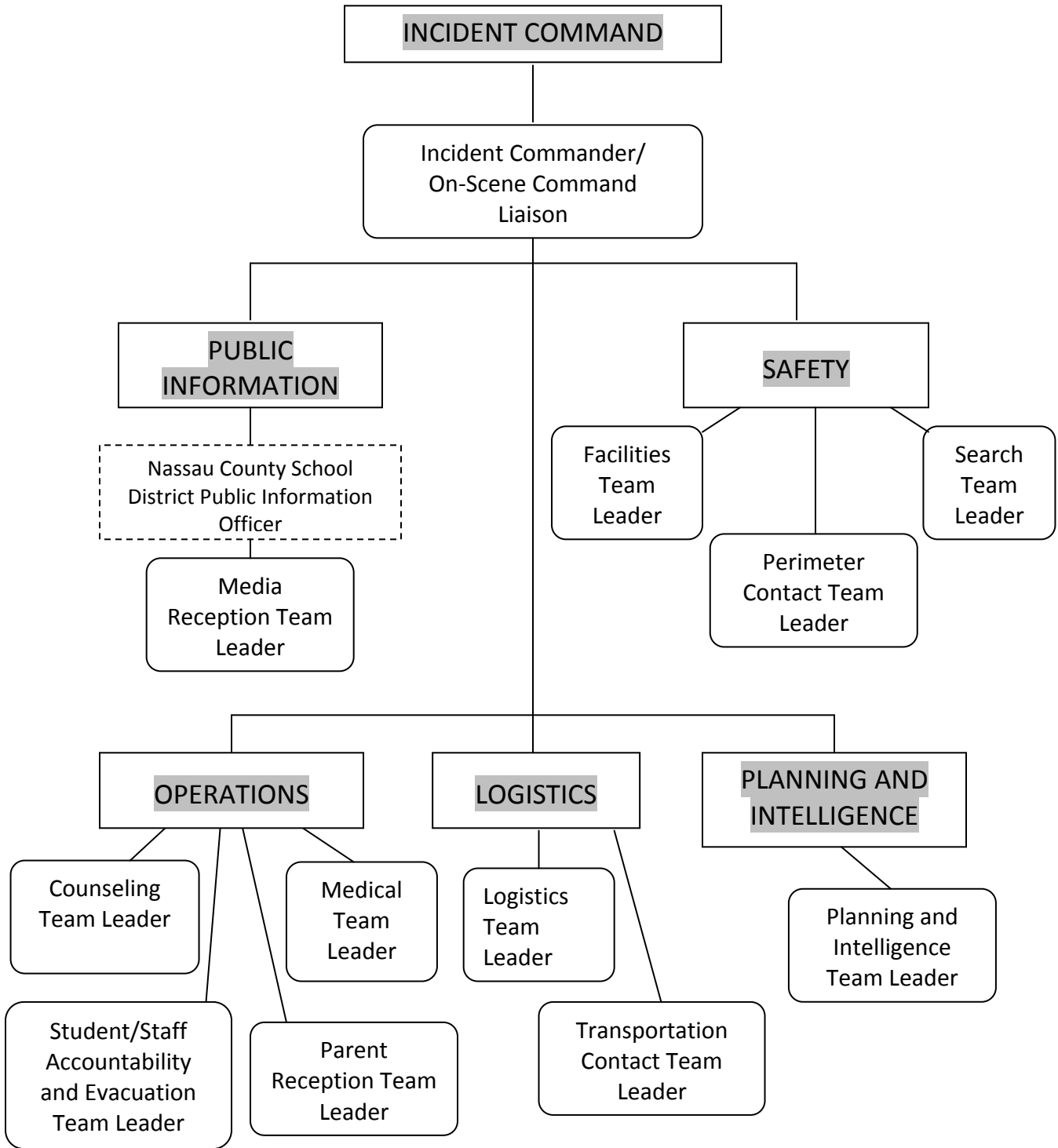
#### **Logistics Officer (Operations Manager/Transportation Director)**

- Assists school with providing food, water, and other necessities to students and staff
- Arranges for other supplies as needed
- Assists with obtaining transportation, if needed for evacuation

#### **Planning and Intelligence Officer (Assistant Superintendent)**

- Coordinates with school representative to document and analyze the event and response to the event

## Correlation of the NIMS Incident Command System With Related School Roles



# DEVELOPING THE SAFE SCHOOL/CRISIS MANAGEMENT PLAN

## **School Level Activities for Developing the Safe School/Crisis Management Plan:**

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

1. Explicit school-specific procedures for each crisis incident (See Emergency Procedure Quick Reference Guide)
2. Specific staff and alternates to fill all critical function positions
3. Incident command post – two locations, one inside the school and one outside the school facility in the event evacuation is necessary
4. Staging areas for major functions: media, emergency responders, parent waiting/reunification, evacuation
5. Chain of Command - in the event a key administrator is not available, specify who will fulfill the role. The designated individual(s) should have all information and ability to serve as the incident commander. All staff should be informed of who the designated individual(s) are.
6. Plans for evacuation including at least one nearby and one remote evacuation site off campus, transportation plans and contingency plans, plans for students with disabilities who may need additional assistance
7. Plans for student medication needs (students' school-administered medications)
8. Plans for student release and/reunification with parents
9. Plans for crowd control, establishing a perimeter, and securing the facility
10. Spokesperson to the media - this person will be the principal or designee and is responsible for gathering and confirming all pertinent information about the incident and for informing the school district's superintendent/designee prior to any media release. The spokesperson will also designate a media reception area when deemed appropriate.
11. Network of key communicators to convey approved information to others. This network may include phone trees or automated phone notification to alert staff to emergency incidents, special meetings which may occur before or after school hours, and various counselors designated to support groups such as students, faculty and parents.

12. Communication within the school and to the community - the best means of communication may vary with the crisis. However, the plan must provide for communication with teachers as soon as possible. To ensure accuracy and avoid rumor, information to students must come directly from internal memoranda or statements written specifically for that purpose and approved by the principal. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from a pre-approved fact sheet.
13. Arrangement for support services - one individual from the Crisis Management Team will be designated to contact the Coordinator of Student Services and/or the Director of Exceptional Education at the school board office and request mental health crisis services. The district office will arrange for additional school psychologists, school social workers, and other guidance counselors. Mental health crisis services may also be contacted by the school from a pre-arranged list of school partners. Arrangements should include the designation of meeting spaces, requesting on-call services to meet unexpected demand, and provision of long-term follow-up services.
14. Plans to bring closure to the crisis - this activity will vary depending on the crisis. It is imperative to officially recognize the end of the crisis and the beginning of the healing process. This may include a review of the incident and the related implementation of the crisis response plan.
15. Evaluation of the crisis plan – Crisis Management Team will evaluate the plan and its effectiveness annually and make modifications as needed.

A template for the Safe School/Crisis Management Plan is attached in the Resources section. The plan shall be reviewed annually with the full school staff and shared with all transient staff, nurse/clinic attendants, secretaries, cafeteria staff, custodians and bus drivers. Schools are encouraged to provide or participate in training on specific crisis-related topics such as First Aid, CPR, violence prevention, substance abuse prevention, child abuse and neglect prevention, suicide prevention, and the Incident Command System.

**A Crisis Management Plan is intended to**

- Protect and sustain life
- Minimize injury/damage
- Reduce emotional trauma
- Assist emotional recovery

## Checklist for Preparation of the Safe School/Crisis Management Plan

In preparation for creating a Safe School/Crisis Response Plan as well as in reviewing existing plans on an annual basis, the following checklist can be used to assemble or check the needed components of a plan and actions to carry out to prepare for emergencies.

- Have regular meetings of the Crisis Management Team.
- Assess the school's vulnerabilities. Obtain input from a variety of sources. Look at the school through the eyes of someone who's not there every day.
- Assess the staff's knowledge of the exiting plan. Review and retrain at least annually.
- Define the most likely crises for your school.
- Identify who will be in charge during a crisis. Identify alternate(s).
- Select/renew your Crisis Management Team. Base selections on unique qualifications of available staff.
- Review district policies and develop/renew appropriate school-specific procedures for handling crisis situations.
- Establish/review what will be done or said to alert staff to emergency conditions.
- Establish/review the means of delivery of emergency signals. Plan for alternate means of alert in case of power outage.
- Gather information about the school facility including the location of utility shutoffs and the circumstances under which utilities would need to be turned off.
- Train the Crisis Management Team on general procedures and on their specific roles.
- Establish and maintain relationships with law enforcement and other emergency responders. Involve them in your crisis management planning.
- Establish a working relationship with community service providers and develop a list of telephone numbers and contact persons.
- Enter faculty and staff phone numbers in the automated phone notification system and/or set up phone trees for faculty and staff contact. Update lists at least annually.
- Continuously strive to include current telephone numbers in the student information system (Focus) that is updated daily in the automated phone notification system.

- Create or reserve staging areas for service providers involved in crisis management.
- Develop and print forms to assist in crisis management.
- Assemble a Crisis “Toolbox” – kit of items to take from the school if evacuation is needed.
- Assemble teacher “Go Bags” – bag of items individual teachers should take if evacuation is needed.
- Develop a plan for emergency coverage of classes.
- Develop procedures for communicating with staff, students, families and the district Public Information Officer.
- Establish procedures to account for students and staff during a crisis.
- Establish a procedure to determine whether an evacuation, lockdown, or shelter in place needs to be implemented (see attached flowchart).
- Hold drills to practice emergency response to a variety of hazards.
- Establish protocols for returning to learning and restoration of the infrastructure as quickly as possible:
  - Restoring the physical plant or alternate location
  - Monitoring how staff and students are impacted by the crisis
  - Identifying follow-up interventions are available for students, staff and emergency responders
  - Conducting debriefings with staff and responders
  - Assessing curricular activities that address the crisis
  - Allocating appropriate time for recovery
  - Planning for memorials and commemoration of anniversaries of events, if appropriate
  - Incorporating “lessons learned” into plan revisions and training

### **Resources for Crisis Response Planning**

[Practical Information on Crisis Planning: A Guide for Schools and Communities](http://files.eric.ed.gov/fulltext/ED498806.pdf), US Department of Education, The Office of Safe and Drug-Free Schools,  
<http://files.eric.ed.gov/fulltext/ED498806.pdf>

Guide for Developing High-Quality School Emergency Operations Plans, FEMA,  
[http://rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)

School-Based Emergency Preparedness: A National Analysis and Recommended Protocol,  
Agency for Healthcare Research and Quality, US Department of Health and Human Services  
<http://www.ahrq.gov/prep/schoolprep/>

Introduction to the Incident Command System for Schools, IS-100.SCa, FEMA Independent  
Study Programs, Emergency Management Institute, US Department of Homeland Security,  
<http://training.fema.gov/IS/crslst.asp>

Practical Information on Crisis Planning brochure, US Department of Education,  
<http://www.ed.gov/admins/lead/safety/crisisplanning.html>

Safe School Facilities Checklist and NCEF Assessment Guides, National Clearinghouse for  
Educational Facilities, National Institute of Building Sciences,  
<http://www.ncef.org/checklist/index.cfm>



# CRISIS MANAGEMENT TOOLKIT

The school shall assemble a Crisis Management Kit for use during an emergency. This Crisis Management Kit should include items such as the following:

|   |  |
|---|--|
|   | 5 current copies of this Safe School/Crisis Management Plan including list of assigned CMT members/duties and all staff trained in CPR and/or first aid, the school/site map (inclusive with electrical, water, and gas shut off locations and evacuation routes), and On and Off-Campus Evacuation Plans including route maps |
|   | Complete set of keys to the entire facility  |
|   | Student Roster   |
|   | Master Schedule  |
|   | Student Medication List  |
|   | Emergency Medical Cards  |
|   | Portable "medical needs" kit   |
|   | 10 reflective vests  |
|   | Bull horn with charged batteries   |
|   | Names of students with special needs (and what the special needs are)  |
|   | Local street and zone maps   |
|   | 10 legal pads  |
|   | 15 ball point pens   |
|   | 1000 + peel off white stickers (for student / faculty ID /community resource people use)   |
|   | School / site walkie-talkies   |
|   | Plastic red / yellow tape on a roll — 50-100 feet for cordoning a specific area  |
| <b>THE FOLLOWING ITEMS ARE RECOMMENDED – BUT OPTIONAL</b> |  |
|   | AM/FM portable radio and/or weather alert radio  |
|   | List of local hospitals for medical emergencies (INCLUDE NAMES AND PHONE NUMBERS)  |
|   | Local phone book   |
|   | List of staff cell phone numbers   |
|   | 2-5 clipboards   |
|   | 10 flashlights and batteries   |
|   | Any others determined by the school/site staff/administration.   |

Additionally, it is advised that teachers have a "go bag" of items to take from the classroom in case of an evacuation. The bag should contain student rosters, Emergency Procedures Quick Reference Guide, two-way radio (if available), etc.

# SECTION 3

# COMMUNICATIONS

# SCHOOL COMMUNICATION

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed and updated information must be transmitted to central office and to other affected schools. The press must be informed and kept updated. Additionally, groups which are a part of the school community (PTA, advisory councils, etc.) and can assist with getting accurate information into the community are important. This section focuses on communication---within the school and school division, with parents and the community, and with the media.

## **School Communication When a Crisis Has Occurred**

Notifying faculty and staff of an event or crisis and keeping them informed as additional information becomes available and as plans for management of the situation evolve is critical. If an event takes place during the school day, the school should have a plan for communicating with the faculty and staff using appropriate available means. The means of communicating will vary with the type of event. (See Emergency Procedure Quick Reference Guide.)

## **General School Communication Guidelines During a Crisis or Emergency at School**

Use of Common Terminology – The Nassau County School District uses established words easily understood by all to notify staff and students of certain emergencies---particularly those requiring quick action. These are most appropriate for extreme emergencies such as an armed intruder, sniper, or hostage situations, or for tornado warnings. Common terminology identifies levels of alert which require specific actions such as locking classroom doors, keeping students away from windows, or evacuation. It is important all staff members---including substitutes---know the terminology.

Make certain that information is provided to all parties in a timely manner by the appropriate means:

- Disseminate information or emergency warnings, if needed, to staff and students first.
- Notify emergency responders, if needed (call 911).
- Notify the Superintendent’s office
- Notify the district Public Information Officer
- Notify parents via automated notification system as soon as possible if an incident has happened at school. Let parents know needed information regarding the nature of the incident, what is being done about the incident, whether they should come to the

school or another location to pick up children, and encourage them not to call students on cell phones. Follow up as needed with information as the incident develops.

- Follow up after an incident with a written communication to parents. (See also: Communication with Parents and the Community.
- Assign sufficient staff to handle phones and seek additional information.
- Keep a log of all incoming and outgoing calls and personal contacts.
- Relieve key people from their normal duties so they may focus on the crisis.
- Express appreciation to all persons who helped handle the crisis.

## Means of Communication

Some common tools for communication during a crisis include the following:

- **Telephone**—Though the telephone is the most commonly used communications tool in schools, most schools do not have enough lines and, worse, service is typically lost when electricity is lost. In preparing for crises it is recommended that schools determine which telephone lines are “outside lines” and whether they are available if electricity is lost.
- **Automated Notification System** – The Nassau County School District has a system to help schools and families communicate. This system is called **SchoolReach**. With **SchoolReach**, school personnel will be able to inform each and every household of important school events, and to notify all families by phone within minutes of an emergency. News of an unplanned event that causes early dismissal, school cancellation or late start can be sent to all school district families in less than 15 minutes. We will continue to report school closings due to weather on local radio and TV stations, but we’ll use the **SchoolReach** system as an efficient addition to the public announcements. Student/parent contact lists are updated daily (automatically). Faculty and staff lists can be entered into the system using Excel spreadsheets or manually. Lists of students by class, bus, activity, etc. can be generated by the system using data filters or by using Excel spreadsheets, or entering information manually. Lists that are entered by these means will need to be periodically updated. The automated notification system is accessible remotely from cell phones to send alerts.
- **Intercom systems**—All schools have intercom systems, however not all schools have two-way communication with the intercom. All Nassau County schools have emergency backup power for the intercom in case of electrical outage. In schools where there is no two-way communication with the office, an alternate means of communication should be determined, such as hand-held radios.
- **Bullhorns and megaphones**—Bullhorns and megaphones are very effective tools for communication in an emergency since they use batteries. Both should be a part of the school’s “emergency toolbox.” Procedures governing storage of the bullhorn in the office area will help ensure its availability in an emergency.

- **Hand-held Radios (“Walkie-talkies”)**—Hand-held radios provide a reliable method of communication between rooms and buildings at a single site. All staff need to know how to operate these radios, even those who do not routinely carry them. Schools’ hand-held radios are programmed to unique frequencies that are not available to the surrounding community. Adjacent schools are able to change channels to be able to communicate with each other. See [Resources - Uniform Radio Channels](#).
- **Computer telecommunications**— the capability of existing computers to be used for communication both within the school and to other sites needs to be assessed as part of the planning process. E-mail or electronic bulletin boards may be a useful tool for updating information to staff, central office, other schools in the affected area, and possibly for other community agencies. Weather alerts may be received on computers using alerts from the National Weather Service or other weather alert apps.
- **Fax machines** — The fax machine is a potentially valuable tool for both sending and receiving information in an emergency. In the case of an off-campus accident lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and medical authorizations can be faxed, signed, and returned in emergencies.
- **Cellular telephones** — The role of the cellular telephone as a communications tool needs to be carefully assessed. Cell phones may be the only tool working when electric service is out and are a particularly useful link to staff members who may be en route to or from the site of an accident or other emergency. They are increasingly being used to link the multiple vehicles transporting students. However, during a bomb threat or any event where explosives may be present, **DO NOT USE CELL PHONES** as they can detonate the bomb.
- **“Panic buttons”** – All Nassau County schools have installed “panic buttons” connected directly to the alarm system. When the panic button is activated, the alarm company immediately notifies law enforcement without confirming the reason for the call.
- **Alarm Systems** – Bells or buzzers may be sounded in different ways to signal different types of emergencies—for example, fire, tornado, or special alert (with instructions to follow).

### **Use of Voice and Hand Signals**

Voice and hand signals (and training staff and students to recognize them) are important instruments of communication in an emergency. Some signals which may be used include:

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

- ***Palms down***—moving arms up and down with palms toward the ground will signal students to get down on the ground wherever they are at the time
- ***Palms out***—pushing palms out, moving arms forward and back, will signal the students to stop where they are and to stand absolutely still
- ***Waving arms side-to-side***—moving arms side-to-side in front of the body will signal students to move away from the center of the playground and to take shelter toward the edges of the playground

### **General School Communication Guidelines When a Crisis or Emergency Has Occurred During Non-School Hours**

When an event that will impact the school takes place during non-school hours, means of communication include:

- Use of Automated Notification System – **SchoolReach**
- Faculty and Staff, a Morning Faculty Meeting: An early, brief faculty meeting is essential to give accurate, updated information about the crisis event/situation itself and review with staff procedures for the day, including the availability of intervention resources.
- Prepared written statement/material disseminated via electronic means or in paper form.

### **Communication After an Incident**

After an event has occurred, follow-up communication is necessary and can be accomplished by:

- For Faculty and Staff, End-of-Day Faculty Meeting: A brief end-of-day meeting provides the opportunity to review the events of the day, update information, and plan for day two. Misinformation or rumors can be addressed BEFORE staff members leave for home or go into the community where they are likely to be asked about the situation.
- If it is not possible to have a meeting, a prepared written statement/material disseminated via electronic means or in paper form can be utilized, however, it is very important to make sure this communication is received by everyone.
- Follow-up parent notification via automated notification system or written means.

***Teachers are the most direct link to students. It is vital they be informed in the event of a crisis.***

## Dealing with Rumors

Establishing reliable communications networks is critical for dealing with a potentially detrimental phenomenon always present in crisis: rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts, people begin to speculate and the speculations soon come to be thought of as “the facts.” Left unchecked, rumors can become more difficult to deal with than the crisis event. They may create a negative perception of the school’s ability to manage an emergency or, even worse, a belief that the school cannot provide for the safety and the well-being of the children. The most effective strategy for combating rumors is to provide facts as soon as possible. Some strategies which may be helpful include the following:

1. Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or don’t know and are speculating about) will be passed on. A faculty/staff meeting should be held before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
2. Clerical staff who answer the telephone at the school and at the district office must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information which is circulating so they can help “correct” misinformation. Designating a few persons to answer calls helps control the circulating of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree or a briefing held especially for identified community representatives directly associated with the school will help spread accurate information.
4. The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After the immediate crisis has passed, public meetings may be helpful. Public meetings provide an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may also be helpful in restoring the community’s confidence in the school’s ability to manage crisis and to provide a safe environment.

***People are going to talk about an emergency, and, when accurate information is not available, rumors begin.***

# COMMUNICATION WITH PARENTS AND THE COMMUNITY

A very important part of managing crises is dealing effectively with parent reactions. Communications with parents and the community is best begun before a crisis occurs. Some useful strategies include the following:

- Educate parents about the school crisis plan, its objectives, and the need for it. Such information can be included in the school handout or other informational materials prepared for parents, at parent orientations, or at other informational meetings. (NOTE: Never publish the details of the crisis management plan in a public format, such as online. Plans detailing specific school responses to emergencies should not be available to individuals other than emergency responders and school staff.)
- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of a crisis.
- Develop materials that may be needed including:
  - draft formats of letters to parents informing them of what happened
  - information regarding possible reactions of their child and ways to talk with them
  - how the school and school district are handling the situation
- Develop a list of community resources which may be helpful to parents.
- Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

In the event of an emergency, parents have very specific information needs. First, parents want to know their child is safe; then, parents want to know the details of the emergency situation, to know how it was handled, and to know that the children will be safe in the future. The first reactions are likely to involve *fear*. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their child or to telephone, frantically seeking information. Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. *Anger* is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of a crisis or disaster:

- Tell parents exactly what is known. Do not embellish or speculate.
- Implement the plan to manage phone calls and parents who arrive at school.
- Schedule an open question and answer meeting for parents as soon after the incident as possible. The meeting is an opportunity for school officials to listen and respond to



parent concerns (which is helpful in combating rumors and misinformation) and to work on restoring parental trust in the school. In the event of an incident that involved damage or destruction, an open house for parents and other community members to see the school restored to its “normal” state helps everyone get beyond the crisis.

## COMMUNICATION WITH THE MEDIA

The primary goal of communicating with the media should be to keep the public informed about the crisis while trying to maintain the privacy of students and ensure as little interruption of the educational process as possible.

Contact regarding crisis or emergency situations is channeled through one person in our district, the Executive Director of Administrative Services, who serves as the Public Information Officer (PIO). When dealing with the media, the following suggestions will promote clear communications:

- Deal up-front with reporters. Be honest, forthright and establish good communication with the media before problems or crises occur.
- Do not try to stonewall the media or keep them from doing their job. Refer media representatives to the district PIO.
- When confronted with media unexpectedly, the school should have determined a brief planned statement regarding the event to give the media and then refer media to the district PIO.
- Identify a single information source at the school level to provide information to the district PIO.
- Advise school staff of media procedures.
- Advise students of the media policy. Let them know that they do not have to talk, that they can say no.
- If the crisis is a death, consult with the deceased student/staff member’s family before making any statement. Explain school system policy and assure that confidential information is being protected.
- During a crisis, attempt to define the type and extent of the crisis for the media as soon as possible.
- Instruct all employees to refer all information and questions to communication centers.
- Remind employees that only designated spokesmen are authorized to talk with news media.
- To allow the district to take initiative with news media and let them know what is or is not known about the situation, keep the district PIO informed at the earliest possible time and continue to provide updates in a timely manner.

- If it is unavoidable that a school representative communicates with media, remember to maintain a unified position and uniform message; keep messages concise, clear, and consistent.
- Delay releasing information until facts are verified and the school's position about the crisis is clear.
- Read all releases from previously prepared and approved statements to avoid danger of ad-libbing.
- If news media personnel arrive on campus while students are in class, guide their activities so they will not disrupt the educational process. The news media can come onto the campus but should not be permitted to enter classrooms. Students may not be filmed without parent permission.
- Don't assume any comments are "off the record" even if you say they are. Keep in mind that the media aren't in business to help you with your communication needs; the media are in business to 1. make money and 2. disseminate news. "News" can be defined as any information of interest to the public, including conflict.

### **Communicating with the Media Regarding a Student Death**

The school may provide a statement to include:

- A very brief statement acknowledging the death of the student that does not include details about the death
- An expression of the school's sympathy to the survivors of the deceased
- Information about the school's postvention activities

All other staff (including school board members) should:

- Refrain from making any comments to or responding to requests from the media
- Refer all requests from the media to the person responsible for working with the media

Media representatives should:

- **Not** be permitted to conduct interviews on the school grounds
- **Not** be allowed to attend parent and student group meetings in order to protect information shared by parents who are concerned about their children

# SECTION 4

## GENERAL POLICIES AND PROCEDURES FOR DISASTERS AND CATASTROPHIC EVENTS

# POLICIES/PROCEDURES FOR DISASTERS AND CATASTROPHIC EVENTS

The following are general policies and procedures that may be used in multiple situations. Procedures for specific events are given in the Emergency Procedure Quick Reference Guide.

## **Bomb Threat**

All bomb threats are taken seriously and the buildings/facilities are to be evacuated.

## **Disturbances on Campus – Preventative Measures**

- The principal and his administrative staff will maintain an “open door” policy with students, teachers and members of the community. The principal and teachers will interact daily with students, giving everyone an opportunity to “be heard”.
- The principal and teachers will take steps to insure that students understand the behavior expected of them during school and at school sponsored events.
- The principal and teachers will be aware of existing community problems that could affect the school environment.
- Teachers will personalize classroom instruction and be aware of individual student problems that might create future disturbances. Each teacher will know the first and last names of all his students.
- The school administration will alleviate the crowded conditions as much as possible.
- The principal will post appropriate signs directing all unauthorized personnel to report immediately to the school office upon entering the school grounds.

## **Disturbances that Occur at School Related Events After School Hours**

- The principal or designee will assess the situation.
- The person(s) supervising the event will isolate the person(s) causing the disturbance, if possible.
- The principal or his designee will bring in law enforcement, as necessary.
- Persons responsible for the disturbance will be reported by the principal to the proper authorities for action if deemed necessary.
- The principal will notify the Superintendent at 491-9901.
- Crisis Management Plans should address after-school activities and organizations that use school your facilities after normal hours of operation (They need to be familiar with your plan).

## Early Dismissal and Closing of Schools

- Only the Superintendent or his designee can dismiss school early.
- If closing becomes necessary the Superintendent will contact the schools by telephone.
- The Transportation Department will be notified of early dismissal and all drivers will be located as soon as possible.

If school is to remain closed, the Superintendent will notify the news media and request this information be made public. **SchoolReach** will be used to notify families.

## Fights – Breaking up Student Fights

- Walk briskly – don't run. Get help along the way
- Assess and evaluate:
  - the number of students involved
  - the size of students involved
  - any weapons that are involved
  - proximity of individuals who can assist
- Recognize that there may be several subtle things going on simultaneously that are being tangibly expressed in the conflict. Is there gang involvement? What other alliances might exist?
- Dismiss the audience
- Identify yourself to the fighters
- Call the student(s) by name, if known
- Stay away from the middle of the conflict
- Remove glasses
- Give specific commands to "STOP" in a firm, authoritative voice
- Defer to rules, not personal authority
- Separate the aggressor and the victim, if possible
- Avoid physical force if possible
- Remove participants to neutral locations with supervision
- Obtain identification
- Get medical attention for students – assume the participants have sustained injuries
- Describe the incident in writing
- Provide protection and support for victims
- Provide counseling – not simply the day of the event, but as long as necessary
- Report the incident to law enforcement, if weapons are involved or serious injuries are sustained

## Fire Alarm Procedures

- The person discovering a fire will sound the alarm by either activating a pull station or notifying the principal's office
- The principal or his designee will notify the local Fire Department by dialing 911 and giving the exact location.
- All students and staff will evacuate the building in accordance with the fire evacuation plan posted in each room.
- The gymnasium and any other buildings deemed necessary by the principal should be checked by a designated person.
- A custodian will turn off all utilities (both electricity and fuel) except emergency lights while another waits on the fire truck.
- The principal or designee will close all vaults and secure all records.
- The principal and his staff will make sure all occupants evacuate a safe distance from the structure and out of the Fire Department's way.
- All teachers will take roll and notify the principal if someone is missing.
- The principal or his staff will immediately organize a search if someone is missing.
- The principal will inform the Fire Department if someone is missing.
- The custodians will try to confine the fire by closing all doors to the area involved.
- A qualified person on the faculty may render first aid if necessary using the established procedures.
- The custodian and teachers, without student responsibility, trained in the use of fire extinguishers may fight small fires. Do not endanger lives.
- Students and staff will not return to the building until the Fire Department officials declare the area safe.
- Students and staff will return only on the spoken word of the principal or his designee.
- The principal will notify the Superintendent of Schools by telephone at 491-9901.

## Lockdown Procedures

**Purpose:** Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff such as intruder, shooting, hostage incident, gang fights, civil disturbance, etc. (Also refer to flowchart on page 43.)

### School Administration

- **The School Principal or designee** will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:  
"TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE.  
STUDENTS AND STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE."

IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE. CHECK SCHOOL EMAIL IMMEDIATELY FOR FURTHER DETAILS.”

- **Secretary/Bookkeeper** to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post.
- **Administrator** notify staff and classes outside to immediately move inside to closest secure location, account for the students and be prepared to evacuate off-campus to a relocation site if necessary.
- **Front Office Receptionist** to switch bells to manual mode and deactivate the fire alarm.
- **Administrator/Designee** to notify the transportation director to stop all inbound buses and redirect them to designated relocation site(s).
- **Administrator** to notify district office.

### **Office Staff**

- Stay by the phones to wait for additional procedures from district office and Administrator.
- Remotely check status of classrooms via PA., telephone, computer or other methods.

### **Custodians/Substitutes**

- Close and lock all delivery doors and outside gates.
- Report to nearest classroom or office.

### **Teachers/Substitutes**

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows.
- Move students and staff away from the doors and windows.
- Have all persons sit down.
- Ignore all bells and alarms unless otherwise instructed.
- Take attendance and notate any missing/additional students, staff or guests sheltered in your classroom by sending an email to the office staff, if possible.
- Allow no one outside of the classroom until the **Administrator** gives the “All Clear” signal.
- If outside, teachers will move students to the closest secure location, account for the students and wait for further instruction from administrator.

### **Physical Education Teachers**

- If outside, immediately move inside to closest secure location, account for the students and wait for further instruction from administrator.
- If in gymnasium, follow instructions below:

- Clear the hallway and bathrooms and move everyone into the **[secure location]**.
- Lock your doors, turn off your lights, and shut your blinds and windows.
- Move students and staff away from the doors and windows.
- Have all persons sit down.
- Ignore all bells and alarms unless otherwise instructed.
- Take attendance and notate any missing/additional students, staff or guests sheltered in your classroom by sending an email to to the office staff, if possible.
- Allow no one outside of the classroom until the **Administrator** gives the “All Clear” signal.

### **Paraprofessionals/Staff Members**

- Remain or relocate to a safe/secure classroom or office.
- Await further instruction or notification from Administrator.

### **Cafeteria Staff/Substitutes**

- Secure and lock all entrances to the cafeteria building.
- Await further instruction or notification from Administrator.

**IMPORTANT NOTE:** In the event that a disturbance or incident is apparent on campus, in the absence of notice from the administration, do not wait for direction. School staff should follow all actions described in this document as if having been notified of a lockdown.

### **Loss of Power or Water**

Loss of power or water should be phoned to the Facilities Department at 225-5343 or extension 8100. The Facilities Department will notify the appropriate utility company. Either emergency power will automatically turn on or batteries will provide emergency lighting.

### **Off Campus Activities**

Off-campus activities, including field trips, are routine and important parts of the educational experience. Procedures and practices which are helpful in the event of an accident or other emergency include the following:

*Use of name tags/personal identification*—note that these need to be worn on blouses or shirts rather than outer garments such as sweaters and coats which may be removed on long bus trips. Write-bracelets might be considered, particularly for younger children.

*A route map and itinerary* should be left at school.



*Students, staff, and chaperones* should leave and return in the same vehicle; a roster of riders in each vehicle should be left at the school before departure.

Trip sponsors should have materials on hand in case of an accident or emergency, including

- Pencils
- Paper
- Stick-on name tags
- Rider roster (students, staff, chaperones)
- Student Medical Authorization Forms
- First aid kit
- Signs to display bus numbers
- Route maps
- Area maps
- Emergency telephone numbers:
  - Emergency medical services
  - District office
  - Law Enforcement
  - Local Hospital

**Severe Weather – Refer to Emergency Procedure Quick Reference Guide for specific procedures. Also refer to the school’s Severe Weather Emergency Plan (SWEP).**

- All schools will be notified by the Facilities Department of severe weather alerts. Schools will also have additional means of notification such as weather alert radios, desktop computer applications, or cell phone notifications of severe weather.
- Each school shall have a Severe Weather Emergency Plan (SWEP) regarding school procedures and temporary sheltering during severe weather.
- Each school shall have clearly marked Severe Weather/Tornado Shelter areas.
- Students will be kept at school under supervision until severe weather alerts have expired and walking is safe.
- If severe weather conditions exist, dismissal of school will be delayed until the danger is past. Bus transportation will not run until the all clear is given.
- Schools shall develop policies for students that walk home, are picked up by parents, or drive their own vehicles.
- For temporary sheltering during severe weather:
  - Evacuate classrooms bearing full force of wind. Evacuate to the designated and clearly-marked shelter areas.
  - Move children away from windows. Open windows slightly to equalize air pressure (tornado).

- Lowest floor, interior spaces on the opposite side of the wind – closets, hallways, and other similar framed construction are safer areas. Poured in place concrete buildings are probably the safest type of building.
- Move children from portables to main building, if time allows.
- Avoid auditoriums, gymnasiums and structures with large roof spans. Avoid rooms with glass. Avoid long hallways with glass doors at each end.

### **Shelter Operating Procedures**

- In some cases, regional emergency situations develop where public facilities are needed to provide shelter.
- When this does occur, the Civil Defense or the American Red Cross is to notify the Superintendent of Schools of its intent to use school facilities and then notify each principal.
- All shelter activities will be supervised by the American Red Cross.

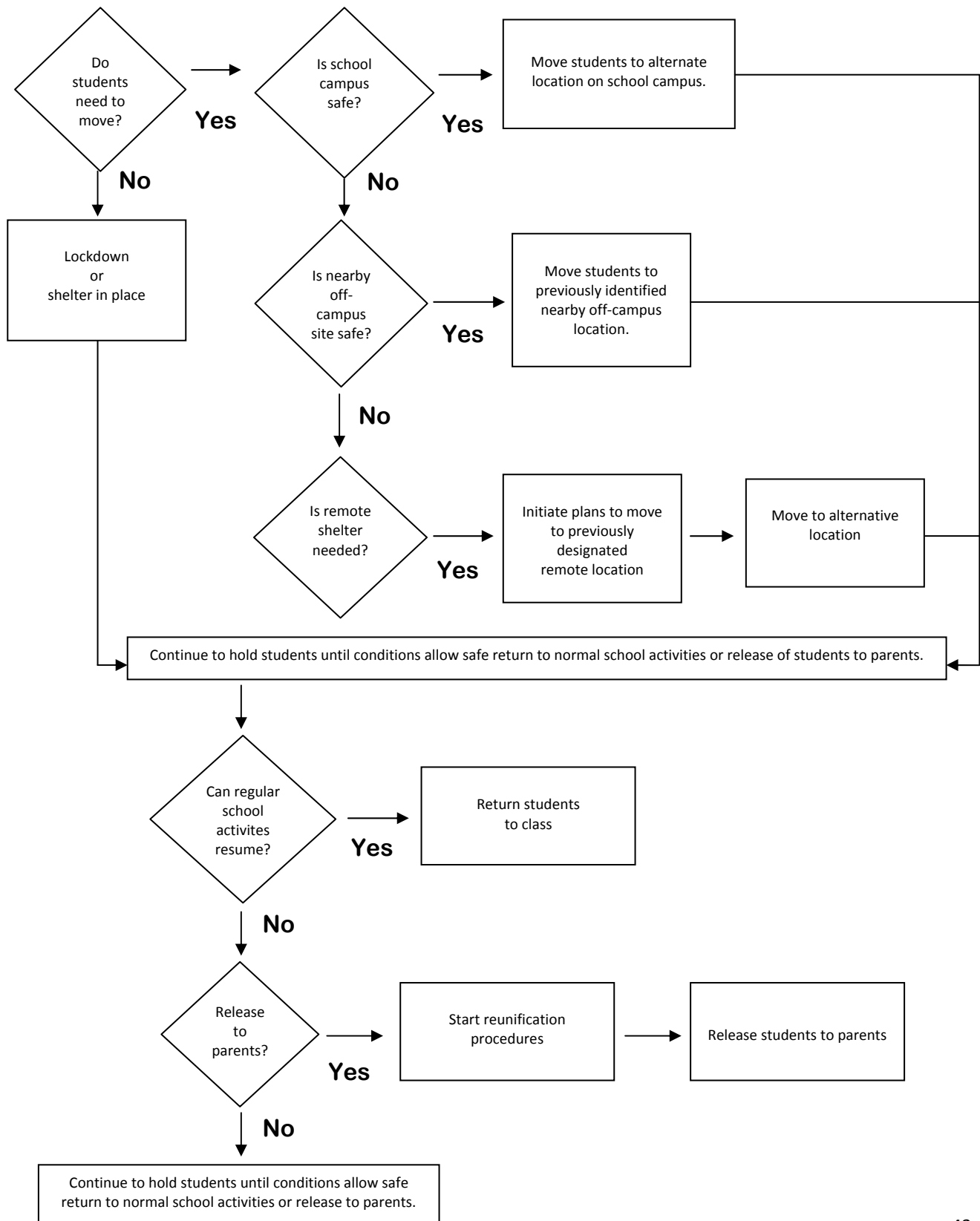
### **Shelter Operations – Liability for**

- The American Red Cross will assume full liability for damages done by persons to school property during the time it is used as a shelter.
- The American Red Cross will assume full responsibility for personal injury to volunteers and other personnel while the schools are used as shelter.
- The ARC will assume full responsibility for the cleaning of the areas that were in use during the time the school was used as a shelter.
- The ARC will pay for food, medical supplies, or any other school supplies used while the school was in use as a shelter.

### **Vandalism**

- Report all acts of vandalism to police.
- Photograph any willful and malicious destruction of school property (e.g., graffiti, broken windows, etc.).
- For minor damage, simply note the time, date, and type of damage for your records.
- Serious acts of vandalism may be hate crimes or gang-related.
- Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively prosecute all vandals to convey that you will not tolerate this type of offense.
- Collect restitution by having the offender pay money or provide labor to clean and/or repair the damage he or she has caused.

# LOCKDOWN, EVACUATION, SHELTER-IN-PLACE, REUNIFICATION



**SECTION 5**

**TRAINING**

**AND**

**MAINTAINING**

**PREPAREDNESS**

# TRAINING

A crisis management plan cannot be implemented properly unless staff members know what the plan is and what is expected of them in the event of an emergency. In addition to staff training, it is important for students to know (and practice) emergency procedures. School-based training should be provided to all personnel, including instructional, custodial, and food service employees, temporary employees and volunteers. Inviting parent leaders (PTA officers, for example) should be considered; they have important roles in communicating with other parents and in helping restore equilibrium in the event of a major crisis. The training should include practice scenarios. Examples of scenarios and a sample agenda are included in this chapter. A mock disaster drill coordinated with local emergency preparedness groups may be conducted.

Training and in-service activities should be designed to meet four distinct needs:

1. How to prevent certain types of emergencies
2. How to respond when emergencies occur; and
3. How to deal with the aftermath of an emergency
4. How to respond to school emergencies utilizing NIMS concepts as shown in IS-100SC (FEMA on-line course for school administrators and key school crisis management team members).

Initial training should focus on an awareness of the school district and individual school's crisis management plans including various roles and responsibilities as identified using a NIMS approach. Staff members need to understand what they can reasonably be expected to do and what they can reasonably be expected not to do; some discussion of issues of confidentiality and liability may be needed. Training typically includes a review of procedures for the management of specific types of crises, including use of emergency kits and equipment, and practice opportunities. The impact of a crisis on children and adults as well as helpful strategies to use in postvention are critical to include in the training.

Training for Crisis Management Team members needs to be extensive and in-depth. A list of sample content is included in this Resource Guide. Principals must be aware there are training opportunities available on-line through FEMA in addition to district training. It is the responsibility of the site-based manager to insure the school's Crisis Management Plan is a real, functioning document.

# SAMPLE CONTENT FOR TRAINING

When planning training for Crisis Management Teams, the following topics may provide ideas for content. Content of training should take into consideration previous training and the current knowledge of the group.

- A. Introduction to Crisis Management
  - Crisis definition and theory
  - Objectives of Crisis Management
  - Types of school crises - Emergency Procedure Quick Reference Guide
  - Procedures/Policies regarding topics in Crisis Management
  
- B. Developing the Safe School/Crisis Management Plan
  - National Incident Management System (NIMS)/Incident Command System (ICS) and related online training through FEMA
  - School Crisis Management Team roles that correspond to NIMS roles and the duties of each role
  - Vulnerability Assessment
  - Hazard Identification and Prioritization
  
- C. Communication with Parents and the Community
  - Good communication practices and protocols
  - Importance of giving everyone the facts to dispel rumors.
  - Development of school communication devices including letter and announcement Templates
  
- D. Response to Crises
  - CERT (Community Emergency Response Training)
  - Childhood reactions to crisis by ages with the most common reactions being worry about the future, decline in school performance, regression in behavior and problems sleeping.
  - Children's developmental stages of the understanding of death.
  - Mental health needs following a crisis and identification of school and community resources to provide for mental health needs; helping staff personally manage crises
  - How to conduct parent meetings after a crisis to assist children by helping parents to understand the typical childhood reaction to a crisis and to help parents respond with patience, love, tolerance, and support.
  - Managing grief and loss, stages of grief, first 48 hours after a loss, planning memorials and anniversaries
  
- E. Evaluation of the Safe School/Crisis Management Plan
  - Process and review crisis team activities with emphasis on how to prevent or better

manage crisis events.

F. Tabletop or Mock Drills (see Scenarios for Use in Training)

## SAMPLE SCENARIOS FOR USE IN TRAINING

For each scenario, identify key issues and formulate a preliminary action plan.

A seven year old boy playing near a stairwell falls two stories inside the school. Classmates witness it. The child, seriously injured, is taken to the hospital by paramedics. Students are scheduled to be dismissed in 20 minutes.

A 12<sup>th</sup> grade student driving home after a football game one Friday night fails to stop at an intersection and the accident results in the death of a classmate's mother. It is rumored that the boy was drinking.

A student at your school has contracted meningitis and is hospitalized in critical condition. Health Department authorities have initiated procedures for immunization of classmates. There are untrue rumors that a cafeteria worker who coincidentally was hospitalized the same day was a carrier.

A parent who has brought her child to school reports to the office that a house in the neighborhood caught fire early that morning and there were fatalities but she does not know who. The house is that of two students at the school.

A bus carrying elementary students home one afternoon stops at an intersection where students looking out the bus see a young male shot in a drive-by shooting. The young man is a cousin of a student on the bus.

It is a rainy Tuesday morning and, nearby, a truck has overturned releasing toxic fumes. The Fire Department has just ordered that your 600 students elementary school be evacuated immediately.

You hear on the 11 pm news on a Sunday night that a 10<sup>th</sup> grade girl at your school is reported missing; she was not home when parents came home from a weekend trip. Minutes after the broadcast, a staff member calls and reports that there are rumors that foul play is suspected. You know that she and her boyfriend who is a senior had a loud fight in front of many students on Friday afternoon as buses were loading.

You are notified by police at 5:30 am that a very popular teacher at your middle school commits suicide, leaving behind a husband and two children, one of whom attends your school.

At a basketball tournament in a nearby city a member of the team collapses. Because of media coverage of the tournament, information about the incident is already being broadcast. The school has just been notified that the student died, but the family has not yet been reached. Students, including the student's sister, who have heard about it on the radio are coming to the office to ask what happened.

You have just received a call from central office that there is a tornado warning for the part of the county in which your middle school is located. There are 10 portable classrooms; 2 classes in the gymnasium, 1 class coming off the playing field, and a busload of 5<sup>th</sup> graders arriving from the feeder school for an orientation visit.

## SAMPLE TRAINING AGENDAS

### Development of School-Site Crisis Management Plan

- A. Managing crisis
  - 1. Preparation—before it happens
  - 2. Crisis response—when it happens
  - 3. Follow-up—recovery
  - 4. Delegating
- B. Communications
  - 1. Rumor control within the school
  - 2. Media procedures
  - 3. Communication with parents and community
- C. Managing grief and loss
  - 1. Stages of grief
  - 2. First 48 hours
  - 3. Memorials, anniversaries planning
- D. Legal issues
  - 1. *In loco parentis*
  - 2. Confidentiality
  - 3. Negligence/liability issues
- E. Taking care of caretakers
  - 1. Helping staff personally manage crisis
  - 2. Self-care for team members
- F. Community support and referrals
  - 1. Identifying community support resources



2. Establishing and maintaining community linkages

### **Crisis Response**

- A. Suicide
  1. Review of crisis response for suicide
  2. Prevention of “epidemic”
    - a. Myths and facts: warning signs
    - b. Identifying those at-risk
    - c. Procedure for intervention with potentially suicidal student
  3. Follow-up activities
- B. Other deaths—Review of crisis response and follow-up for each
  1. Accidental/sudden death of student or staff member
  2. Homicide
  3. Anticipated death (following illness, declining health)
- C. Critical incidents at school—shooting, stabbing, weapons, intruder
  1. Review of crisis response for each
  2. Interface with local law enforcement
  3. Review of possible follow-up activities
- D. Critical incidents (not at school) – rape, arrests, accidents, hate crimes, or racial tensions
  1. Review of crisis responses
  2. Communication with involved authorities
  3. Review of possible follow-up activities
- E. Natural disaster—Floods, hurricanes, tornadoes, earthquakes
  1. Review of crisis responses for each
  2. Interface with local disaster relief agencies
  3. Review of possible follow-up activities

### **Community Support Services**

- A. Emergency assistance
  1. Mental health
  2. Shelter/housing
  3. Food/clothing
  4. Child protective services
  5. Emergency Family Services
  6. Disaster relief
  7. Medical services
- B. Counseling services (nonprofit and community agencies)

- C. Health services/Clinics
  - 1. Medical and dental
  - 2. Substance abuse and Psychiatric
  
- D. Hotlines
  - 1. Crisis
  - 2. Suicide
  - 3. Rape
  - 4. Child abuse (including sexual abuse)
  - 5. Crime
  - 6. Other community hotlines
  
- E. Self-Help
  - 1. Alcoholics Anonymous
  - 2. Al-Anon/Ala-Teen
  - 3. Parent support
  - 4. Other self-help
  
- F. Bilingual/Refugee Resources
  - 1. Translators
  - 2. Programs/agencies

### **Training Agenda for All-Staff School Training**

#### **I. Introductory background on development of School Crisis Management Plan**

#### **II. School Crisis Management Plan**

- A. Purpose of plan
- B. Overview of plan
- C. General review of roles and responsibilities

#### **III. Typical impacts of crises**

- A. Shock; stages of grief
- B. Restoring equilibrium
  - 1. Importance of first 48 hours
  - 2. Postvention and Recovery

#### **IV. Communications**

- A. Confidentiality
- B. Rumor control within the school

- C. Communication outside school
  - 1. With media
  - 2. With parents and community groups

**V. Dealing with specific types of crises**

- A. Review of general procedures in the case of a suicide and practice scenario
- B. Review of general procedures in the case of accidental death and practice scenario
- C. Review of general procedures in the case of homicide and practice scenario
- D. Review of general procedures in case of natural disaster and practice scenario
- E. Review of general procedures in the case of bus accident and practice scenario
- F. Select additional incidents/scenarios appropriate for school

**VI. Closing discussion and questions.**

## MAINTENANCE OF THE CRISIS MANAGEMENT PLAN

**Changes**—in personnel, policies, resources, and conditions—occur and make preparing for them a necessary part of crisis management in schools. Conducting drills and establishing a procedure for periodically reviewing and updating the Crisis Management Plan are two essential elements of maintaining preparedness.

### Planning School Crisis Drills

- Paper and pencil activity - the crisis team is presented with five possible crisis situations and each team member records his/her hypothetical response. The team members discuss their anticipated responses and select one scenario to simulate each semester (remember to take precautions to not unduly alarm staff and students).
- Informing the public - it is important to let the public know of the need for crisis planning and the conduction of drills.
- Avoid - use of dramatic props such as starter pistols and simulated blood in drills.
- Post sign(s) in the area where drills are to be conducted clearly designating that a drill is taking place and let all relevant agencies know in advance that it is a drill.

- Practice - involve moving staff and students to a safe location in drills.
- Feedback – have an objective staff member observe the drill and give feedback to the crisis team.
- Strive for improvement - the crisis team should meet and review their activities in order to plan strategies for improvement.

## ANNUAL PROCEDURES FOR MAINTAINING AN UP-TO-DATE PLAN

- Confirm membership of the Crisis Management Team. Review assigned roles and responsibilities of team members and revise, as needed. Fill any vacancies.
- Post a list of team members in the main office.
- Review Safe School/Crisis Management Plan and update in light of changes in conditions and/or resources at school. Review intervention and postvention procedures.
- Inform faculty of Crisis Management Team members. Include School Safety and Crisis Management information in the faculty handbook.
- Verify that each faculty/staff member has access to an Emergency Procedure Quick Reference Guide in their work area.
- Review critical incident communication procedures with faculty and staff.
- Update faculty and staff information for the automated notification system, SchoolReach.
- Go through at least two scenarios using the Postvention Steps form. The key to successfully handling a postvention incident is the preparation before the event.
- Include review of Crisis Management Plan and related procedures in new staff orientation emphasizing the referral process for crisis intervention.
- Print crisis referral information in student handbook.

# SECTION 6

# RESOURCES

# SCHOOL VULNERABILITY ASSESSMENT

Each school shall undertake a vulnerability assessment using a district-provided checklist. The school will use the Risk Assessment Checklist to evaluate probability and intensity of possible crises that may affect the school. The following report shall be made regarding the analysis of the vulnerability assessment.

# SCHOOL VULNERABILITY ASSESSMENT REPORT

Conducted (date):

---

School:

---

District:

---

School Vulnerability Assessment Team Members:

|       |       |
|-------|-------|
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |
| <hr/> | <hr/> |

**Introduction:**

A safety review of (school) in (district) was conducted (dates).

Description of individuals on Vulnerability Assessment Team (positions, areas of expertise, etc.)

The vulnerability assessment team reviewed the following data:

(Surveys, interviews, Vulnerability Assessment Tool, incident data including discipline, review of school emergency plans, drill reports, evacuation plans, site plans, aerial photographs, staff communication protocols, supervision procedures, student code of conduct, student/staff ID policies including automobiles, visitor/vendor identification procedures, SREF reports, accident report records, etc. Attach as appendices copies of survey/interview questions, Assessment Tool, Risk Index Worksheet, and any compiled data used for this assessment.)

**Assessment of Area/Neighborhood/Community Risk Factors – Briefly describe the school and it’s surrounding environment, including factors such as:**

- Type of school
- Grades served
- Special programs housed at the school
- Area streets and highways near the school
- Nearby institutions and businesses
- Parks
- Railroads
- Any other notable factors in the immediate area or about the school that have an impact on school safety

**Summary of Safety and Security Findings – Using data from the Assessment Tool, describe the status of school safety as related to these areas, including items such as those listed below each heading:**

**Building Access**

- Signage
- Main Entrance
- Secured Doors
- Alarm System
- Key Control
- Access to buses and parking
- Deliveries
- Visitor/Vendor Policies and Procedures
- Pedestrian Safety



**Grounds and Building Exterior**

- Fencing
- Gates
- Walkways
- Windows
- Bus/Pick up/Parking Areas
- Playgrounds/fields/athletic facilities

**Building Interior**

- Entrance to Classrooms, Buildings
- Classroom Windows
- Lighting
- Cafeteria
- Media Center
- Gym
- Auditorium
- Mechanical Systems

**Science Laboratories/Vocational Program Facilities****General Security**

- After-school and weekend use of the facilities
- Alarm Systems
- Cameras
- Security Personnel
- Knowledge of procedures and drill protocols/drill participation

**Other Areas of Concern**

**Summary of Student Comments** – *Summarize the findings from student surveys and interviews.*

**Summary of Teacher and Staff Comments** – *Summarize the findings from teacher and staff surveys and interviews.*

**Summary of Parent Comments** – *Summarize the findings from parent surveys and interviews.*

**Commendations** – *Note the areas regarding safety and security in which the school is doing well.*

**Recommendations** – *List the specific areas or items that need to be improved or addressed to enhance school safety and security. Prioritize by short-term and long-term as well as critical – needed – desired items.*

# Risk Index Worksheet

INSTRUCTIONS: Use this worksheet to analyze the potential risk presented by each hazard you identify for your school. Hazards with risk ratings of High or Medium have greater priority for preparedness plans.

| HAZARD | FREQUENCY   | MAGNITUDE   | WARNING   | SEVERITY  | RISK PRIORITY  |
|--------|---|---|---|---|--|
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
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|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |
|        | 4 Highly Likely<br>3 Likely<br>2 Possible<br>1 Unlikely | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | 4 Minimal<br>3 6 to 12 hours<br>2 12 to 24 hours<br>1 24+ hours | 4 Catastrophic<br>3 Critical<br>2 Limited<br>1 Negligible | <input type="checkbox"/> High<br><input type="checkbox"/> Medium<br><input type="checkbox"/> Low |

# SAFE SCHOOL/ CRISIS MANAGEMENT PLAN TEMPLATE

**SCHOOL NAME**

**Option to Insert School Logo Here**

### **Safe School/Crisis Management Plan**

**This is a site-specific plan and procedures that promote the safety and security of students and staff, ensure that school facilities and equipment are safe and in good condition in compliance with Safe Passage Act (Section 229.8348, Florida Statutes) 2001, and provide guidance to the school faculty and staff during and after a crisis or emergency. Additional resources are available in the Nassau County School District Comprehensive Crisis Management Guide.**

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**NASSAU COUNTY SCHOOL DISTRICT**

**SCHOOL NAME**

**General Information**

|                       |                             |
|-----------------------|-----------------------------|
| <b>School Address</b> | <b>School Phone Number:</b> |
|                       | <b>School Fax Number:</b>   |

**DATE:** Today's Date

**FROM:** Name, Principal, SCHOOL NAME

**SUBJECT:** SCHOOL NAME Safe School Plan (Basic Plan)

This plan is written in the District approved, standardized format for all schools to use regardless of the emergency management situation. This plan was submitted for review and approval on **DATE** and designed to assist our work location personnel in: (1) implementing drug, accident and violence prevention programs, (2) providing supervision for students on campus, (3) preparing for emergency incidents and events that might occur, (4) documenting compliance actions and (5) capturing site specific security and safety procedures.

**NUMBER OF STAFF:** Insert Number **STUDENT POPULATION:** Insert Number

**DATE PLAN SUBMITTED:** Insert Date Plan Submitted

**KEY SAFETY POINTS:**

- Insert Key Points Here

**SCHOOL NAME – EMPLOYEE ACCOUNTABILITY  
FACULTY AND STAFF ROSTER  
20\_\_ - 20\_\_**

**Principal and Leaders**

Principal – Name \_\_\_\_\_  
 AP – Name \_\_\_\_\_  
 Dean – Name \_\_\_\_\_  
 SRO – Name \_\_\_\_\_

**Office Personnel**

Secretary-Bookkeeper – Name \_\_\_\_\_  
 Data Entry Operator – Name \_\_\_\_\_  
 Office Paraprofessional – Name \_\_\_\_\_  
 Health Aide – Name \_\_\_\_\_  
 Nurse – Name \_\_\_\_\_

**Custodians**

Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_

**Food Service**

Cafeteria Manager – Name \_\_\_\_\_  
 FS Worker – Name \_\_\_\_\_  
 FS Worker – Name \_\_\_\_\_  
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 FS Worker – Name \_\_\_\_\_  
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**Classroom Paraprofessionals**

Name \_\_\_\_\_  
 Name \_\_\_\_\_  
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**Instructional Personnel**

Name \_\_\_\_\_  
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 Name \_\_\_\_\_

**Itinerant Personnel/ Other Personnel: List Title(s)**

Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_  
 Name \_\_\_\_\_

**DRUG/ALCOHOL, ACCIDENT, AND VIOLENCE PREVENTION AND INTERVENTION PROGRAMS**

The district-wide expectation is for work locations to develop and implement promising prevention and intervention programs that effectively prevent drug/alcohol use, accidents and violence in the learning environment. These programs recognize that safety, drug/alcohol use and violence prevention are complex issues that require multifaceted responses. At SCHOOL NAME, the following drug/alcohol, accident and violence prevention and intervention programs are in place:

| <b>PROGRAM NAME</b>             | <b>PURPOSE</b>                      | <b>CONTACT PERSON</b> | <b>PHONE NUMBER</b> |
|---------------------------------|-------------------------------------|-----------------------|---------------------|
| <b>Sample:<br/>SAFE Program</b> | <b>Drug/ Alcohol<br/>Prevention</b> | <b>John Jones</b>     | <b>407-300-3000</b> |
|                                 |                                     |                       |                     |
|                                 |                                     |                       |                     |
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**ADMINISTRATIVE/STAFF SUPERVISION PLAN**

**SCHOOL: SCHOOL NAME**

The expectation is that students will be supervised in accordance with the school’s supervision plan during a reasonable time before and after school. Florida Statutes define “reasonable time” as 30 minutes before or after students are on the premises for attendance at school or for authorized participation in a school-sponsored activity, and only when on the premises.

The supervision plan for administration and staff at SCHOOL NAME is as follows:

| <b>Staff Member</b>            | <b>Arrival</b>  | <b>Dismissal</b> | <b>Class Change</b> | <b>Lunch</b>     |
|--------------------------------|-----------------|------------------|---------------------|------------------|
| <b>Sample:<br/>Rick Ranger</b> | <b>Bus Loop</b> | <b>Bus Loop</b>  | <b>Courtyard</b>    | <b>Cafeteria</b> |
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| <b>Staff Member</b> | <b>Arrival</b> | <b>Dismissal</b> | <b>Class Change</b> | <b>Lunch</b> |
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[Insert map of supervision stations, if desired.]

**Nassau County School District**

**SCHOOL NAME Crisis Management Team (CMT) Personnel  
Certifications, Training, Assignments, and Contact Numbers**

Each school shall have a Crisis Management Team pre-identified to manage emergencies that might occur within the learning environment. Nassau County School District Emergency Planning is based on the Incident Command System doctrine. Within the doctrine, police/fire emergency representatives assume control of the emergency once they arrive on site. However, the senior NCS D administrator on site will most likely manage the emergency for the first few minutes – until police/fire emergency personnel arrive on site.

In light of the reality that the senior administrator and the school CMT will need to initially manage the emergency information, the makeup of the SCHOOL NAME’s CMT is as follows.

Indicated below are our School’s / Site’s CMT members, their applicable CMT assignment, certifications and training assignments dates, and contact numbers.

| <b>NAME</b> | <b>CMT Assignment<br/>(Date Assigned to Position)</b> | <b>CMT Trained<br/>(YES/NO) &amp; Training Date</b> | <b>CPR / First Aid Trained<br/>(YES/NO) &amp; Date</b> | <b>Contact Numbers<br/>(H)-Home<br/>(C)-Cellular</b> | <b>Assigned a School Radio<br/>Yes/No</b>                   |
|-------------|---|---|--|--|---|
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                 | TRAINED Y/N<br>DATE                                    | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                 | TRAINED Y/N<br>DATE                                    | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                 | TRAINED Y/N<br>DATE                                    | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                 | TRAINED Y/N<br>DATE                                    | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |

| <b>NAME</b> | <b>CMT Assignment<br/>(Date Assigned to Position)</b> | <b>CMT Trained<br/>(YES/NO) &amp; Training<br/>Date</b> | <b>CPR / First Aid<br/>Trained<br/>(YES/NO) &amp;<br/>Date)</b> | <b>Contact Numbers<br/>(H)-Home<br/>(C)-Cellular</b> | <b>Assigned a<br/>School<br/>Radio<br/>Yes/No</b>           |
|-------------|---|---|---|--|---|
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| NAME        | Position<br>Date Assigned                             | TRAINED Y/N<br>DATE                                     | TRAINED Y/N<br>DATE   | Home<br>Cellular<br>Pager                            | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |

| NAME | CMT Assignment<br>(Date Assigned to Position) | CMT Trained<br>(YES/NO) & Training Date | CPR / First Aid Trained<br>(YES/NO) & Date | Contact Numbers<br>(H)-Home<br>(C)-Cellular | Assigned a School Radio<br>Yes/No                           |
|------|---|---|--|---|---|
| NAME | Position<br>Date Assigned                     | TRAINED Y/N<br>DATE                     | TRAINED Y/N<br>DATE                        | Home<br>Cellular<br>Pager                   | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |

**Nassau County School District**  
**SCHOOL NAME**  
**Crisis Management Team Personnel**  
**Emergency Response Assignments**  
**20\_\_-20\_\_**

Each site administrator shall assign/designate at least one primary and one alternate staff member from among the Crisis Management Team (CMT) for each Emergency Response position listed below. Ensure that all CMT members are familiar with ALL Emergency Response positions and responsibilities, but extremely familiar with the position to which they are assigned.

|   |                  |      |
|---|------------------|------|
| <p><b>On-Scene Command Liaison</b> (Coordinates with Fire/Police Emergency Personnel)</p> <ul style="list-style-type: none"> <li>• Serves as senior person directly working with fire/police officials</li> <li>• Communicates with and directs ERT</li> </ul>  | <b>Primary</b>   | Name |
|   | <b>Alternate</b> | Name |
| <p><b>Perimeter Contact Team Leader</b></p> <ul style="list-style-type: none"> <li>• Cover main entrances to school</li> <li>• Keep lanes open for emergency vehicles</li> <li>• Limit traffic on campus</li> <li>• Direct news media to designated area</li> <li>• Direct parents to designated area</li> </ul>  | <b>Primary</b>   | Name |
|   | <b>Alternate</b> | Name |
| <p><b>Student Evacuation Team Leader</b></p> <ul style="list-style-type: none"> <li>• Supervise the student evacuation site</li> <li>• Gather names of students accounted for during the emergency</li> <li>• Coordinate with parent contact team</li> <li>• Maintain accountability record for students and staff</li> </ul> <p><i><b>Note: Do not locate the evacuation site near areas designated for parents or media</b></i></p> | <b>Primary</b>   | Name |
|   | <b>Alternate</b> | Name |
| <p><b>Parent Reception Team Leader</b></p> <ul style="list-style-type: none"> <li>• Meet parents in designated area away from the emergency</li> <li>• Share as much information as possible</li> <li>• Coordinate with Student Evacuation Team</li> <li>• Arrange to have students signed out when fire/police officials indicate it is safe to do so</li> </ul>   | <b>Primary</b>   | Name |
|   | <b>Alternate</b> | Name |

|  |                  |      |
|--|------------------|------|
| <p><b>Transportation Contact Team Leader</b></p> <ul style="list-style-type: none"> <li>• Maintain contact with Transportation</li> <li>• Meet buses at designated area</li> <li>• Assist with relocation of students to the evacuation site</li> </ul> <p><i>Note: Expect a transportation manager to be on scene as soon as the situation allows.<br/>Depending on the emergency, student pick up points may change.</i></p>   |                  |      |
|  | <b>Primary</b>   | Name |
|  | <b>Alternate</b> | Name |
| <p><b>Media Reception Team Leader</b></p> <ul style="list-style-type: none"> <li>• Hold media representative in designated areas – preferably off campus</li> <li>• Avoid making speculations or generalizations regarding what happened</li> <li>• Keep senior administrator informed on what media is on site</li> <li>• Remain courteous but firm with media</li> <li>• Remember fire/police officials are in charge</li> <li>• Defer to the district administrator responsible with media relations</li> </ul> <p><i>Note: As the situation allows, law enforcement will assist in controlling the media. The district Public Information Officer will assist once the district is notified. The Executive Administrator of Administrative Services functions as our media spokesperson (PIO).</i></p> |                  |      |
|  | <b>Primary</b>   | Name |
|  | <b>Alternate</b> | Name |
| <p><b>Search Team Leader</b></p> <ul style="list-style-type: none"> <li>• Assist fire/law enforcement officials as requested</li> <li>• Keep senior administrator informed</li> <li>• Remember fire/police officials control the scene</li> </ul>  |                  |      |
|  | <b>Primary</b>   | Name |
|  | <b>Alternate</b> |      |
| <p><b>School Nurse or Medical Person (if available)</b></p> <ul style="list-style-type: none"> <li>• Assist in the medical treatment of victims</li> </ul>   |                  |      |
|  | <b>Primary</b>   | Name |
|  | <b>Alternate</b> | Name |
| <p><b>Logistics Team Leader</b></p> <ul style="list-style-type: none"> <li>• Make arrangements for food and water to be provided for staff and students as needed</li> </ul>   |                  |      |
|  | <b>Primary</b>   | Name |



|  |                  |             |
|--|------------------|-------------|
| <ul style="list-style-type: none"> <li>• Arrange for other supplies as needed</li> </ul>   |                  |             |
|  | <b>Alternate</b> | <b>Name</b> |
| <b>Planning and Intelligence Team Leader</b> <ul style="list-style-type: none"> <li>• Document the event and response actions</li> <li>• Assist with planning for possible further action</li> </ul>   | <b>Primary</b>   | <b>Name</b> |
|  | <b>Alternate</b> | <b>Name</b> |
| <b>Counseling Team Leader</b> <ul style="list-style-type: none"> <li>• Serve as liaison to the District Crisis Response Team for arranging counseling services</li> <li>• Contact and organize community counseling services for short-term and long-term needs</li> <li>• Serve as point of contact for requests for counseling services from students, staff, and parents</li> </ul> | <b>Primary</b>   | <b>Name</b> |
|  | <b>Alternate</b> | <b>Name</b> |
| <b>Facilities Team Leader</b> <ul style="list-style-type: none"> <li>• Be familiar with the school floor plan</li> <li>• Be able to share needed information regarding the facility with emergency responders</li> <li>• Know locations of and how to turn off utilities on campus</li> <li>• Be available to provide access where needed</li> </ul>                                   | <b>Primary</b>   | <b>Name</b> |
|  | <b>Alternate</b> | <b>Name</b> |

[INSERT SCHOOL-SPECIFIC EMERGENCY RESPONSE INFORMATION. Refer to general procedures that are given in the Emergency Procedure Quick Reference Guide and add any school-specific information regarding any of the situations. Concentrate on those crises that are considered higher risk for this campus. Include fire alarm information, drill information, lockdown procedure, shelter-in-place procedure, response to after-school situations, response to off-campus situations that may have impact on the school.]

Nassau County School District

SCHOOL NAME On-Campus Evacuation Plan

DATE

Primary Location: Below listed sites should be located at least 300' from the school facility, to include portable classrooms. Distinct areas should be designated for each function.

Table with 3 columns: Site Name, Location, Phone # if Applicable. Rows include On-Scene Command Post, Student Evacuation Site, Media Containment Site, Parent / Reunification Site, Medical Staging Site, and Bus Dismissal Site.

Alternate Site: In the event the primary evacuation areas identified above cannot be used, alternate locations must be pre-identified. The alternate locations can be on the same campus, however, where possible, should be located at least 300' from any school facility, to include portable classrooms, if a suspected device/unusual object is identified or located within the school facility. Distinct areas should be designated for each function

Table with 3 columns: Site Name, Location, Phone # if Applicable. Rows include On-Scene Command Post, Student Evacuation Site, Media Containment Site, Parent / Reception Site, Medical Staging Site, and Bus Dismissal Site.

EVACUATION PROCEDURES

[Please include detailed plans to address the following questions regarding your school's evacuation procedures:

- How are staff and students notified of evacuation?
Who else will be notified in the event of an on-campus evacuation?
What should teachers do/bring in the event of an evacuation? What about students' medication?
How will students get to the evacuation location?
How should classes or students organize at the evacuation location?
What should individual students do if they are separated from their group?
How should teachers account for students upon arrival at the location? Who should be notified that students are accounted for?
What will be done if students or staff are missing?
How will teachers and students be notified to return to class (if possible)?

If students are not able to return to class prior to school dismissal, what procedures will be used to dismiss students from the evacuation location?

How will parents be notified of the alternate dismissal location?

What will be done if the situation is not resolved before school dismissal time?

How will special needs students be assisted during the evacuation?]

[INSERT SCHOOL MAP SHOWING EVACUATION ROUTES, UTILITY SHUT-OFFS, PRIMARY AND ALTERNATE EVACUATION LOCATIONS, AND DESIGNATED FUNCTION LOCATIONS.]

**Nassau County School District**

**SCHOOL NAME OFF - Campus Evacuation Plan**

**DATE**

**Primary Location:** You may wish to consider another school site in close proximity. **Distinct areas should be designated for each function.**

|  |          |                       |
|--|----------|-----------------------|
| On-Scene Command Post                            | Location | Phone # if Applicable |
| Student Evacuation Site                          | Location | Phone # if Applicable |
| Media Containment Site                           | Location | Phone # if Applicable |
| Parent/Reception Site                            | Location | Phone # if Applicable |
| Medical Staging Site                             | Location | Phone # if Applicable |
| Safe Route to Evacuation Area                    | Location | Phone # if Applicable |
| Bus Dismissal Site & Safe Route to Bus Dismissal | Location | Phone # if Applicable |

**Alternate Site:** This selection must be a NON-School site. **Distinct areas should be designated for each function.**

|   |          |                       |
|---|----------|-----------------------|
| Student Evacuation Site                               | Location | Phone # if Applicable |
| Media Containment Site                                | Location | Phone # if Applicable |
| Parent/Reception Site                                 | Location | Phone # if Applicable |
| Medical Staging Site                                  | Location | Phone # if Applicable |
| Safe Route to Evacuation Area                         | Location | Phone # if Applicable |
| Bus Dismissal Site & Safe Route to Bus Dismissal Site | Location | Phone # if Applicable |

**EVACUATION PROCEDURES**

[Please include detailed plans to address the following questions regarding your school’s evacuation procedures:

- How are staff and students notified of evacuation?
- Who else will be notified in the event of an on-campus evacuation?
- What should teachers do/bring in the event of an evacuation? What about students’ medication?
- How will students get to the evacuation location?
- How should classes or students organize at the evacuation location?
- What should individual students do if they are separated from their group?
- How should teachers account for students upon arrival at the location? Who should be notified that students are accounted for?
- What will be done if students or staff are missing?
- How will teachers and students be notified to return to class (if possible)?
- If students are not able to return to class prior to school dismissal, what procedures will be used to dismiss students from the evacuation location?
- How will parents be notified of the alternate dismissal location?
- What will be done if the situation is not resolved before school dismissal time?
- How will special needs students be assisted during the evacuation?]

[INSERT MAP SHOWING EVACUATION ROUTE(S) TO OFF-CAMPUS EVACUATION LOCATION(S)  
AND DESIGNATED FUNCTION LOCATIONS AT THE SITE]

## SCHOOL NAME CRISIS MANAGEMENT KIT

Our school / site's Crisis Management Kit is easily accessible and located **In the front office or other designated and widely known location**. Furthermore, it is portable — can be taken to the on-scene command post at either an on or off campus location. The kit contains the following identified items. (Please check all that apply)

|   |  |
|---|--|
| <input type="checkbox"/>                                  | 5 current copies of this Safe School/Crisis Management Plan including list of assigned CMT members/duties and all staff trained in CPR and/or first aid, the school/site map (inclusive with electrical, water, and gas shut off locations and evacuation routes), and On and Off-Campus Evacuation Plans including route maps |
| <input type="checkbox"/>                                  | Complete set of keys to the entire facility  |
| <input type="checkbox"/>                                  | Student Roster   |
| <input type="checkbox"/>                                  | Master Schedule  |
| <input type="checkbox"/>                                  | Student Medication List  |
| <input type="checkbox"/>                                  | Emergency Medical Cards  |
| <input type="checkbox"/>                                  | Portable "medical needs" kit   |
| <input type="checkbox"/>                                  | 10 reflective vests  |
| <input type="checkbox"/>                                  | Bull horn with charged batteries   |
| <input type="checkbox"/>                                  | Names of students with special needs (and what the special needs are)  |
| <input type="checkbox"/>                                  | Local street and zone maps   |
| <input type="checkbox"/>                                  | 10 legal pads  |
| <input type="checkbox"/>                                  | 15 ball point pens   |
| <input type="checkbox"/>                                  | 1000 + peel off white stickers (for student / faculty ID /community resource people use)   |
| <input type="checkbox"/>                                  | School / site walkie-talkies   |
| <input type="checkbox"/>                                  | Plastic red / yellow tape on a roll — 50-100 feet for cordoning a specific area  |
| <b>THE FOLLOWING ITEMS ARE RECOMMENDED – BUT OPTIONAL</b> |  |
| <input type="checkbox"/>                                  | AM/FM portable radio and/or weather alert radio  |
| <input type="checkbox"/>                                  | List of local hospitals for medical emergencies (INCLUDE NAMES AND PHONE NUMBERS)  |
| <input type="checkbox"/>                                  | Local phone book   |
| <input type="checkbox"/>                                  | List of staff cell phone numbers   |
| <input type="checkbox"/>                                  | 2-5 clipboards   |
| <input type="checkbox"/>                                  | 10 flashlights and batteries   |
| <input type="checkbox"/>                                  | Any others determined by the school/site staff/administration.   |

**The above items are in **describe container and location**.**

**It is the responsibility of **responsible staff member** to review the above items during the first week of each school year and report to the principal upon its completion.**



Nassau County School District

**SCHOOL / SITE PORTABLE “MEDICAL NEEDS” KIT**

Our school / site’s Portable Medical Needs Kit is readily accessible in **In the Nurse's office or other designated and widely known location** and will be taken to the on-scene medical treatment area — at either an on or off campus location. The kit contains, **as a minimum**, the following items.

- |  |  |
|--|--|
|  | Four blankets (or small thermal blankets)                      |
|  | Small bottle of sterile water / saline                         |
|  | Antiseptic wipes   |
|  | Bottle of water less hand cleaning gel                         |
|  | 12 oz. Bottle of alcohol                                       |
|  | Band-aids  |
|  | Gauze  |
|  | Adhesive tape  |
|  | Scissors   |
|  | Tweezers   |
|  | Instant ice pack   |
|  | ABD-size sterile pad   |
|  | Disposable gloves  |
|  | CPR micro shield   |
|  | Penlight   |
|  | Any others determined by the school/site staff/administration. |

**The above items are in **describe container and location**.**

**It is the responsibility of **responsible staff member** to review the above items during the first week of each school year and report to the principal upon its completion.**

**Nassau County School District**

**SCHOOL / SITE TEACHER "GO BAG"**

Each classroom teacher will have the following items ready to take in the event of an evacuation.

- |  |  |
|--|--|
|  | Class roster(s)                                      |
|  | Emergency Procedures Quick Reference Guide           |
|  | Two-way radio, if available                          |
|  | Any other items determined by school administration. |

**It is the responsibility of each teacher to assemble the above items during the first week of each school term and maintain updated student rosters when changes take place.**

[INSERT EMERGENCY RESPONSE PROCEDURES FOR  
SPECIAL NEEDS STUDENTS THAT ATTEND THIS SCHOOL.]

[INSERT EMERGENCY RESPONSE PROCEDURE FOR PARENTS, INCLUDING REUNIFICATION PROCESS.]

THIS SHOULD BE SUITABLE TO SEND HOME TO PARENTS.]

[INSERT SCHOOL-SPECIFIC PROCEDURE FOR INCIDENTS THAT OCCUR AFTER SCHOOL HOURS ON CAMPUS, OFF CAMPUS EVENTS SUCH AS FIELD TRIPS, AND OFF CAMPUS INCIDENTS THAT MAY HAVE AN IMPACT ON THE SCHOOL.]



# The Nassau County School District

## Evaluation of Crisis Management Team Intervention

The Crisis Management Team seeks your input to help us assess the effectiveness of the intervention during the recent crisis at your school. We would appreciate your taking a few minutes of your time to complete this form as soon as possible and return it to the Crisis Management Team Chair.

Please indicate with an "X" the response which most closely reflects your evaluation of the following:

- 1. Speed of Crisis Management Team's response to the crisis:  very delayed       adequate       very timely
- 2. Comprehensiveness of Crisis Management Team's response:  very limited       adequate       exceptional
- 3. Effectiveness of team's responses in meeting students' needs:  not helpful       adequate       very helpful
- 4. Assistance to teachers in the classroom:  not supportive       adequate       very supportive
- 5. Quality of communication with the school faculty and staff:  not informative       adequate       very explanatory
- 6. Support and guidance to individual teachers and staff:  ineffective       adequate       very empathetic
- 7. Assistance to the administrative staff:  limited       adequate       comprehensive
- 8. Amount of time allocated for intervention:  insufficient       adequate       very sufficient
- 9. Support to families in need:  lacking       adequate       outstanding
- 10. Communication of information to parents:  minimal       adequate       thorough

Please circle the words that best describe the students reactions to the Crisis Management Team's intervention:

- Satisfied
- Positive
- Negative
- Angry
- Ambivalent
- Receptive
- Grateful
- Hostile
- Relieved
- Apathetic

Please describe any significant reactions the students had to the intervention which should be considered in future interventions.

Please comment on any aspects of the intervention you found particularly helpful or areas which you think should be modified.

Name (Optional): \_\_\_\_\_ PLEASE RETURN TO \_\_\_\_\_ THANKS!



# ***Nassau County School District***

## **Crisis Management Team Report to Superintendent**

Due within 5 days of incident - Attach additional information, documentation, and/or list of students directly involved in the incident including their grade levels and parents' names, addresses, and phone numbers as needed or applicable.

**SCHOOL** \_\_\_\_\_ **Date of Report** \_\_\_\_\_

**INCIDENT** Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

Description of Incident:

**IMMEDIATE ACTIONS** by Crisis Management Team:

**DESCRIBE ASSISTANCE PROVIDED BY EMERGENCY RESPONDERS:**

**DESCRIBE ASSISTANCE PROVIDED BY OTHER COMMUNITY AGENCIES/ORGANIZATIONS:**

**FOLLOW-UP** which has occurred or is occurring:

With students:

With faculty/staff:

With parent(s)/guardian(s) of student(s) involved:

With community:

**RECOMMENDATIONS** to improve response to future incidents:

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

# UNIFORM RADIO CHANNELS



## Nassau County School District

### UNIFORM RADIO CHANNELS

The Nassau County School District has established the following uniform channels for hand-held radio communication within the district. These channels are uniformly programmed to frequencies assigned by the FCC.

Use of these channels facilitates and ensures the ability for school and district radios to be set on consistent channels district-wide in normal, every-day communication as well as in emergency situations. District-level administrators have radios programmed to the same frequencies/channels and can communicate with school personnel within the geographic area covered by the radios.

Each school level is designated a minimum of 2 channels. It is suggested that one channel be used for general communication and one channel be used for communication with custodians.

When using channels 1 and 10, the “talk around” channels, be aware that other schools’ personnel who may be tuned in to channel 1 or 10 could pick up that conversation if the schools are in close proximity. However, the frequencies assigned to the Nassau County School District by the FCC are unique to the school district radios and are NOT available to other entities outside the district. Other entities are not permitted to use the NCSB frequencies.

It is recommended that adjacent schools test their ability to communicate between schools, in case the need arises.

|             |  |
|-------------|--|
| Channel 1:  | Talk-around channel (can be used as a second frequency for any school when needed for a more private conversation, etc.) |
| Channel 2:  | High Schools   |
| Channel 3:  | Middle Schools   |
| Channel 4:  | Elementary Schools   |
| Channel 5:  | Primary Schools  |
| Channel 6:  | High Schools   |
| Channel 7:  | Middle Schools   |
| Channel 8:  | Elementary Schools   |
| Channel 9:  | Primary Schools  |
| Channel 10: | Talk-around channel  |

Hilliard Middle-Senior HS can use any HS/ MS channels as needed.

Bryceville and Hilliard Elementary Schools can use any elementary/primary school channels as needed.

**PROCEDURES FOR  
MANAGING  
OUT-OF-SCHOOL  
INCIDENTS THAT  
AFFECT THE SCHOOL  
COMMUNITY**

# STEPS TO FOLLOW IMMEDIATELY UPON NOTIFICATION OF A CRISIS SITUATION INVOLVING A STUDENT OR STUDENT'S FAMILY OUTSIDE OF SCHOOL

## VERIFICATION OF THE INCIDENT

The school administrator or designee should implement the following procedures when the school is notified of a near death or fatal crisis situation:

Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.

Tell office staff members **NOT** to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise. In schools using students for office help, it may be useful to request that only adults answer the school telephone for the remainder of the day.

In case of reporting student death, verify the reported incident by calling the police liaison or coroner. **DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.**

## FOLLOWING VERIFICATION OF THE INCIDENT

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with #3. Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (#2) the following school day.

The following actions are listed in a priority order. In actuality, several things will happen simultaneously. It is critical; however, that numbers 1-10 occurs BEFORE THE PUBLIC ANNOUNCEMENT (#11) IS MADE.

Once verification of a crisis has occurred, the administrator and/or crisis response team designee(s) must attend to the following:

1. Notify the superintendent or other appropriate district administrator of the event. Have that person notify the media liaison if necessary.
2. Convene the Crisis Management Team. Do not unnecessarily alarm others - use a coded message developed for these situations (e.g., "CMT members, please report to room 5," or "A CMT meeting will convene in room 5 in 10 minutes.")
3. Have an administrative assistant or other designee notify the school's social worker, psychologist, and/or counselors. If the affected student was in a special education or other special program, notify the appropriate program coordinator.
4. Assign Crisis Response Team members in the building to locate, gather, and inform closest friends of the injured/deceased and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parents or guardian consent, have these absent students transported to the school if practical and appropriate.
5. Prepare a formal statement for initial announcement to the entire school, if appropriate. Include minimum details and note additional information will be forthcoming. Also prepare statements for telephone inquiries.
6. Decide on a time for an emergency staff meeting and announce it over the public address system. Invite designated outside professionals. A format for the staff meeting is at the end of this procedure.
7. Identify students, staff, and parents likely to be most affected by the news (e.g., due to their relationship to the injured/deceased, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected students). These persons are targeted for additional support.
8. Determine if additional district/community resources are needed—or are needed to "STAND-BY" – to effectively manage the crisis, and notify them if appropriate.
9. Assign team members in the building to:
  - Provide grief support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep list of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
  - Review and distribute guidelines to help teachers with classroom discussion.

- Stand in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
- Distribute the developed list of community resources to all classes.
- Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student's class schedule for the remainder of the day if that will be helpful to teachers in those classes.
- Station staff/student support members as planned prior to making the announcement.
- Announce the crisis over the public address system or by delivering a typed statement to every classroom before the end of the period. Include location of in-building support.

## **THE STAFF MEETING**

The school administrator and designated staff or community members must do the following at the first staff meeting during a school crisis:

1. Pass around a photograph of the injured/deceased student to familiarize staff with the student.
2. Review the facts of the crisis and dispel rumors.
3. Help staff members process their responses to the situation.
4. Describe the feeling that students may experience and suggest how teachers might handle specific situations.
5. Provide guidelines for helping students who are upset.
6. Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.

7. Encourage staff to dispel rumors whenever possible and discourage any “glorification” of the event (especially in suicidal death).

***Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following Monday morning.***

## GENERAL CRISIS INTERVENTION CHECKLIST

Upon notification of an off-campus crisis such as a student death has taken place, the following steps can be taken to intervene, carry out postvention, and follow up on the situation.

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

# INTERVENTION ACTIVITY PLAN

School \_\_\_\_\_ Date/Time Response Initiated \_\_\_\_\_

Description of Incident \_\_\_\_\_

Crisis Response Team Members (List those present): \_\_\_\_\_

**First Hour Response:**

| <u>Task</u>  | <u>Who</u> | <u>Completed</u> | <u>Notes</u> |
|--|------------|------------------|--------------|
| Verify/gather additional information:              | _____      | yes no           |              |
| Notify other Team Members:                         | _____      | yes no           |              |
| Notify police/emergency services:                  | _____      | yes no           |              |
| Notify Superintendent/designee:                    | _____      | yes no           |              |
| Identify most affected student/staff:              | _____      | yes no           |              |
| Identify space(s) for crisis management activities | _____      | yes no           |              |
| Prepare public announcement(s):                    | _____      | yes no           |              |
| Inform faculty/staff:                              | _____      | yes no           |              |
| Alter bell/schedule:                               | _____      | yes no           |              |
| Inform students, as appropriate:                   | _____      | yes no           |              |
| Which Students?                                    | _____      |                  |              |
| Method:  | _____      |                  |              |
| Establish day 1 crisis support:                    | _____      | yes no           |              |
| Notify Parents:                                    | _____      | yes no           |              |
| Which Parents?                                     | _____      | yes no           |              |
| Schedule faculty meeting(s):                       | _____      | yes no           |              |
| Conduct Day 1 debriefing:                          | _____      | yes no           |              |
| Plan for Day 2:                                    | _____      | yes no           |              |



## Crisis Requiring Limited School Involvement

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

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

The following pages describe effective responses in situations requiring limited school involvement if the crisis occurs during the summer or school year.

## Crisis Occurring During Summer or Holiday

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

1. Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the crisis. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified in #2 and recommend community resources for support.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule faculty meeting for an update before students return to school.

### **ALERT**

Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Crises that occur during vacation or when students are off-track require fewer responses from the school. Use the following checklist to ensure no steps are forgotten.

## Summer/Holiday Crisis Intervention Checklist

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

## Post-Incident Debriefing

Post-incident debriefing is a process that reviews the operations at the incident and how they may be improved. Benefits of post-incident debriefing include the following:

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

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

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

## Postvention

Postvention is supportive activity for adults and youth following a crisis. Such activities include debriefing sessions for those involved in the crisis and educational and support groups. The following is important to consider or keep in mind:

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

Group meetings for bereaved students have often evolved from initial sessions and may be necessary for some students to recover.

Some mental health centers have sent professionals to schools for designated periods of time to conduct sessions with students identifies as having particular difficulty. Such sessions are voluntary and require parent permission.

Arrange crisis debriefing for those persons involved in the management of the crisis. These can take the form of one or two group sessions where both crisis management and personal stress are discussed. Community mental health personnel can assist in this activity.

The school need to follow up specifically on faculty or school staff directly involved in the crisis – these might be custodians, cafeteria personnel, secretaries, bus drivers, teachers, counselors, or administrators. All need to be involved in a relatively intense “debriefing session” if they were directly involved.

“School administrators must take a long-term view of dealing with crisis symptoms associated with a trauma since they may not appear for weeks or months after the incident.”

School Crisis Prevention and Response, National School Safety Center Response Paper

## Follow-up to Crisis Situations

The following information may be useful in the days and weeks following a crisis. Longer term follow-up procedures are also listed.

### **The Day After: Workday Two of Crisis Management**

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

### **Long-Term Follow-up and Evaluation**

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

## Checklist for Follow-Up

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

# **SAMPLE STATEMENTS AND COMMUNICATIONS**

# Initial Announcement of a Death

TO:

FROM:

“We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that \_\_\_\_\_ has died/has been in a serious accident. As soon as we have information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.”

“As soon as we know the family’s/families’ wishes regarding \_\_\_\_\_, we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules.”

# Sample Letter to Parents

## Bus Accident

Dear Parents,

This morning, prior to school, there was an accident involving a school bus and an automobile. There were known injuries to the passengers of the car. The children on Bus # \_\_\_\_\_ witnessed the aftermath of the accident, but were not involved in it.

The children from the bus involved in the accident were taken to the library by the guidance counselors and administration. The children were asked if they were injured in any way and their parents were then contacted. Your child, because of being on bus # \_\_\_\_\_ may show delayed reaction to the accident. Please be alert over the next several days to symptoms of delayed reaction, including:

- A desire to be alone, unusually quiet
- Loss of appetite
- Problems with sleeping, nightmares
- Difficult with concentration
- Crying
- Angry outburst, short temper
- Headaches, upset stomach
- Depressed, sad

Your child may also exhibit some physical complaints. Please contact (principal's name) to fill out an accident report. The school will be offered support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please don't hesitate to call if you have any questions or concern. (Give school phone number.)

Sincerely,  
Principal of School



## Unexpected Death - Elementary

Dear Parents,

Yesterday, we learned that one of our first graders, \_\_\_\_\_, died while in the hospital. \_\_\_\_\_ had his tonsils removed over the past weekend. Complications set in after his parents took him and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about \_\_\_\_\_ to his/her class. We discussed what happened and how \_\_\_\_\_ died. We also stressed that many people have their tonsils taken out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student that may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. \_\_\_\_\_'s death is particularly difficult due to his young age and its unexpectedness. The fact that \_\_\_\_\_ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend you take some time to discuss \_\_\_\_\_'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing the news. We are enclosing a list of suggestions to help you talk with your child about \_\_\_\_\_'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the \_\_\_\_\_ family and to all their friends. We at the school will miss \_\_\_\_\_ very much. He was our friend and we loved him.

Sincerely,  
School Principal

# Student Suicide

*To be read to the students by a classroom teacher.*

TO: School Faculty  
FROM: Principal  
SUBJECT: Crisis  
DATE:

This morning we heard the extremely sad news that John Doe committed suicide early Saturday morning. As a faculty we extend our sympathy to John's family and friends.

We encourage all students to consider the tragic nature of this death and to realize that death is final. John's death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.

Funeral services for John will be held in \_\_\_\_\_ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address).

## Suicide Prevention

Dear (Parent/Guardian)

After our recent conference, I want you to know that I am very concerned for your child's welfare. The implied or actual threats by your child to harm himself/herself are indicators of possible serious problems.

Because of my concern, I again want to recommend strongly that you seek immediate professional treatment for your child. If you would like help in locating community mental health services for you and your child, please call (school contact person) at (phone number).

Student Services personnel will continue to be available to provide follow-up counseling for your child while he/she is under professional treatment. There is a possibility that your child may not be able to fully participate in his/her classes while he/she may be still be experiencing the pressures that might have influenced self-destructive behavior. I urge you to take action immediately and hope the action you choose will result in a speedy adjustment for your child.

If I can be of any further assistance, please telephone me at (school's phone).

Sincerely,  
Principal's name

## Student Death from Accident or Illness of Which Students May be Aware

As many of you are aware, we were sorry to hear that \_\_\_\_\_, a student in the \_\_\_\_\_ grade of our school, died on \_\_\_\_\_ from injuries in a car crash. The funeral arrangements have not been completed. As soon as we learn of funeral plans, we will announce them. Those of you who want to discuss your feelings about \_\_\_\_\_'s death should obtain a pass from your teacher and go to the library. Counselors will be available throughout the school day. Let us have a moment of silence.....Thank you for your cooperation today.

### In Classroom: (Individual Loss)

Johnny will not be in school today. His mother was killed in an automobile crash last night. Her car was struck by a truck on I-95. Johnny will be very sad for a long time. Perhaps we can discuss some ways Johnny might be feeling and how we can all help him.

### In Classroom: (School-wide Loss)

We have something very sad to tell you today. Johnny was driving home in the rain last night. his car swerved into an oncoming lane, was struck by a car and went off the road. Johnny died in the crash. It was sudden, he did not suffer.

(Remain silent a moment or two to allow information to be realized.)

I know this is very shocking to all of us and we have planned several things to help you.

### Classroom or School-wide Loss

*To be read to the students by a classroom teacher*

Our school has suffered a great, great loss. M\_\_\_\_\_, the science teacher, has been ill with cancer for many months now. We just received word that her suffering has come to an end and M\_\_\_\_\_ has died. We will be commemorating M\_\_\_\_\_’s contribution to our school community. At this time, I’d like each class to discuss the ways they would like to commemorate the life of M\_\_\_\_\_.

# Emergency Dismissal/Evacuation

## Parent Procedures for Picking up Children in a Crisis

In a letter to parents, sent home at the beginning of each year, the school should inform parents as to the proper procedures to follow in picking up a child/children in a crisis situation.

Among the types of information that might be contained in the letter are:

- Specifications indicating that school is one of the safest places students may be located during most crises or natural disasters.
- Instructions showing students will be kept at school until the crisis is determined to be over.
- Instructions emphasizing students will be released to parents who come get them, and that ID will be required to identify individuals picking up children.
- Instructions NOT to phone the school and tie-up the few telephone lines that will be needed for emergency use and not to call children in school by cell phone.
- Instructions emphasizing that when a person other than the parent comes to get a student, the building administrator will first check with student records for authorization; if there is any doubt that a parent does not want the student released, then the student will be kept at school.

# SEVERE WEATHER EMERGENCY PLAN TEMPLATE



# SEVERE WEATHER EMERGENCY PLAN



SCHOOL: \_\_\_\_\_

## A. Severe Weather Team

Coordinator \_\_\_\_\_

Assistant Coordinator(s) \_\_\_\_\_

Other Trained Staff \_\_\_\_\_

**B. Designated Tornado and High Wind Safety Zones:** For each area of the school, designate the safe shelter area. Each shelter area will be prominently marked as a shelter.

| Area of School | Safe Shelter Area |
|----------------|-------------------|
| _____          | _____             |
| _____          | _____             |
| _____          | _____             |
| _____          | _____             |
| _____          | _____             |
| _____          | _____             |
| _____          | _____             |
| _____          | _____             |

## C. Receiving Weather Information

Locations of NOAA Weather Radios: Give building/room number and name of individual (or position) monitoring the radio.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Alternative Methods of Receiving NWS warnings:

1. \_\_\_\_\_

2. \_\_\_\_\_

**D. Alerting Faculty and Students**

Faculty and students will be alerted when warnings and watches affect the school area by:

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Are there any remote areas of the school that will be notified in a different manner than above, and if so, how?

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If the electricity is off, what alternative means of alerting faculty and students will be used?

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Are there any handicapped students who will need special attention such as partners to assist them in moving to safe shelter? If so, describe.

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**E. Alerting Parents:** In the event of a tornado warning or weather emergency that will cause a delay in school dismissal, or if buses are held due to weather reasons, the school will use the parent notification system to broadcast an alert to the students' parents notifying them of the situation.

**F. SWEP Activation**

The Severe Weather Emergency Plan will be activated in the following conditions:

- 1. General Thunderstorm Threats Including Lightning:** When outdoor activities are held, the supervising staff member will check the daily weather forecast to see if thunderstorms are in the forecast. When outdoors, the supervising staff member will periodically scan the sky for signs of developing convection. If signs of convection are seen, students, faculty and spectators will be moved indoors. If thunder is heard and/or lightning is seen, outdoor activities will be delayed immediately and all students, faculty and spectators will be moved. In addition, the 30/30 Rule for Lightning Safety will be observed.
- 2. Severe Thunderstorm or Tornado Watch:** Outdoor activities will be postponed. Weather conditions will be monitored using spotters and NOAA Weather Radios/Alternative Methods. Portable buildings will be evacuated and students moved into safe areas. All faculty and students will be prepared to move if conditions deteriorate.
- 3. Severe Thunderstorm Warning:** All actions above, plus students will be moved away from windows and skylights that could be damaged by hail.
- 4. Tornado Warning:** The tornado alarm (short blasts of the intercom bell or alternate

means in case of power outage) will be sounded. All faculty and students will move to safe shelter areas and implement tornado protection procedures (drop and cover). Spotters will be assigned to monitor conditions and to continue to monitor NOAA Weather Radios/Alternative Methods.

5. **Sudden Unannounced Tornado:** If the classic “freight train” noise is heard, students and faculty will drop to the floor under desks and take the drop and cover position.
6. **Flooding:** If the school has areas that are vulnerable to or affected by flood waters, these areas will be avoided until the flood threat has ended. Alternative routes/activities will be announced via intercom or by alternate means in the case of power outage. In addition, the parent notification system and/or public media will be used to announce alternative routes/activities when needed.

**G. Return to Normal Activities**

When the weather condition/emergency has passed, students and teachers will be notified by the following means:

1. **General Thunderstorms/Lightning, Severe Thunderstorm/Tornado Watch, Severe Thunderstorms** – Same methods as listed above for alerting faculty and students.
2. **Tornado Warning** – A verbal “all clear” or one long blast of the intercom bell.

**H. Holding School Buses:** The School Principal/Designee will communicate with the Director of Transportation (904-225-0127) regarding holding buses if severe weather is approaching. If on a field trip, the bus driver will be asked to radio the Transportation Office for instructions.

**I. Excessive Heat:** Students will be kept out of the sun. Strenuous activities will be reduced or eliminated. Students will be encouraged to drink water and wear light-colored clothing.

**J. Extreme Cold:** The importance of proper clothing will be stressed to students. Outdoor activities will be rescheduled or postponed.

**K. Periodic Drills and Severe Weather Safety Instruction:** The school will comply with the district schedule for evacuation drills, including those for weather. Two tornado drills will be held per year including one during the statewide severe weather awareness month (February). Following each drill, the procedures used will be assessed to determine the effectiveness of the alert, the amount of time needed to move to safe shelter areas, and whether the safe shelter areas were able to accommodate all faculty and students.

**L. Daily Forecasts:** The daily NWS weather forecast will be disseminated to the school by the following means (list at least one).

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**M. Athletic and Other Outdoor Events:** The school will use, if available, a portable lightning detector during outdoor events. In addition, if available, the school will use a portable SAME Alert capable NWRAH receiver at events with a large number of participants/spectators present. If no lightning detector is available, athletic coaches, P.E. personnel, and/or other trained staff will periodically scan the sky for developing convection. The students, faculty, and spectators will be moved if signs of convection are seen or if thunder/lightning occur. The 30/30 Rule for Lightning Safety will be observed. In hot weather months, athletic coaches and P.E. personnel will observe the protocol for excessive heat.

**Outdoor Area**

**Safe Shelter Area**

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# INFORMATIONAL HANDOUTS AND FORMS

# COMMON REACTIONS TO GRIEF

## Elementary Schools

### I. Physical Reactions

- Headaches
- Complaints of visual or hearing problems
- Persistent itching and scratching
- Nausea
- Sleep disturbances, nightmares, night terrors
- Bowel/bladder irregularities

### II. Emotional/ Behavioral Reactions

- Inability to concentrate, drop in level of school achievement
- Irritability, disobedience
- Aggressive behavior
- Sadness over losses
- Regressive reactions (clinging, whimpering, thumb sucking)
- Resistance to going to school
- Guilt and responsibility felt for the event and their own actions
- Retells and replays the event
- Concerned about their own safety and others
- Unexplained fears
- Afraid of feelings (flat affect)
- Possessive of remaining parent if the other died

### III. Suggested Activities

- Reassure with realistic information
- Permit acting out the experience, acknowledge the normality of the feelings
- Temporarily lessen requirements for performance
- Encourage verbal expression of thoughts and feelings
- Provide opportunity for structured chores and responsibilities
- Encourage physical activity
- Encourage activities on behalf of the injured or deceased
- Recommendation to parent/guardian for medical evaluation of the child

# COMMON REACTIONS TO A CRISIS

## Secondary Schools

### I. Physical Reactions

- Headaches
- Vague complaints of pains
- Bowel/bladder irregularities
- Sleep disturbances
- Persistent itching or scratching
- Complaints of visual or hearing problems

### II. Emotional/ Behavioral Reactions

- Antisocial behavior
  - Aggression
  - Rebellion
  - Withdrawal
  - Attention seeking
  - Defiance
- Use of drugs, sexual acting out
- Increased risk taking
- Increased absenteeism
- Drop in the level of school performance
- Sadness, depression, anxiety
- Guilt about survival
- Self-consciousness about fears and sadness
- Hyper-aggressiveness
- Entering prematurely into adulthood
- Excessive need for adult's attention

# Stages of Grief

Expressions of grief differ with each individual. The behaviors are not necessarily in particular order, for individuals may flow back and forth between behaviors. How long a person grieves may vary from months to years

## SHOCK

- Appears inactive, numb
- Exhibits denial, disbelief
- Loses appetite
- Acts indifferent
- Responds by “clowning”
- Feels disorganized ( unable to concentrate)

## ANGER

- Resents others and self
- Exhibits uncooperative and rude behavior
- May lose control
- Impulsive behavior

## DEPRESSION

- Feels empty
- Lacks motivation
- Appears unhappy and cries excessively
- Yearns or searches for lost object or person
- Withdraws, is silent
- Displays an inability to concentrate
- Suffers a drop in grades, and an increase in absences

## FEAR

- Panics in the absence of parents
- Feels helpless
- Seeks attention
- Feels terror
- Fears something will happen to loved one or self
- Develops physical symptoms, sleep disturbances

## GUILT

- Blames self for loss
- Lowered self-esteem (i.e. talks obsessively about what he could have prevented)

## RECONCILIATION

- Comes to terms with loss and is able to cope
- Feels hopeful (i.e. future goals)
- Recognizes life and focuses on the present

| Stage  | Behavior  | Feelings  | Sensory  | Images   | Thinking  | Relationships  | Biological  |
|--|---|---|--|--|---|--|---|
| <b>Shock/<br/>Avoidance</b><br>(hours to a week)                               | <ul style="list-style-type: none"> <li>• crying</li> <li>• increased activity</li> <li>• decreased activity</li> </ul>  | <ul style="list-style-type: none"> <li>• overwhelmed</li> <li>• confused, dazed</li> <li>• disorganized</li> <li>• unreal</li> <li>• blunting (spaced out)</li> </ul>   | <ul style="list-style-type: none"> <li>• feeling of being outside the body</li> </ul>  | <ul style="list-style-type: none"> <li>• misperceiving the stimuli so to “see” the deceased</li> <li>• dreaming of the deceased</li> </ul> | <ul style="list-style-type: none"> <li>• “this could not have happened”</li> <li>• “why”</li> <li>• “what could I have done?”</li> <li>• poor concentration</li> </ul>  | <ul style="list-style-type: none"> <li>• huddling into groups</li> <li>• passive to others</li> <li>• comforting others</li> </ul>           | <ul style="list-style-type: none"> <li>• difficulty sleeping</li> </ul>                               |
| <b>Confronting the Reality</b><br>(angry sadness)                              | <ul style="list-style-type: none"> <li>• difficulty completing school work</li> <li>• difficulty paying attention in school</li> <li>• restless</li> <li>• taking on characteristics of the deceased</li> </ul> | <ul style="list-style-type: none"> <li>• sadness</li> <li>• anger</li> <li>• fear</li> <li>• anxiety (particularly in the morning)</li> <li>• guilt</li> <li>• frustration</li> <li>• irritability</li> <li>• yearning for the deceased</li> <li>• gut wrenching emptiness</li> <li>• relief</li> </ul> | <ul style="list-style-type: none"> <li>• fatigue</li> <li>• chest pains</li> <li>• nausea</li> <li>• feeling the presence of the deceased</li> <li>• tension</li> <li>• grief attack (like hit by a wave)</li> </ul> | <ul style="list-style-type: none"> <li>• misperceiving the stimuli so to “see” the deceased</li> <li>• dreaming of the deceased</li> </ul> | <ul style="list-style-type: none"> <li>• preoccupation with the deceased</li> <li>• “what did I do or didn’t do?” while person was alive</li> <li>• “why am I still alive?”</li> <li>• thoughts of harming self</li> <li>• “what else is going to happen?”</li> <li>• “am I going crazy?”</li> <li>• “will I always feel like this?”</li> </ul> | <ul style="list-style-type: none"> <li>• wanting to be with grievors</li> <li>• parents become impatient and scared</li> </ul>               | <ul style="list-style-type: none"> <li>• difficulty sleeping</li> <li>• change in appetite</li> </ul> |
| <b>Reestablishment</b><br>(loss is not forgotten, just put in a special place) | <ul style="list-style-type: none"> <li>• gets back into school work</li> <li>• returns to normal activities</li> </ul>  | <ul style="list-style-type: none"> <li>• initially some guilt about getting on with life</li> <li>• regular moods</li> <li>• occasional sadness</li> </ul>  | <ul style="list-style-type: none"> <li>• normal body sensations</li> <li>• return to normal energy levels</li> </ul>   | <ul style="list-style-type: none"> <li>• has positive image of the deceased</li> </ul>   | <ul style="list-style-type: none"> <li>• has positive thought of self</li> <li>• has positive or realistic thoughts about the deceased</li> </ul>   | <ul style="list-style-type: none"> <li>• reestablishing relationships with peers and parents</li> <li>• interest in new relations</li> </ul> | <ul style="list-style-type: none"> <li>• normal eating and sleeping</li> </ul>                        |

*Note: You do not go clearly or distinctly from one stage to another. Things become muddled between stages.*

# Developmental Understanding of Death

## Ages 3 – 5

Children from three to five tend to deny death as a regular and final process. They tend to associate death with sleep or a journey. The finality of death is not yet recognized

## Ages 5 – 9

Children from five to nine begin to understand the reality of death, yet have difficulty with the thought that they or those around them whom they love will die. In other words, they realize death exists, but they keep it distant from themselves.

## Ages 9 – 12

Children from nine to twelve, begin to realize the irreversible nature of death and view death as personal.

## Ages 12 – 18

Adolescents may take a “I dare it to happen to me” stance, which taken to an extreme means experimenting with dangerous situations. Since their focus is on living, they can have a great deal of anger about death. Adolescence is a time of heightened and intense emotion. Death and grief add to their emotionality.

When children do not deal with their feelings of grief, these fester within the individual and cause a great deal of pain and damage.

In looking back into the history of “difficult” children, we often find unresolved grief that has developed into inappropriate or “acting out” behaviors.

## WHEN A STUDENT DIES: Guidelines for a Classroom Discussion

1. Review the facts and dispel rumors.
2. Share your own reactions with the class and encourage students to express their reactions in a way appropriate for them, noting that people react in many ways and that is okay.

*Possible discussion question: What was it like for you when you first heard the news?*

3. Inform students of locations for grief support; reassure students that any adult in the building is available for support.

*Possible discussion question: How can you students help each other through this?*

4. Listen to what students have to say. It is important not to shut off discussion.
5. Talk with students about their concerns regarding “what to say” to other bereaved students and family of the deceased. If applicable, share information about the deceased’s culture (beliefs and ceremonies) which help students understand and respond comfortably to the affected family.

*Possible discussion question: If you were a member of (the student’s) family, what you think you would want at a time like this?*

6. If the student died of an illness and is appropriate to do so, discuss the illness of the child who died and any medical problems of others the child knows. If suicide occurs, discuss facts and myths about suicide.
7. Allow students to discuss other losses they have experienced. Help them understand this loss often brings up past losses; this is the normal occurrence.
8. Encourage students to discuss their feelings with their parents/families. Keep in mind a “regular” day may be too hard for grieving students. Offer choices of activities.



# POSSIBLE CLASSROOM ACTIVITIES AFTER A LOSS

## You are the Teacher, Not the Therapist

There is a big difference between being a therapist and being a therapeutic friend. A therapist is responsible for treatment, while a therapeutic friend, either a peer or an adult, offers support and friendship, and facilitates the involvement of a therapist, if appropriate. Listening, showing that you care, and assisting a person in getting appropriate help, are the most effective ways you can help students cope with crisis.

## Supporting Others

- Discussing and preparing for funeral (what to expect, people's reactions, what to do, what to say)
- Encouraging mutual support
- Discussing ways to cope with traumatic situations
- Discussing the stages of grief
- Encouraging students to keep a journal of events and their reactions, especially in an ongoing situation

## Honoring the Deceased

- Writing a eulogy
- Writing stories about the victim
- Placing a collection box in school for notes to the family
- Designing a yearbook page commemorating the deceased
- Supporting a cause the deceased supported
- Collecting and displaying memorabilia
- Planting a tree, building a sculpture
- Starting a new school activity such as a SADD unit if a child was killed by a drunk driver.

## Learning Activities

- Writing a reaction paper
- Discussing historical precedents about issues relating to the crisis
- Writing a "Where I was when it happened" report
- Investigating laws governing similar incidents
- Conducting a mock trial if laws were broken
- Debating controversial issues
- Read books about loss

## ELEMENTARY SCHOOL SUPPORT ACTIVITIES

### Play Reenactment

For younger children, availability of toys that encourage play reenactment of their experience and observations during the traumatic event can be helpful in integrating these experiences. Toys might include ambulances, dump trucks, building blocks and dolls.

### Puppets

Playing with puppets can be effective in reducing inhibitions and encouraging children to talk about their feeling and thoughts. Children will often respond more freely to a puppet asking what happened than to an adult asking them questions directly. Help to encourage children to develop skits or puppet shows about what happened in the event. Encourage them to include anything positive about the experience as well as those aspects that were frightening or disconcerting.

### Art and Discussion Groups

Do a group mural on butcher paper with topics such as, "What happened in your neighborhood (school name, or more) when \_\_\_\_\_?" This is recommended for small groups with discussion afterward, facilitated by an adult. This type of activity can help them feel less isolated with their fears and provide the opportunity to vent feelings. Have the children draw individual pictures and then talk about them in small groups. It is important in the group discussion to end on a positive note, e.g., a feeling of mastery or preparedness, noting that the community or family pulled together to deal with the crisis in addition to providing the opportunity to talk about their feelings about what took place.

### Disaster Plans

Have the children brainstorm regarding their own classroom or family disaster plan. What would they do if they had to evacuate? How would they contact parents? How should the family be prepared? How could they help the family?  
*(This activity helps children regain control of their environment)*

### Reading

Read aloud or have the children read stories or books that talk about children or families dealing with stressful situations; pulling together during times of hardship, etc.

### Creative Writing or Discussion Topics

In a discussion or writing assignment, have the children make up a "happy ending" to a traumatic event, or disaster. Have children make up a disaster in which their favorite super

hero saves the day. Have them describe in detail a very scary intense moment in time and a very happy moment. Create a group story, recorded by the teacher, about a dog or cat that was in the tornado, flood, etc. What happened to him? What did he do? What did he feel? You can help students by providing connective elements emphasizing creative problem solving and positive resolution.

### Play Acting

In small groups, play the game, "If you were an animal, what would you be?" You might adapt discussion questions such as if you were that animal, what would you do and when? Have children take turns acting out an emotion in front of the class (without talking) and have the rest of the class guess what the feeling is and why he/she might have that feeling. (*Good as well as bad feelings.*)

### Other Disasters

Have the students bring in newspaper clippings of disasters in other parts of the world. Ask students how they imagine the survivors might have felt, or what they might have experienced. "Have you ever had a similar experience or feeling?"

### Tension Breakers

A good tension breaker when the children are restless is a "co-listening" exercise. Have the children quickly pair up with a partner. Child # 1 takes a turn about talking about anything he/she wants to while child # 2 simply listens. After three minutes, they switch roles and child # 2 talks while the other listens. When children are anxious and restless, nay activities that involve muscle movements are helpful. You might try doing your own version of jazzercise (doing exercise to music); skipping, jumping rope, etc.

### Establish Partnerships

Establish a "buddy system" by pairing students for routine school events such as running errands to and from the office, trips to the bathroom and traveling to and from other classrooms which can work to relieve students of the concern of being alone.

## SECONDARY SCHOOL SUPPORT ACTIVITIES

Classroom activities that relate the traumatic event to course study can be a good way to help students integrate their experience and observations, while providing specific learning experiences. In implementing the following suggestions (or ideas of your own), **IT IS IMPORTANT TO ALLOW TIME FOR STUDENTS TO DISCUSS FEELINGS THAT ARE STIMULATED BY THE PROJECTS ARE ISSUES COVERED. IT IS IMPORTANT TO STRUCTURE THE TIME.**

### Homeroom Class

Group discussion of their experiences with the event is particularly important among adolescents.

- ◆ They need the opportunity to vent as well as to normalize the extreme emotions that may have come up for them.
- ◆ Students may need considerable reassurance that even extreme emotions and “crazy thoughts” are normal in traumatic events/disasters. It is important to end such discussions on a positive note.

### Creative Writing

Ask the students to write about an intense moment they remember very clearly (not a day or an hour, but a short period of time lasting no longer than three minutes). Make up a funny disaster. Pretend you are a “super-person” and have the opportunity to save the world from a terrible calamity. Write a story or novel about a young person who is in a disaster and give it a happy ending.

### Literature or Reading

Have the students read a story about young people or families who have experienced hardship or disaster. Have a follow-up discussion on how they might react if they were the character in the story.

### Peer Counseling

Provide special information on common responses to traumatic events. Use structured exercises utilizing skills they are learning in class to help each other integrate their experiences. Point out that victims need to repeat their stories many times. They can help family and friends affected by the event by using listening skills they are developing in class.

### Health Class

Discuss emotional reactions to the event and the importance of taking care of one’s own emotional well-being. Discuss health hazards during a disaster, e.g., water contamination, food that may have gone bad due to a lack of refrigeration, discuss health precautions and safety measures. A guest from Public Health and/or Mental Health may be invited to the class. Invite someone from the Fire Department to talk to the class about home safety.

### Art Class

Have the students portray their experiences or observations of the event in various art media. Have the students do a group project such as a mural showing the community recovery efforts following a disaster.

### Speech/Drama

Have the students portray the catastrophic emotions that come in response to a traumatic event. Have students develop a skit about some aspect of the event.

### Social Studies/Government

Study governmental agencies responsible for aid to victims. How do they work and how effective are they? Write letters or petitions to local or federal agencies responsible for changing the ways disasters are handled. Discuss the political and economic implications of the event within the community.

### History Class

Introduce historical events/disasters. Discuss how the victims/survivors may have felt. Have the students bring in a newspaper clipping or current events in other parts of the world. What kinds of experiences might the victims have had? Have you experienced anything similar?

### Physical Education Class

Discuss the relationship between physical health, well-being and coping with disasters. Emphasize relaxation and stress management skills. Team games which permit some degree of socialization may help students feel a heightened sense of group belonging and emotional support. Review CPR and First Aid skills.

# STRATEGIES FOR CLASSROOM DISCUSSION

## OVERVIEW

Teachers are instrumental in helping students to process events. Specifically, they can assist with:

- ✓ Regaining Control
- ✓ Ventilation/Expression of Feelings
- ✓ Education and Information
- ✓ Prediction and Preparation
  - About future events
  - About future reactions

*However, teachers must understand that they are not counselors or therapists and they should never attempt to engage students in classroom discussions that exceed their ability to guide positively.*

## GUIDELINES FOR CLASSROOM DISCUSSION

1. Attend to your own need for safety, information and emotional support
  - Acknowledging and addressing your own feelings and reaction are among the best ways of being “in shape” for helping your students.
  - Ignoring your own feelings and needs is likely to make it more difficult to be helpful to your students and will eventually take its toll on you and those close to you.
2. Ensure safety and security for students and yourself
  - The physical safety of the setting is a prerequisite for any exploration of feelings.
  - Intervene as soon as possible; providing support can calm the confusion the students feel.
3. Listen carefully
  - Listen to the facts.
  - Listen for clues to students’ reactions and suggestions for subsequent actions.
  - Listen to students’ feelings.
  - Ask questions that help clarify students’ feelings.
  - Keep questions focused.
  - Check your hunches
4. Validate students’ feelings
  - Help students express and clarify feelings.

- Legitimize/validate feelings.
  - Let students know that feelings can be discussed, understood, and helpful in problem solving.
  - Show belief that students are telling you the truth as they believe it.
  - Your calmness can establish an atmosphere of acceptance.
  - Show concern and reassurance to students.
5. Provide information
- Accurate information about the event and about reactions and feelings is empowering
  - Avoid preaching.
  - Do not give information too soon just to satisfy your own need to “do something”.
  - “Predicting” reactions/changes to anticipate helps students keep from being overwhelmed or surprised, contributing to regaining control.
  - With deaths, the grief process should be anticipated and predicted.
6. Help students accept that the crisis has occurred
- Students may want to deny what has happened as a way of protecting their emotional stability. Acceptance is facilitated by your assuring the students that their feelings will not harm them (or you), and you will help them get back in control. You will not allow them to be overwhelmed.
  - Go slowly.
7. Address the issue of blame
- Address this even if students don’t.
  - DO NOT ENCOURAGE BLAMING, but understand that self-blame may be a way for students to feel “in control” (something different they could have done or could do in the future).
  - Blaming is especially difficult in crime situations because someone probably is at fault, or the victim may have played a part.
8. Explore fears
- Even if students who can describe what happened may not be able to express fears, ask questions, or describe assumptions or conclusions they may have made.
  - Expressing fears, questions, and assumptions empower students to deal with them.
9. Identify current, usual, and new coping strategies
- What coping strategies, successful or not successful, are currently being used? Encourage healthy ones. Identify alternatives for unhealthy ones.
  - Help students identify what they have done in the past when crises have occurred. What worked? What didn’t? What could work in this situation? Mobilize successful ones.
  - What else is needed? What can they actually do? Encourage students to come up with these themselves.

10. Prepare students for future events, walk through the process
  - Depending on the particular crisis event, many subsequent processes - funerals, legal proceedings, media presence - are predictable.
  - Information can assist students in predicting and planning for the near future.
  - Religious and cultural observations of death vary - information can help students anticipate what they might see and hear, as well as what might be expected of them.
  - Most students (even court-involved adolescents) have little accurate information about the criminal/juvenile process. This is true for most teachers, as well. If you don't know find out or ask a knowledgeable person to provide it.
  
11. Identify resources
  - Explore available resources with students. Tell them about people, events, and agencies that might be helpful.
  - Help students identify their own support systems, family, peers, and school personnel.
  - Assist students in deciding; who, when, and how to reach out for and accept support.
  
12. Focus on problem solving
  - Generate several strategies to improve the emotional aspects of the situation. Encourage students to select one which is comfortable and has a good likelihood of success.
  - Re-establishing students as actors, rather than victims, is a primary goal.
  - Dependency should be seen as temporary, although sometimes necessary. Self-reliance and self-confidence are the goals. Support even the smallest steps toward regaining control. Commend effort, even if the strategy is not successful.

## **WHAT NOT TO DO**

1. Don't make false promises or give false reassurances
  - Be truthful and realistic.
  - Don't pass along any false or unconfirmed information. If you aren't sure, tell the students this, and then find out.
  - Don't say "everything will be all right" unless you know that for sure.
  - It is still possible to provide a sense of and expectation that students will ultimately be able to cope with the crisis. Emotional scars may last for quite some time, however.
  
2. Don't fall apart
  - Expressing your feelings in front of students is okay, as long as you remain in control. Students want to know you care.
  - Excessive emotion gives a message that the situation is too much for you to handle; therefore, you cannot be trusted to provide safety for your students. Students cannot be expected to take care of you. On the other hand, they are likely to believe that you are not affected by the situation.



- Take advantage of safe settings, such as staff debriefings, to address your own feelings. Use your social support network. Identify and use other successful coping strategies.
3. Don't be judgmental
    - Focus on students and their experience and not on what you think is right.
    - Your language, questions, (e.g., "Why did/didn't you?..."), and facial expressions can reveal your judgments.
  4. Don't be an inquisitor
    - You are not a detective. Asking numerous questions may push students away and make them feel worse. They may think you are using them for your own purposes.
    - Let students lead the way about what to discuss.
  5. Don't leave students emotionally "raw" and vulnerable
    - Don't encourage students to "open up" if you cannot help them process their feelings before leaving you.
    - Before ending discussions, make sure students are relatively calm. If necessary, have another adult or friend accompany the students.
    - Arrange for necessary follow-up meetings with you or other appropriate adults. Be sure students have names, phone numbers, etc. of appropriate school/community resources.
    - Don't get in over your head. Refer students to counselors/psychologists when appropriate. That will sometimes be the best way for you to be helpful.

# PARENT INFORMATION

## Helping your Child after a Disaster

Children may be especially upset and express feelings about the disaster. These reactions are normal and usually will not last long. Listed below are some problems you may see in your child:

- Excessive fear of darkness, separation, or being alone
- Clinging to parents, fear of strangers
- Worry
- Increase in immature behaviors
- Not wanting to go to school
- Changes in eating/sleeping behaviors
- Increase in either aggressive behavior or thumb sucking
- Persistent nightmares and/or
- Headaches or other physical complaints

The following will help you child:

- Talk with your child about his/her feelings about the disaster. Share your feelings, too.
- Talk about what happened. Give your child information he/she can understand.
- Reassure your child that you are safe and together. You may need to repeat this reassurance often.
- Spend extra time with your child at bedtime.
- Allow your child to mourn or grieve over a lost toy, a lost blanket, a lost home.
- If you feel your child is having problems at school, talk to his/her teacher so you can work together to help your child.

Please reread this sheet from time to time in the coming months. Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward. Your community mental health center is staffed by professionals skilled in talking with people experiencing disaster-related problems.

--Source: Association of California School Administrators

# Family Support Guide for Death of Student

Family Support for Death of \_\_\_\_\_

1. Contact family personally and offer support: \_\_\_\_\_

Name of Family Contact: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

2. Establish Committee to Follow Up

Committee Chairperson: \_\_\_\_\_

Funeral Home: \_\_\_\_\_

Visitation Date/Hours: \_\_\_\_\_

Donations/Special Requests: \_\_\_\_\_

Burial Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Home Visitation Desired: No \_\_\_\_\_ Yes \_\_\_\_\_ Restrictions \_\_\_\_\_

Food Donations: No \_\_\_\_\_ Yes \_\_\_\_\_ Restrictions \_\_\_\_\_

Flowers/Letters/Cards No \_\_\_\_\_ Yes \_\_\_\_\_

3. Other Family Members:

Siblings in school:

Name: \_\_\_\_\_

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

Name: \_\_\_\_\_

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

Name: \_\_\_\_\_

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

4. Student Record Control: Contact all departments to stop mailings to family of "routine" reports.

\_\_\_\_\_ Guidance (Progress reports, test scores, report cards)

\_\_\_\_\_ ESE Department (Re-evals, change of placement)

\_\_\_\_\_ Principal's Office (Disciplinary Notices)

\_\_\_\_\_ Special Program Notices (Specify)

\_\_\_\_\_ County Office

## GUIDELINES FOR MEMORIALIZATION

Establish a policy on memorialization for all deaths (including suicide). This policy should address the issues below. The family should be consulted in each case.

- **Flags:** Flags should not be flown at half-staff. Only the President or a governor has the authority to order flags to be flown at half-staff.
- **Memorials:** Spontaneous memorials (such as collections of objects and notes) should not be encouraged and should be respectfully removed within a very short time. A memorial can be an upsetting reminder of a suicide and/or romanticize the deceased in a way that increases risk for suicide imitation or contagion.
- **Assemblies:** Large memorial assemblies should not be convened as the emotions generated at such a gathering can be difficult to control.
- **Graduations:** Acknowledge a death at graduation but do not glamorize the death or let the acknowledgement overwhelm the event. Acknowledge a death toward the beginning of an event and then move on.
- **Funerals:** Do not hold funerals at the school. This can forever associate the room in which services are held with the death.

Consult with the family about memorials. The person designated as the liaison with the family needs to be prepared to explain the memorialization policy to the family while respecting their wishes as well as the grieving traditions associated with their culture and religion.

Solicit ideas to memorialize the deceased in positive ways that do not put other students at risk or contribute to the emotional crisis that occurs after a death. Consult with the family before implementing any of the following ideas:

- Invite students to write personal and lasting remembrances in a memory book located in the guidance office, which will ultimately be given to the family.
- Encourage students to engage in service projects, such as organizing a community service day, sponsoring behavioral health awareness programs, or becoming involved in a peer counseling program.
- Invite students to make donations to the library or to a scholarship fund in memory of the deceased

Be prepared to address the unique aspects of a suicide death: Use the opportunity to educate students, families, and the community about suicide.

# THREAT ASSESSMENT

The following information is from the publication *THREAT ASSESSMENT IN SCHOOLS: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, United States Secret Service and United States Department of Education, July 2004. Further discussion of these principles and the process for establishing a Threat Assessment Process can be found in the referenced publication.

## CREATING CLIMATES OF SCHOOL SAFETY: A FOUNDATION FOR REDUCING SCHOOL VIOLENCE

Threat assessment is one component in an overall strategy to reduce school violence. The principal objective of school violence-reduction should be to create cultures and climates of safety, respect, and emotional support within schools.

**Fostering a Culture of Respect:** In educational settings that support climates of safety, adults and students respect each other. A safe school environment offers positive personal role models in its faculty. It provides a place for open discussion where diversity and differences are respected; communication between adults and students is encouraged and supported; and conflict is managed and mediated constructively.

Cultures and climates of safety support environments in which teachers and administrators pay attention to students' social and emotional needs as well as their academic needs. Such environments emphasize "emotional intelligence" as well as educational or intellectual pursuits. Students experience a sense of emotional "fit" and of respect within the school body and may be less likely to engage in or be victimized by harmful behavior.

A culture of safety creates "shame-free zones" in which daily teasing and bullying is not accepted as a normal part of the adolescent culture. School environments characterized by bullying and meanness can lead to student isolation and fear. At best, school environments that turn a blind eye to bullying and teasing inhibit the work of school-learning and growth. At the worst, such environments allow behavior that fosters fear and fury that stunts the healthy development of the victims of that behavior, and may lead to psychological and physical violence.

**Creating Connections Between Adults and Students:** Connection through human relationships is a central component of a culture of safety and respect. This connection is the critical emotional glue among students, and between students and adults charged with meeting students' educational, social, emotional, and safety needs.

In a climate of safety, students have a positive connection to at least one adult in authority. Each student feels that there is an adult to whom he or she can turn for support and advice if

things get tough, and with whom that student can share his or her concerns openly and without fear of shame or reprisal. Schools in which students feel able to talk to teachers, deans, secretaries, coaches, custodians, counselors, nurses, school safety officers, bus drivers, principals, and other staff support communication between students and adults about concerns and problems.

Schools that emphasize personal contact and connection between school officials and students will take steps to identify and work with students who have few perceptible connections to the school.

**Breaking the “Code of Silence”:** In many schools there is a pervasive sense among students and some adults that telling grownups that another student is in pain or may pose a threat violates an unwritten, but powerful, "code of silence." A code of silence has the potentially damaging effect of forcing students to handle their pain and problems on their own, without the benefit of adult support. These codes also suggest that a student should not bring any concerns that he or she may have about a peer’s behavior to the attention of responsible adults.

The findings of the Safe School Initiative suggest that silence is far from golden. In fact, study findings indicate that silence may be downright dangerous. The study found that most school shooters shared their potentially lethal plans with other students, but that students who knew of planned attacks rarely told adults.

In a climate of safety, students are willing to break the code of silence. Students are more likely to turn to trusted adults for help in resolving problems. Moreover, students are more willing to share their concerns about the problem behavior of peers with their teachers and other adults in positions of authority within the school without feeling that they are "snitching" or "ratting" on a buddy or friend.

As a result of responsible bystander behavior, serious problems come to adult attention earlier, before these problems lead to violence. Problems are raised and addressed before they become serious, and the potential for school violence arguably is diminished. In an environment that encourages communication between students and adults, information does not remain "secret" until it is too late. In fact, it is considered good citizenship or even heroic to go to a teacher to share the fact that a fellow student is in trouble and may be contemplating a dangerous act.

**Major Components and Tasks for Creating a Safe/Connected School Climate:** The major components and tasks for creating a safe school climate include:

- Assessment of the school’s emotional climate;
- Emphasis on the importance of listening in schools;
- Adoption of a strong, but caring stance against the code of silence;
- Prevention of, and intervention in, bullying;

- Involvement of all members of the school community in planning, creating, and sustaining a school culture of safety and respect;
- Development of trusting relationships between each student and at least one adult at school; and
- Creation of mechanisms for developing and sustaining safe school climates.

## **10 Key Findings Regarding School Violence**

- Incidents of targeted violence at school are rarely sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- There is no accurate or useful "profile" of students who engage in targeted school violence.
- Most attackers engaged in some behavior, prior to the incident, that caused concern or indicated a need for help.
- Most attackers were known to have difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.

## **Principles of the Threat Assessment Process**

Principle 1: Targeted violence is the end result of an understandable, and oftentimes discernable, process of thinking and behavior

Principle 2: Targeted violence stems from an interaction among the person, the situation, the setting, and the target.

Principle 3: An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.

Principle 4: Effective threat assessment is based on facts rather than characteristics or "traits."

Principle 5: An "integrated systems approach" should guide threat assessment investigations.

Principle 6: The central question of a threat assessment is whether a student poses a threat, not whether the student made a threat.



# SCHOOL VIOLENCE: CONTRIBUTING CONDITIONS

US Secret Service, USDOE, May 2002

## **Family issues:**

Abusive/violent- violence begets violence

Ineffective parenting- “Junior is out of control and we don’t know what to do”

Absent- nobody there

## **Peer Issues:**

Influence by violent peer group- influence defuses personal responsibility

Rejection is everything

## **Economic factors:**

Youth impacted by economic hopelessness- no belief in future

School budget cutbacks

## **Warrior culture:**

What it means to come of age and be a man in Post-Vietnam America

The warrior fantasy to combat “loser” identity

## **School issues:**

Negative/problematic school climate

Polarized groups - in versus out crowd

School official insensitivity- “looking the other way”- prejudice

## **Community issues:**

Inadequate resources

Polarized community

Poverty

## **The Copycat Phenomenon:**

Contagion effect is noted for school violence

Parallels with suicide and other violence clusters

Normal people see a horrible event identify and sympathize with victims, potential perpetrators are the opposite

Stimulates and gives permission for ideas already there - one upmanship

## **Multiple media factors:**

Reports of other events

Violent comics/cartoons

Violent video games  
Music - Violence oriented songs/groups used as accelerants  
Movies  
Internet

**Weapon Access:**

Overall proliferation and availability of weapons in American society  
Parents or family have weapons  
Teenager has access to his or her own weapons  
Friends have weapon access  
Readily available information about weaponry through Internet/other sources

## THREAT TYPE AND LEVEL OF RISK

FBI

In assessing the impact of a threat, the type of threat and the level of risk must be determined.

**Types of Threats**

- **Direct** threat identifies a specific act against a specific target delivered in a straightforward, clear, and explicit manner.
- **Indirect** threat tends to be vague, unclear and ambiguous. Violence is implied, but threat is phrased tentatively, and suggests that a violent act could occur, not that it will occur.
- **Veiled** threat is one that strongly implies but does not explicitly threaten violence.
- **Conditional** threat is often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met.

**Levels of Risk**

**Low Level of Threat**

- Poses a minimal risk to the victim and public safety
- Is vague and indirect
- Information is inconsistent, implausible or lacks detail
- Lacks realism
- Content suggests person is unlikely to carry out the threat

**Medium Level of Threat**

- Could be carried out, although it may not appear entirely realistic
- More direct and more concrete than a low level threat

- Wording suggests the individual has given some thought to how the act will be carried out
- Includes a general indication of place and time but signs still fall well short of a detailed plan
- No strong indication that the individual has taken preparatory steps
- Statements seek to convey that the threat is not empty: "I'm serious!" or "I really mean this!"

**High Level of Threat**

- Direct, specific, and plausible
- Appears to pose imminent and serious danger to safety of others
- Suggests concrete steps have been taken, i.e., stalking or acquisition of a weapon
- Almost always requires bringing in law enforcement

# SUICIDE

The following information is from the publication Preventing Suicide – A Toolkit for High Schools, HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, 2012. This publication may be downloaded or ordered at <http://store.samhsa.gov/product/SMA12-4669> or by calling SAMHSA at 1-877-SAMHSA-7 (1-877-726-4727).

## RISK FACTORS FOR YOUTH SUICIDE

**Risk factors** for suicide refer to personal or environmental characteristics that are associated with suicide. The environment includes the social and cultural environment as well as the physical environment. People affected by one or more of these risk factors may have a greater probability of suicidal behavior. Some risk factors cannot be changed—such as a previous suicide attempt—but they can be used to help identify someone who may be vulnerable to suicide.

There is no single, agreed-upon list of risk factors. The list below summarizes the risk factors identified by the most recent research.

### Behavioral Health Issues/Disorders

- Depressive disorders
- Substance abuse or dependence (alcohol and other drugs)
- Conduct/disruptive behavior disorders
- Other disorders (e.g., anxiety disorders, personality disorders)
- Previous suicide attempts
- Self-injury (without intent to die)
- Genetic/biological vulnerability (mainly abnormalities in serotonin functioning, which can lead to some of the behavioral health problems listed above)

Note: The presence of multiple behavioral health disorders (especially the combination of mood and disruptive behavior problems or substance use) increases suicide risk.

### Personal Characteristics

- Hopelessness
- Low self-esteem
- Loneliness
- Social alienation and isolation, lack of belonging
- Low stress and frustration tolerance
- Impulsivity
- Risk taking, recklessness
- Poor problem-solving or coping skills
- Perception of self as very underweight or very overweight
- Capacity to self-injure
- Perception of being a burden (e.g., to family and friends)

### **Adverse/Stressful Life Circumstances**

- Interpersonal difficulties or losses (e.g., breaking up with a girlfriend or boyfriend)
- Disciplinary or legal problems
- Bullying, either as victim or perpetrator
- School or work problems (e.g., actual or perceived difficulties in school or work, not attending school or work, not going to college)
- Physical, sexual, and/or psychological abuse
- Chronic physical illness or disability
- Exposure to suicide of peer

### **Risky Behaviors**

- Alcohol or drug use
- Delinquency
- Aggressive/violent behavior
- Risky sexual behavior

### **Family Characteristics**

- Family history of suicide or suicidal behavior
- Parental mental health problems
- Parental divorce
- Death of parent or other relative
- Problems in parent-child relationship (e.g., feelings of detachment from parents, inability to talk with family members, interpersonal conflicts, family financial problems, family violence or abuse, parenting style either underprotective or overprotective and highly critical)

### **Environmental Factors**

- Negative social and emotional environment at school, including negative attitudes, beliefs, feelings, and interactions of staff and students
- Lack of acceptance of differences
- Expression and acts of hostility
- Lack of respect and fair treatment
- Lack of respect for the cultures of all students
- Limitations in school physical environment, including lack of safety and security
- Weapons on campus
- Poorly lit areas conducive to bullying and violence
- Limited access to mental health care
- Access to lethal means, particularly in the home
- Exposure to other suicides, leading to suicide contagion

- Exposure to stigma and discrimination against students based on sexual orientation; gender identity; race and ethnicity; disability; or physical characteristics, such as overweight. Stigma and discrimination lead to:
  - Victimization and bullying by others, lack of support from and rejection by family and peers, dropping out of school, lack of access to work opportunities and health care
  - Internalized homophobia, stress from being different and not accepted, and stress around disclosure of being gay, which can lead to low self-esteem, social isolation, and decreased help-seeking
  - Stress due to the need to adapt to a different culture, especially reconciling differences between one’s family and the majority culture, which can lead to family conflict and rejection

## PROTECTIVE FACTORS FOR YOUTH SUICIDE

**Protective factors** are personal or environmental characteristics that reduce the probability of suicide. Protective factors can buffer the effects of risk factors. The capacity to cope positively with the effects of risk factors is called “resilience.” Actions by school staff to enhance protective factors are an essential element of a suicide prevention effort. Strengthening these factors also protects students from other risks, including violence, substance abuse, and academic failure.

There is no single, agreed-upon list of protective factors. The list below summarizes the protective factors identified by the most recent research.

### **Individual Characteristics and Behaviors**

- Psychological or emotional well-being, positive mood
- Emotional intelligence: the ability to perceive, integrate into thoughts, understand, and manage one’s emotions
- Adaptable temperament
- Internal locus of control
- Strong problem-solving skills
- Coping skills, including conflict resolution and nonviolent handling of disputes
- Self-esteem
- Frequent, vigorous physical activity or participation in sports
- Spiritual faith or regular church attendance
- Cultural and religious beliefs that affirm life and discourage suicide
- Resilience: ongoing or continuing sense of hope in the face of adversity

- Frustration tolerance and emotional regulation
- Body image, care, and protection

### **Family and Other Social Support**

- Family support and connectedness to family, closeness to or strong relationship with parents, and parental involvement
- Close friends or family members, a caring adult, and social support
- Parental pro-social norms, that is, youth know that parents disapprove of antisocial behavior such as beating someone up or drinking alcohol
- Family support for school

### **School**

- Positive school experiences
- Part of a close school community
- Safe environment at school (especially for lesbian, gay, bisexual, and transgender youth)
- Adequate or better academic achievement
- A sense of connectedness to the school
- A respect for the cultures of all students

### **Mental Health and Healthcare Providers and Caregivers**

- Access to effective care for mental, physical, and substance abuse disorders
- Easy access to care and support through ongoing medical and mental health relationships

### **Access to Means**

- Restricted access to firearms: guns locked or unloaded, ammunition stored or locked
- Safety barriers for bridges, buildings, and other jumping sites
- Restricted access to medications (over-the-counter and prescriptions)
- Restricted access to alcohol (since there is an increased risk of suicide by firearms if the victim is drinking at the time)



# RECOGNIZING AND RESPONDING TO WARNING SIGNS FOR SUICIDE

**Warning signs** are indications that someone may be in danger of suicide, either immediately or in the near future.

*Warning Signs for Suicide Prevention* is a consensus statement developed by an expert working group brought together by the American Association of Suicidology. The group organized the warning signs by degree of risk, and emphasized the importance of including clear and specific direction about what to do if someone exhibits warning signs.

This consensus statement describes the general warning signs of suicide. Warning signs differ by age group, culture, and even individual.

The recent advent of social media has provided another outlet in which warning signs may be exhibited. The differences in how and where warning signs may be exhibited demonstrate the importance of adapting gatekeeper training for the age group and cultural communities with whom the gatekeepers will be interacting.

## **Warning Signs for Suicide and Corresponding Actions**

Seek immediate help from a mental health provider, 9-1-1 or your local emergency provider, or the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) when you hear or see any one of these behaviors:

- Someone threatening to hurt or kill themselves
- Someone looking for ways to kill themselves: seeking access to pills, weapons, or other means
- Someone talking or writing about death, dying, or suicide, when these actions are out of the ordinary for the person

Seek help by contacting a mental health professional or calling 1-800-273-TALK for a referral if you witness, hear, or see anyone exhibiting one or more of these behaviors:

- Hopelessness—expresses no reason for living, no sense of purpose in life
- Rage, anger, seeking revenge
- Recklessness or risky behavior, seemingly without thinking
- Expressions of feeling trapped—like there's no way out
- Increased alcohol or drug use
- Withdrawal from friends, family, or society
- Anxiety, agitation, inability to sleep, or constant sleep
- Dramatic mood changes

- No reason for living, no sense of purpose in life

**If you or someone you know is in a suicidal crisis, call 1-800-273-TALK (8255)—National Suicide Prevention Lifeline.**

## Protocol for Helping a Student at Risk of Suicide

The following steps should be taken to help a student at risk of suicide:

- Conduct a suicide risk assessment.
- Notify parents/guardians.
- Refer for services if needed.
- Document the process.

### **Notifying Parents and Guardians**

Parents or guardians should be contacted as soon as possible after a student has been identified as being at risk for suicide. The person who contacts the family is typically the principal, school psychologist, or a staff member with a special relationship with the student or family. Staff need to be sensitive toward the family's culture, including attitudes towards suicide, mental health, privacy, and help-seeking.

1. Notify the parents about the situation and ask that they come to the school immediately.
2. When the parents arrive at the school, explain why you think their child is at risk for suicide.
3. Explain the importance of removing from the home (or locking up) firearms and other dangerous items, including over-the-counter and prescription medications and alcohol.
4. If the student is at a low or moderate suicide risk and does not need to be hospitalized, discuss available options for individual and/or family therapy. Provide the parents with the contact information of mental health service providers in the community.
5. Ask the parents to sign the Parent Contact Acknowledgement Form confirming that they were notified of their child's risk and received referrals to treatment.
6. Tell the parents that you will follow up with them in a few days. If this followup conversation reveals that the parent has not contacted a mental health provider:
  - Stress the importance of getting the child help
  - Discuss why they have not contacted a provider and offer to assist with the process
7. If the student does not need to be hospitalized, release the student to the parents.

8. If the parents refuse to seek services for a child under the age of 18 who you believe is in danger of self-harm, you may need to notify child protective services that the child is being neglected.
9. Document **all** contacts with the parents.

### **Supporting Parents through Their Child's Suicidal Crisis**

**Family Support is Critical.** When an adolescent experiences a suicidal crisis, the whole family is in crisis. If at all possible, it is important to reach out to the family for two very important reasons:

**First**, the family may very well be left without professional support or guidance in what is often a state of acute personal shock or distress. Many people do not seek help—they don't know where to turn.

**Second**, informed parents are probably the most valuable prevention resource available to the suicidal adolescent.

**Remember, a prior attempt is the strongest predictor of suicide.** The goal of extending support to the parents is to help them to a place where they can intervene appropriately to prevent this young person from attempting suicide again. Education and information are vitally important to family members and close friends who find themselves in a position to observe the at-risk individual.

#### **The following steps can help support and engage parents:**

1. Invite the parents' perspective. State what you have noticed in their child's behavior (rather than the results of your assessment) and ask how that fits with what they have observed.
2. Advise parents to remove lethal means from the home while the child is possibly suicidal, just as you would advise taking car keys from a youth who had been drinking.
3. Comment on how scary this behavior is and how it complicates the life of everyone who cares about this young person.
4. Acknowledge the parents' emotional state, including anger, if present.
5. Acknowledge that no one can do this alone—appreciate their presence.
6. Listen for myths of suicide that may be blocking the parent from taking action.
7. Explore reluctance to accept a mental health referral, address those issues, explain what to expect.
8. Align yourself with the parent if possible...explore how and where youth get this idea...without in any way minimizing the behavior.

## Sample Parent Contact Acknowledgement Form

School \_\_\_\_\_

This is to verify that I have spoken with school staff member \_\_\_\_\_  
on \_\_\_\_\_ (date) concerning my child's suicidal risk. I have been advised to  
seek the services of a mental health agency or therapist immediately.

I understand that \_\_\_\_\_ (name of staff) will follow up with me and  
my child within two weeks.

# Sample Student Suicide Risk Documentation Form

This form is an example that can be used to document the school's response to a student who has been identified at risk for suicide. It includes the results of a suicide risk assessment and the actions taken on the student's behalf.

## **Student information**

Date student was identified as possibly at risk: \_\_\_\_\_

Name of student: \_\_\_\_\_

Name of school: \_\_\_\_\_

Birth date: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Parent/Guardian's telephone number(s): \_\_\_\_\_

## **Assessment**

Action taken to assess student for suicide risk:

\_\_\_\_\_ School staff conducted assessment – Name \_\_\_\_\_

\_\_\_\_\_ Other provider conducted assessment – Name \_\_\_\_\_

\_\_\_\_\_ Other \_\_\_\_\_

Date of assessment: \_\_\_\_\_

Type of assessment conducted: \_\_\_\_\_

Results of assessment: \_\_\_\_\_

## **Notification of Parent/Guardian**

Staff who notified parent/guardian: \_\_\_\_\_

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

Parent acknowledgement form signed: Yes No If no - reason \_\_\_\_\_

## **Type of referral**

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

\_\_\_\_\_ Outsider provider: \_\_\_\_\_

\_\_\_\_\_ Hospital: \_\_\_\_\_

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

Date of Referral: \_\_\_\_\_

Follow-up Scheduled: Date \_\_\_\_\_ By (staff name) \_\_\_\_\_

Name of Person Completing Form: \_\_\_\_\_

# Protocol for Responding to a Student Suicide Attempt

## **The first adult to reach the student should:**

1. Stay with the student or designate one or more other adults to stay with the student.  
*Never leave the student alone.*
2. Call 9-1-1 or your local emergency service provider.
3. Contact the Principal/Designee.

## **The Principal/Designee should:**

1. Contact additional personnel as necessary. These may include community crisis service providers, law enforcement, the school superintendent and other administrators, the school nurse, guidance counselor, social worker, psychologist, and other school staff.
2. Contact the student's parents to tell them what has occurred with their child. Make arrangements to meet at the appropriate location, for example, the school guidance office or the emergency room of the local hospital.
3. Contact emergency medical services if needed.
4. After the immediate crisis, make a plan to follow up with the parents and student regarding arrangements for medical and/or mental health services.

## Guidelines for Facilitating a Student's Return to School

These guidelines will help staff plan for a student's return to school after a suicide attempt or mental health crisis. In addition to meeting regularly with the student, the staff member facilitating the student's return should do the following:

1. Become familiar with the basic information about the case, including:
  - How the student's risk status was identified
  - What precipitated the student's high-risk status or suicide attempt
  - What medication(s) the student is taking
2. With the family's agreement, serve as the school's primary link to the parents and maintain regular contact with the family:
  - Meet with the student and his or her family and relevant school staff (e.g., the school psychologist or social worker) about what services the student will need upon returning to school.
3. Serve as liaison to other teachers and staff members, with permission of the family, regarding the student, which could involve the following:

- Ask the student about his or her academic concerns and discuss potential options.
  - Educate teachers and other relevant staff members about warning signs of another suicide crisis.
  - Meet with appropriate staff to create an individualized reentry plan prior to the student's return and discuss possible arrangements for services the student needs.
  - Modify the student's schedule and course load to relieve stress, if necessary.
  - Arrange tutoring from peers or teachers, if necessary.
  - Work with teachers to allow makeup work to be extended without penalty.
  - Monitor the student's progress.
  - Inform teachers and other relevant staff members about the possible side effects of the medication(s) being taken by the student and the procedures for notifying the appropriate staff member (e.g., the school nurse, psychologist, or social worker) if these side effects are observed. When sharing information about medical treatment, you need to comply with FERPA (defined in the Introduction to this toolkit) and HIPAA (which protects release of an individual's health information).
4. Follow up behavioral and/or attendance problems of the student by:
- Meet with teachers to help them understand appropriate limits and consequences of behavior
  - Discuss concerns and options with the student
  - Consult with the school's discipline administrator
  - Consult with the student's mental health service provider to understand whether, for example, these behaviors could be associated with medication being taken by the student
  - Monitor daily attendance by placing the student on a sign-in/sign-out attendance sheet to be signed by the classroom teachers and returned to the attendance office at the end of the school day
  - Regularly contact parents to review attendance and discipline record
  - Facilitate counseling for the student specific to these problems at school
5. If the student is hospitalized, make arrangements for makeup school work.
6. Establish a plan for periodic contact with the student while he or she is away from school.
7. If the student is unable to attend school for an extended period of time, determine how to help him or her complete course requirements such as:
- Referral for hospital/homebound services
  - Enrollment in virtual education or home education

## POSTVENTION, SURVIVORS, AND CONTAGION

The terms “postvention,” “survivors,” and “contagion” are commonly used by suicide prevention experts and practitioners when discussing the aftermath of suicide. As they may be unfamiliar to most people, definitions are given below:

A **survivor** (or suicide survivor) is a person who has experienced the suicide of a family member, friend, or colleague. A person who attempts suicide but does not die is an attempt survivor.

**Postvention** refers to programs and interventions for survivors following a death by suicide. These activities help alleviate the suffering and emotional distress of suicide survivors and help prevent suicide contagion.

**Suicide contagion** is “a process by which the suicide or suicidal behavior of one or more persons influences others to commit or attempt suicide” (Davidson and Gould, 1989).

### WHY IS IT IMPORTANT TO DEVELOP PROTOCOLS FOR RESPONDING TO A SUICIDE?

Any death can have a profound effect on young people, especially the unexpected death of a peer or someone they know:

- The death of someone their own age can threaten the adolescent sense of invulnerability.
- The death of a role model can produce conflicting feelings, including loss and betrayal.
- The suicide death of someone they know can leave them susceptible to suicide contagion.
- The suicide death may make it difficult for students to focus on their academics and other regular activities.

### GUIDELINES FOR WORKING WITH THE FAMILY

A school representative(s) should:

- Offer the condolences of the school.
- Inquire about funeral arrangements. Ask if the funeral will be private or if the family will allow students to attend.
- Ask if the parents know of any of their child’s friends who may be especially upset.
- Provide the parents with information about grief counseling.
- Ask the family if they would like their child’s personal belongings returned. These could include belongings found in the student’s locker and desk as well as papers and projects they may want to keep.
- Briefly explain to the parents what the school is doing to respond to the death.



## TALKING POINTS FOR STUDENTS AND STAFF AFTER A SUICIDE

| <b>Talking Points</b>   | <b>What to Say</b>  |
|---|---|
| <p><b>Give accurate information about suicide.</b></p> <p>Suicide is a complicated behavior. Help students understand the complexities.</p>   | <p>“Suicide is not caused by a single event such as fighting with parents, or a bad grade, or the breakup of a relationship.”</p> <p>“In most cases, suicide is caused by mental health disorders like depression or substance abuse problems. Mental health disorders affect the way people feel and prevent them from thinking clearly and rationally. Having a mental health disorder is nothing to be ashamed of.”</p> <p>“There are effective treatments to help people who have mental health disorders or substance abuse problems. Suicide is never an answer.”</p> |
| <p><b>Address blaming and scapegoating.</b></p> <p>It is common to try to answer the question “why” by blaming others for the suicide.</p>  | <p>“Blaming others for the suicide is wrong, and it’s not fair. Doing that can hurt another person deeply.”</p>   |
| <p><b>Do not talk about the method.</b></p> <p>Talking about the method can create images that are upsetting, and it may increase the risk of imitative behavior by vulnerable youth.</p>   | <p>“Let’s focus on talking about the feelings we are left with after _____’s death and figure out the best way to manage them.”</p>   |
| <p><b>Address anger.</b></p> <p>Accept expressions of anger at the deceased. Help students know these feelings are normal.</p>  | <p>“It is okay to feel angry. These feelings are normal, and it doesn’t mean that you didn’t care about _____. You can be angry at someone’s behavior and still care deeply about that person.”</p>   |
| <p><b>Address feelings of responsibility.</b></p> <p>Help students understand that the only person responsible for the suicide is the deceased.</p> <p>Reassure those who have exaggerated feelings of responsibility, such as thinking they should have done something to save the deceased or seen the signs.</p> | <p>“This death is not your fault. We cannot always see the signs because a suicidal person may hide them well.”</p> <p>“We cannot always predict someone’s behavior.”</p>   |
| <p><b>Encourage help-seeking.</b></p> <p>Encourage students to seek help from a trusted adult if they or a friend are feeling depressed or suicidal.</p>  | <p>“We are always here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried, depressed, or had thoughts of suicide?”</p>   |

## **GUIDELINES FOR MEMORIALIZATION**

See Guidelines for Memorialization, page 132.

## **ANNIVERSARIES OF DEATHS**

It is common for grief feelings to resurface on or near the anniversary date of a tragic loss such as a suicide. Faculty and staff should be prepared to monitor and support students at that time. Adults and staff members may also revisit the loss. Other dates associated with the person who died may produce feelings of grief and emotions associated with the death: the birthday of the deceased, holidays, athletic or other events in which the deceased would have participated, special events such as proms, graduation.

Remind staff to be aware of these times and that students may experience emotional reactions. Educate staff about the warning signs of suicide and how to recognize and respond to students who may experience severe emotions. Have additional counselors on call to assist if needed.

# WORKPLACE VIOLENCE

# WORKPLACE VIOLENCE

The following information is excerpted from a U.S. Department of Justice – FBI guidance paper.

## THREAT ASSESSMENT

If a communicated threat, verbal, typewritten, e-mailed, or otherwise, is present, analyze the threat to determine credibility and viability of the threat. In order to assess risk, the following suggested questions should be asked to individuals familiar with the offender's behavior, both prior to and after any alleged threat or action. **Note:** Perpetrators of workplace violence can be both men and women, however, for the purposes of the questions to be asked, **he** is used to refer to the offender.

- Why has the offender threatened, made comments which have been perceived by others as threatening, or has taken this action at this particular time? What is happening in his/her own life that has prompted this?
- What has been said to others, i.e. friends, colleagues, coworkers, etc., regarding what is troubling him?
- How does the offender view himself in relation to everyone else?
- Does he feel he has been wronged in some way?
- Does he accept responsibility for his own actions?
- How does the offender cope with disappointment, loss or failure?
- Does he blame others for his failures?
- How does the offender interact with coworkers?
- Does he feel he is being treated fairly by the company?
- Does he have problems with supervisors or management?
- Is he concerned with job practices and responsibilities?
- Has he received unfavorable performance reviews or been reprimanded by management?
- Is he experiencing personal problems such as divorce, death in the family, health problems, or other personal losses or issues?
- Is he experiencing financial problems, high personal debt, or bankruptcy?
- Is there evidence of substance abuse or mental illness/depression?
- Has he shown an interest in violence through movies, games, books, or magazines?
- Is he preoccupied with violent themes; interested in publicized violent events; or fascinated with and/or recently acquired weapons?

- Has the offender identified a specific target and communicated with others his thoughts or plans for violence?
- Is he obsessed with others or engaged in any stalking or surveillance activity?
- Has the offender spoken of homicide or suicide?
- Does he have a past criminal history or history of past violent behavior?
- Does the offender have a plan for what he would do?
- Does the plan make sense, is it reasonable, is it specific?
- Does the offender have the means, knowledge and wherewithal to carry out his plan?

### **WORKPLACE VIOLENCE – DOMESTIC VIOLENCE**

When an employer becomes aware that an employee is being stalked, harassed, threatened, or abused and that the risk has or may come into the workplace, the threat should be subjected to the same evaluation procedure as any other violent threat, to assess the likelihood of violence and determine the best means of intervention. In almost all cases, employers should advise police of the circumstances, risk of violence, and possible criminal violations (of harassment or stalking laws, for instance) and involve law enforcement professionals in assessing and managing the threat. During and after the assessment, someone – supervisor, SRO, etc. – should be responsible for keeping in close touch with the abuse victim, not only to help protect his/her safety and meet any needs that arise, but also to make sure of receiving any relevant information about the abuser (whom the victim, presumably, will know better than anyone else in her workplace).

Other steps include:

- Referring the employee for emotional, legal, or financial counseling, either through the employee assistance structure or from outside practitioners, (e.g., battered women’s shelter or similar programs).
- Ascertaining if the employee has sought or obtained a protective “stay-away” court order against an abusive partner or other harasser.
- Reviewing school district policy that will allow an abused worker time off for purposes such as going to court to seek a restraining order or appearing to testify at a criminal trial.
- Reviewing the employee’s work space and modifying it, if necessary, to make sure that a possible assailant cannot get there.
- Acting consistently with the employee’s privacy rights and wishes and takes measures to inform other employees (secretaries and front office personnel for instance) so they can block an abuser’s calls or make sure he is kept out of the workplace.

### **The Following Observable Behavior May Suggest Possible Victimization\***

- Tardiness or unexplained absences
- Frequent-and often unplanned-use of leave time
- Anxiety
- Lack of concentration
- Change in job performance
- A tendency to remain isolated from coworkers or reluctance to participate in social events
- Discomfort when communicating with others
- Disruptive phone calls or e-mail
- Sudden or unexplained requests to be moved from public locations in the workplace, such as sales or reception areas
- Frequent financial problems indicating lack of access to money
- Unexplained bruises or injuries
- Noticeable change in use of makeup (to cover up injuries)
- Inappropriate clothes (e.g., sunglasses worn inside the building, turtleneck worn in the summer)
- Disruptive visits from current or former intimate partner
- Sudden changes of address or reluctance to divulge where she is staying
- Acting uncharacteristically moody, depressed, or distracted
- In the process of ending an intimate relationship; breakup seems to cause the employee undue anxiety
- Court appearances
- Being the victim of vandalism or threats

\* American Bar Association Commission on Domestic Violence; *A Guide for Employees: Domestic Violence in the Workplace* (Washington, D.C.: 1999) p. 16.

# COMMUNITY RESOURCES

## COMMUNITY RESOURCES

What resources are available in the school district and community to assist during and after a crisis? List all the community resources you know about. (Consult any resource books and look in the local phone book. Verify phone numbers and contact names annually.)

| RESOURCE/AGENCY | CONTACT NAME | TELEPHONE/WEBSITE | SERVICE(S) PROVIDED |
|-----------------|--------------|-------------------|---------------------|
|                 |              |                   |                     |
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# Bomb Threat

ALL BOMB THREATS ARE TO BE  
TAKEN SERIOUSLY AND THE  
BUILDINGS/FACILITIES EVACUATED.



## Bomb Threat Incident Report

### Incident Information:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_ Recorded By: \_\_\_\_\_

Means of threat: PHONED—WRITTEN—FACE-TO-FACE—SUSPICIOUS PACKAGE

### Phoned Threat

Phone number shown on caller ID \_\_\_\_\_

Exact words of threat \_\_\_\_\_

\_\_\_\_\_

### Critical questions for caller

**When** is the bomb going to explode? \_\_\_\_\_

**Where** is the bomb? \_\_\_\_\_

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

What **kind of bomb** is it? \_\_\_\_\_

What will **cause it to explode**? \_\_\_\_\_

Did **you place** the bomb? **Y—N** **Who** did? \_\_\_\_\_

**Where** are you calling from? \_\_\_\_\_

What is **your address**? \_\_\_\_\_

### Caller's Voice and Language (circle)

Calm Slow Broken Slurred Accent \_\_\_\_\_

Angry Rapid Loud Distinct Well Spoken (educated) \_\_\_\_\_

Crying Raspy Soft Soft Foul Language \_\_\_\_\_

Laughing Nasal Stutter Deep Irrational \_\_\_\_\_

Stressed Sincere Squeaky Normal Incoherent \_\_\_\_\_

Disguised Lisp Excited Message Read by Threat Maker \_\_\_\_\_

Is the voice familiar? **Y—N** Who does it sound like? \_\_\_\_\_

Describe background noises \_\_\_\_\_

(i.e., street noise, voices, house noises, motor, office machinery, taped, animal noises, clear, dishes clanking)

### Written Threat

**Describe** \_\_\_\_\_

**Where** found? \_\_\_\_\_

**Unusual markings** \_\_\_\_\_

**Documentation** and chain of custody trail: \_\_\_\_\_

### Face-to-face threat

**Who** made the threat? \_\_\_\_\_

**Exact words** \_\_\_\_\_

**To** whom was the threat directed? \_\_\_\_\_

**Documentation** and chain of custody trail: \_\_\_\_\_

### Suspicious Package

**Describe** \_\_\_\_\_

**Where** found? \_\_\_\_\_

**Unusual markings** \_\_\_\_\_

**Documentation** and chain of custody trail \_\_\_\_\_

### REPORT IMMEDIATELY TO:

|   |                       |
|---|-----------------------|
| _____ Principal                         |                       |
| _____ Law Enforcement                   | 911                   |
| _____ Superintendent                    | 491-9901 or ext. 1201 |
| _____ Exec. Director of Admin. Services | 491-9905 or ext. 1205 |