FAYETTE COUNTY PUBLIC SCHOOLS

School-Centered Emergency Management and Recovery Guide

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Fayette County Public Schools
Revised 2019

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Forward

In the spring 1998 Fayette County Public Schools (FCPS) published the district’s first Emergency Management Guide. In 2001 the Kentucky Community Crisis Response Board (KCCRB) adapted Fayette County Public Schools’ Guide to assist planning efforts for districts across the Commonwealth. In 2001 the following agencies came together to assist this effort.

- American Red Cross, Cincinnati Chapter
- American Red Cross, Louisville Chapter
- Fayette County Public Schools
- The Federal Emergency Management Agency (FEMA)
- Jefferson County Public Schools
- Jessamine County Public Schools
- Kentucky Center for School Safety
- Kentucky Department of Education
- Kentucky Division of Emergency Management
- Kentucky State Police
- Local School District Representatives
- Southwest Ohio Critical Incident Stress Management Team

In 2004-05 Fayette County Public Schools received an Emergency Response and Crisis Management Grant through the Federal Department of Education, Office of Safe and Drug Free Schools. This grant supported the 2004 revision of the Emergency Management and Recovery Guide for Schools.

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Part 1

Preparedness

"He is most free from danger, who, even when safe, is on his guard."

(Publius Syrus, 1st Century B.C.)
A. Partnerships in Preparedness, Response and Recovery

The Fayette County Public Schools, School-Centered Emergency Management and Recovery Guide provides guidelines for district schools to address school emergencies. Standard procedures are provided for emergency situations to assist facilities with a foundation for planning and a framework for action should an emergency situation arise.

The likelihood of effectively managing an emergency is increased with an established district level plan and individual building plans tailored to the conditions and resources of an individual school or facility. The guidelines contained herein provide a step by step model for schools to develop their own School-Centered Emergency Management Plan.

For purposes of this guide, "emergency" is defined as:

* A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school population.*

The FCPS district has formed a District Emergency Team (or District E-Team), with collaboration and partnership from local/regional emergency service agencies. The District E-Team has modified the KCCRB guide to create a template for local schools to use for emergency planning efforts. This district guide includes appropriate local terminology, phone numbers, names, etc. The District E-Team is now providing this modified guide to each school for adaptation by the School E-Teams.

Each Emergency Management Plan is to be written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to property. The School-Centered Emergency Management and Recovery Guide incorporates activities for preparedness, response, and recovery.
for a variety of emergency situations. The Guide will help maximize the health, safety, and welfare of students, staff, and visitors when confronted by an emergency situation.

**New Challenges**
Historically, schools have been relatively well prepared for emergency situations such as fires and severe weather. Schools understand the need to evacuate buildings when a fire alarm is heard. They know procedures for calling 911 to report a fire, and know to seek shelter in the event of a severe weather warning.

Conversely, school shootings and other forms of interpersonal violence in the past few years, have stunned the country and uncovered a need for preparedness for a much broader range of emergencies. National attention has focused on school violence in communities across the country including Bethel, Alaska; Pearl, Mississippi; Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; Springfield, Oregon; Littleton, Colorado; Santee, CA and other locales.

Further, although schools may have established procedures for dealing with many emergency situations, most do not have these protocols collected in a coordinated, concise manner. More so than ever before, schools are faced with ongoing challenges to be prepared for a wide-range of emergency situations from threats of violence to kidnapping, and from severe weather to chemical release.

**A Broad Perspective**
The Kentucky Board of Education, which oversees Kentucky public schools and districts, has set three broad goals:

1. **High student performance**
2. **High quality teaching and administration**
3. **A strong and supportive environment for each school and every child**

To achieve these goals, schools and districts must provide a safe, orderly learning environment for every child and every school. The School-Centered Emergency Management and Recovery Guide provides protocols for crisis response situations, so that schools and districts can quickly and adequately restore the school climate to optimal learning conditions. The restored strong, supportive environment will again promote high student achievement.

The School-Centered Emergency Management and Recovery Guide was developed to support planning for school safety, emergency management and response, and long-term recovery. The Guide is presented in three broad sections: **Preparedness, Response, and Recovery**. Each of these topics is introduced briefly over the next few pages, and then explained and applied in detail in later sections of the guide.
B. How to Use this Guide

The School-Centered Emergency Management and Recovery Guide is designed to assist schools in the development of individually tailored Emergency Management Plans. It is presented in three main sections: Preparedness, Response, and Recovery, and offers a method for creating an Emergency Management Plan to meet specific local needs. Since each school has unique resources and unique risks, each needs an Emergency Management Plan suited to its unique circumstances.

New "best practices" for handling emergency situations become available on an ongoing basis, and new emergency situations emerge over time. Therefore, this manual should always be a "working document," and after initial completion, should be updated on an annual basis.

District Emergency Support Team (E-Team)

FCPS District preparedness began with the formation of a District E-Team. Members represent the superintendent, risk management and safety, building and grounds, law enforcement, transportation, student support, administrators and school principals.

The District E-Team has reviewed the contents of this School-Centered Emergency Management and Recovery Guide and worked with our local DEM Office (Division of Emergency Management) to review area hazards. The E-Team has modified each emergency protocol to reflect local needs and circumstances in order to mitigate the impact of an emergency situation should one arise. The FCPS District E-Team has worked in collaboration with local police, fire, and disaster emergency agencies and others.

Upon completing the revision of this guide, the District E-Team's role changes to that of support and leadership. The District E-Team functions to assist schools in the coordination and allocation of needed resources when the need imposed by the current situation exceeds the school's normal resources.

School-Centered Planning

After the District E-Team has completed its revision of the guide, each school and support building should create a site-specific Emergency Management Plan by utilizing a Campus E-Team. Using the outline, sample forms, and protocols provided in the district's updated guide, schools are to create an emergency plan which includes a designated chain of command, specific roles for team members, and school specific procedures to implement in the event of an emergency.
C. Four Phases of Emergency Management

Planning for and responding to school emergencies is often described in four (4) phases.

I. Mitigation/prevention

Actions taken to reduce the likelihood of a crisis or actions taken to lessen the impact of an emergency situation. Action steps that can be taken by district level and school level E-Teams:
1. Connect with community emergency responders to identify local hazards.
2. Review the last safety audit to examine school buildings and grounds.
3. Determine who is responsible for overseeing violence prevention strategies in your school.
4. Encourage staff to provide input into the crisis planning process.
5. Review incident data.
6. Determine problems in your school with student crime and violence.
7. Assess how the school addresses these problems, i.e., access control.
8. Conduct an assessment to determine how these problems - as well as others - may impact your vulnerability to certain crises.

II. Preparedness

Action steps that can be taken by district level and school level E-Teams:
1. Determine what crisis plans exist in the district, school, and community.
2. Identify all stakeholders involved in crisis planning.
3. Develop procedures to communicate with staff, students, families, and the media.
4. Establish procedures to account for students during a crisis.
5. Gather information about the school facility, such as maps and location of utility shutoffs. Review and update contents of the emergency tool box.
6. Identify the necessary equipment that needs to be assembled to assist staff prior to an emergency.
7. Annual update and review of emergency plans and procedures.
8. Plan and conduct training drills and exercises, include all stakeholders.
III. Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means "doing what you planned to do." In this phase, schools mobilize resources needed to address the emergency at hand.

School level action steps:
1. Determine if a crisis is occurring.
2. Identify the type of crisis that is occurring and the appropriate response.
3. Activate the School E-Team.
4. Ascertain whether an evacuation; reverse evaluation; lockdown; or shelter-in place needs to be implemented.
5. Maintain communication among all relevant staff at officially designated locations. Place one call to the Division of Law Enforcement.
6. Establish what information needs to be communicated to staff, students, families, and the community.
7. Monitor how emergency first aid is being administered to the injured.
8. Decide if more equipment and supplies are needed.

IV. Recovery

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. One of the major goals of recovery is to provide a caring and supportive school environment.

Action Steps for Recovery:
1. Strive to return to learning as quickly as possible.
2. Restore the physical plant, as well as the school community.
3. Monitor how staff members are assessing students for the emotional impact of the crisis.
4. Identify what follow up interventions are available to students, staff and first responders.
5. Conduct debriefings with staff and first responders.
6. Assess curricular activities that address the crisis.
7. Allocate appropriate time for recovery.
8. Plan how anniversaries of events will be commemorated.
9. Capture "lessons learned" and incorporate them into revisions and trainings.
D. Levels of Emergencies

It is essential to understand and be prepared for a range of situations from school-based events such as an allergic reaction, to community-wide disasters such as tornados. The chart below illustrates different levels of emergencies, and the following page describes in greater detail the possible impact of community-level disasters on individual schools.

**School Level Emergencies**

Situations in which the scope is limited to school settings & school-based personnel, & no assistance is needed (such as an allergic reaction and use of “epi-pen”)

**District Level Emergencies**

These are events where support and involvement is required from school district personnel or members of the District Emergency Team. Events may include an unexpected death, suicide threats, water or power failure, trespasser, etc. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters needing community-wide support.

**Community Level Emergencies**

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. Such events include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In many of these situations the school’s role is to implement protocols until appropriate community agencies respond and assume responsibility (such as police, fire and rescue). However, schools must be prepared to rely on their own resources until help arrives.
E. Elements of Emergency Management and Preparedness

**Leadership**: Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.

**Incident Command System**: Is a nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The **Incident Commander** is the highest-ranking official in charge of the emergency response operations.

**District Emergency Team**: Initially, the District E-Team directs the process of adapting this guide to reflect local conditions. Ongoing, the District E-Team serves to assist the schools when an emergency occurs and the need exceeds the school’s resources.

**School Emergency Team**: School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The School E-Team develops the plan to meet individual school needs, and implements the plan should the need arise.

**School Emergency Management Plan**: The modified version of this guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes E-Team assignments, emergency numbers, protocols, etc.

**Communication**: Plans should have established lines of internal communication (i.e., within the school), external communication (i.e., with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.

**Emergency Management Protocols**: Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.
**Universal Emergency Procedures**: Universal Emergency Procedures are a set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, Drop, Cover, and Hold, Reverse Evacuation, and Lockdown.

**Mitigation**: Mitigation refers to any action taken to reduce the adverse effects of an emergency. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency.

**Preparedness**: Preparedness is the process of district and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

**Response**: Response is the implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety and well being of individuals in the school community.

**Recovery**: Recovery is the process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery during an emergency can address immediate short-term needs, while ongoing recovery can last for months or years.

**Training**: Training is important on at least three levels: 1) Team Training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (i.e., severe weather training, threat assessment training, or Critical Incident Stress Management training); and 3) awareness training for all staff (i.e., Universal Emergency Procedures).

**Practice**: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.
F. Introduction to the Incident Command System (ICS)

Every complex job needs to be organized, and emergency management in schools is no exception. The Incident Command System (ICS) is becoming the nationwide standard for emergency management, preparedness and response. The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters and is currently in use by many agencies across the country.

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander."

Division of Labor
The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. Main divisions of ICS are: Management, Operations, Logistics, Planning/Intelligence, and Administration/Finance.

In simple terms:
- **Management**: Is in charge
- **Operations**: Makes it happen (by "doing")
- **Logistics**: Makes it possible (by "getting")
- **Planning/Intelligence**: Makes it rational (by "thinking")
- **Administration/Finance**: Makes it fiscally accountable (by "recording")

Span of Control
Another concept of ICS is Span of Control. The structure dictates that no one person should be in charge of more than 7 other people. The optimum number is 5, unless a large number of people are all performing the same function; for example, 1 person might be in charge of 10 teachers, who are all caring for students.

Common Terminology
One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.
G. Incident Command in Schools

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the principal assumes control or management responsibility, and activates others as needed. For relatively small incidents, the principal may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions.

![Incident Command Diagram]

**Incident Commander**
*Principal or Alternate*
(In charge of overall management of an emergency situation)

**Safety Official**
(School, Law Enforcement, School Resource Officer)

**Public Information Official**
(Media Liaison)

**Liaison Official**
(On-scene contact for outside agencies assigned to incident)

**Planning**
(Collection, evaluation, dissemination and use of information)

**Operations**
(Carries out response activities, universal procedures, etc.)

**Logistics**
(Responsible for organizing resources and personnel)

**Administration & Finance**
(Tracks incident accounting, costs, reimbursements)

**Incident Commander:** Establishes command, works to protect life and property, directs overall management of emergency response activities.

**Planning:** In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident, and status of resources.

**Operations:** On a school campus, most staff will be assigned roles under Operations. Operations is responsible for care of students and carrying out response activities according to established Universal Emergency Procedures and Emergency Management Protocols.

**Logistics:** Is responsible for communications, as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.

**Administration/Finance:** Sometimes overlooked, the Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal "disaster area" may be declared.
H. Emergency Team Roles

The following is an outline of roles and responsibilities for staff during an emergency. The Emergency Management Team has specifically assigned roles during an emergency, and will access the District Emergency Team (E-Team) in accordance with your school's individualized plan.

Personnel Guide

ALL STAFF
All staff should prepare family members that they may be required to remain at school to assist in an emergency situation.

PRINCIPAL/FACILITY DIRECTOR
The principal shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:
1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Determine whether to implement Universal Emergency Procedures (evacuation; reverse evacuation; shelter in place; severe weather/safe area; drop, cover and hold; lockdown)
3. Activate the E-Team.
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)
6. Maintain a line of communication with the Superintendent's Office and/or District E-Team.

DISTRICT EMERGENCY TEAM
The District E-Team's role is to support the school when the need exceeds the resources of the school to handle a situation:
1. Provide guidance regarding questions that may arise.
2. Direct additional support personnel, including District E-Team members as needed.
3. Monitor the emergency situation and facilitate major decisions that need to be made.
4. Provide a district contact for release of information to the media.
TEACHERS
Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:
1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary. School staff should be trained and certified in first aid and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to Student Accounting and Release.
7. Assist as directed by the principal.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS
Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:
1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the E-Team leader.
7. Assist as directed by the principal.

SCHOOL NURSES
1. Provide first aid or emergency treatment as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal.
CUSTODIANS
1. Survey and report damage to principal.
3. Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.

OFFICE PERSONNEL
1. Answer phones and assist in receiving and providing consistent information to callers.
2. Provide for the safety of essential school records and documents.
3. Assist as directed by the principal.

FOOD SERVICE/CAFETERIA WORKERS
1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
2. Assist as directed by the principal.

BUS DRIVERS
1. Supervise the care of students if an emergency occurs while children are on the bus.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow procedures as directed by your transportation policy for emergency situations
I. Communication: Parents and Community Prior to an Emergency

1. Inform parents about the school’s emergency plan, its objectives, and the need for it; such information can be included in a school newsletter or other informational materials prepared for parents.

2. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.

3. Develop a list of community resources which may be helpful to parents or helpful to the school in the event of an emergency. Keep a copy in the emergency tool box.

4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

J. Communication: Sharing Information with Parents at the Time of an Emergency

Communication with the media in an emergency shall be coordinated from the Fayette County Public Schools Communications Office. Contact this office by calling 381-4101.

In the event of an emergency, parents have very specific information needs. First, parents want to know their children are safe; then, parents want to know the details of the emergency situation, to know how it is being 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 an emergency or disaster:

1. Tell parents exactly what is known to have happened. Do not embellish or speculate.

2. Implement the plan to manage phone calls and meet with parents who arrive at school.

3. Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school. Members of community emergency services may be useful if they were involved.

4. In the event of an incident which involved damage or destruction, an open house for parents and other members of the community to see the school restored to its "normal" state helps everyone get beyond the emergency.
K. Communication With Media  
(Part 1)

Most news people are sensitive reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- In Fayette County Public Schools, the Office of Communications is the first single source of media releases.
- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all employees to refer all information and questions to Media Liaison or Information Official.
- If the emergency is a death, the principal should consult with the deceased student/staff member's family and the Fayette County Coroner's Office (252-5691) before making a statement.
- Insist that reporters respect the privacy rights of students and staff.
- Advise students of the school's student media policy.
- The school should decide what to say, issue a statement, and answer questions within the limits of confidentiality.
- Remind employees that only designated spokespersons are authorized to talk with news media.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school's/district's good record.
- Speak to reporters in plain English - not in "educationese."
- If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance to read.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.
Communication With Media (Part 2
Answering Media Questions)

When speaking with the media about an incident that affects schools, you will be answering three questions:

1. Here's what happened.
2. Here's what we are doing about it.
3. Here's what we will do to see that it doesn't happen again.

In answering these questions:

- Stick to the facts
- Avoid giving opinions
- Speak the truth, give factual information
- Be brief and to the point (less is more)
- Correct inaccuracies as soon as possible
- Use plain simple terms
- Feel free to say "I don't know"
- If you say "I don't know" also say "we'll try to find the answer and get back with you"
- Respond quickly to get your message out to the public
- Don't make promises you can't keep
- Keep good records and notes
L. Seven Rules of Risk Communication  
(Adapted from Covello and Allen 1988)

1. Accept and involve the public as a partner. Your goal is to inform the public not to defuse public concerns.
2. Plan carefully for the intended audience. Different goals, audiences and media require different actions.
3. Listen to the public’s specific concerns. People often care more about trust, credibility, fairness and empathy than about statistics and details.
4. Be honest, frank and open. Trust and credibility are difficult to obtain, once lost, they are almost impossible to regain.
5. Work Cooperatively with agency partners
6. Meet the needs of the media. Speak truthfully, factually, utilize simple short statements, correct inaccuracies, emphasize the positive.
7. Speak clearly and with compassion. Always acknowledge the tragedy of an illness, injury or death.

RISK COMMUNICATION
- A scientific system of communication in times of fear
- Dispels rumors and misinformation
- Minimizes panic and anxiety
- Ensures appropriate individual public self-protective behavior
- Builds trust and confidence

RISK COMMUNICATION: KEY POINTS
- Anticipate questions and know how to respond to inaccuracies, rumors, mistakes
- Know how to manage hostility
- Know what media representatives want and how to work with them
- Critique your presentation

RISK COMMUNICATION IN A HEALTH CRISIS
- Adopt a policy of full disclosure about what is known and not known.
- Deliver information in a clear, simple, non-patronizing manner.
- Hold regular briefings to update information
- Always know how information was gathered and conclusions reached.
- Ease public concern to the extent possible, for example:
  - The risk is low and the illness is treatable
  - It is not easily contracted
  - Symptoms are easily recognized
- Give guidance on how to respond:
  - Take these precautions...
  - If possibly exposed, or symptomatic contact physician
- Stay on message, use artful repetition:
  - "I want to stress that every child is safe..."
  - "As I mentioned a moment ago, every child is safe..."
- Acknowledge uncertainty:
  - If information is not available, admit it.
  - Saying "I don't know" is acceptable and can build credibility
  - Audience needs to understand that uncertainty is part of the process and that answers now may not be final answers.
  - Try to identify real concerns behind demands for certainty and address them.

The information on Risk Communication was assembled and written by Diane Myers, R.N., M.S.N. in cooperation with the Kentucky Community Crisis Response Board (KCCRB)
M. Letters Home and Other Communications
Following a Serious Incident

Principals should provide clear, concise and prompt communications to internal and external audiences following an incident that affects the school community. Receiving direct information from the principal often reassures the staff and external community and prevents rumors from circulating.

Depending on the nature of the incident, information may change hour-to-hour. This is why it is important to include date and time on all written communications. All information should be verified prior to release. When information is uncertain, it is best to avoid speculation, and to say information is limited and that the principal will provide updates as quickly as possible.

Points to consider

- Verify information prior to release. When appropriate, check with the family when releasing sensitive information
- Begin correspondence with a statement of regret, if appropriate.
- Explain what happened, focus on the facts, (who, what, when, where, why, how)
- Reassure children and adults that their safety is the primary concern of the principal(s), school staff and district staff
- Discuss what is being done to keep people safe, to reassure and to assist recovery
- If information on services (memorial / funeral / visitation) is known, give the details
- Give parents and community members a contact person if they have questions
- Describe how parents will be informed of any changes in schedules, procedures and / or operations
- Give any details of a parent meeting and who will preside / present
- Send home "Information Sheet for Parents," backpack letter or other information from Chapter 5
Chapter 2: CREATING THE DISTRICT-LEVEL PLAN

A. INTRODUCTION

Fayette County Public Schools has established a District Emergency Team (District E-Team) to provide leadership, planning and support to schools in preparation for local or national emergencies. Just as School E-Teams are asked to consider the four (4) phases of crisis management, the District Team will also address:

1. Prevention
2. Preparedness
3. Response
4. Recovery

Responsibilities of the District E-Team include:

Prevention
1. Work with community agencies to establish cooperative agreements in an emergency.
2. Work with agency emergency services to recognize potential hazards that may affect schools.
3. Review incident data and school safety assessments to prevent school emergencies.

Preparedness
2. Provide oversight and support for annual school emergency planning at all schools
3. Develop procedures to communicate with staff, students, families and the media.
4. Provide the necessary resources for schools to prepare for school emergencies, including training, drills and materials.

Response

1. Activate the District E-Team in the event of a school emergency.
2. Engage school and agency communication links, allocate district resources and provide the support that may be needed by schools to address the emergency.
3. Monitor the emergency response and determine present and future school needs

Recovery

1. Allocate district resources to assess the impact of the crisis/emergency.
2. Supply the necessary resources to quickly restore the physical needs on campus and the emotional needs of the school community.
3. Monitor the effectiveness of the recovery efforts.
4. Evaluate future emergency needs in terms of:
   A. New/revised policies and procedures
   B. Future priorities for staff/student training
   C. Further preparedness needs
## B. District Emergency Numbers

<table>
<thead>
<tr>
<th>Title</th>
<th>Name – Location</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Emmanuel Caulk</td>
<td>381-4104</td>
</tr>
<tr>
<td>Chief of Police (FCPS)</td>
<td>Martin Schafer</td>
<td>381-4200</td>
</tr>
<tr>
<td>General Council</td>
<td>Shelley Chatfield</td>
<td>381-4728</td>
</tr>
<tr>
<td>Chief Operations Officer</td>
<td>Myron Thompson</td>
<td>381-4165</td>
</tr>
<tr>
<td>Senior Director of Administrative Services</td>
<td>John White</td>
<td>381-4165</td>
</tr>
<tr>
<td>Interim Director of Maintenance</td>
<td>Doug Botkin</td>
<td>381-3911</td>
</tr>
<tr>
<td></td>
<td></td>
<td>381-3916</td>
</tr>
<tr>
<td>Director of Transportation</td>
<td>Marcus Dobbs</td>
<td>381-3855</td>
</tr>
<tr>
<td></td>
<td></td>
<td>381-3856</td>
</tr>
<tr>
<td></td>
<td></td>
<td>381-3857</td>
</tr>
<tr>
<td>Director of Food Service</td>
<td>Michelle Coker</td>
<td>381-3839</td>
</tr>
<tr>
<td>Director of Logistical Support</td>
<td>Dan Sawyers</td>
<td>381-3878</td>
</tr>
<tr>
<td></td>
<td></td>
<td>381-3876</td>
</tr>
<tr>
<td>Director of Risk Management</td>
<td>Joe Isaacs</td>
<td>381-3827</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(502) 330-0480</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>Killian Timoney</td>
<td>381-3823</td>
</tr>
<tr>
<td></td>
<td></td>
<td>229-7144 (Cell)</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Amanda Dennis</td>
<td>381-4183</td>
</tr>
<tr>
<td>Interim Director of Student Support (counseling, social work, etc.)</td>
<td>Doug Adams</td>
<td>381-4198</td>
</tr>
<tr>
<td>Safe Schools Office</td>
<td>Deedeeh Massey</td>
<td>381-4223</td>
</tr>
<tr>
<td>Coordinator of School Nurses</td>
<td>Patti Boggs</td>
<td>288-2314 (Health Department)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>230-4476 (Cell)</td>
</tr>
<tr>
<td>District Spokesperson</td>
<td>Lisa Defendall</td>
<td>381-4101</td>
</tr>
<tr>
<td></td>
<td></td>
<td>669-1441 (Cell)</td>
</tr>
<tr>
<td>Safety, Health and Environmental Programs</td>
<td>Jeff Harris</td>
<td>338-1782 (Cell)</td>
</tr>
<tr>
<td>Health &amp; Wellness Coordinator</td>
<td>Debbie Boian</td>
<td>381-3849</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Local / Regional Emergency Response Numbers

Complete the form below to reflect your district or regional emergency resources. List local hospitals, emergency services, mental health crisis lines, social service agencies, American Red Cross, regional / local emergency response agencies, etc. It is important in planning stages to form interagency partnerships with law enforcement agencies, fire and rescue, etc. in order to predetermine jurisdiction in the event of ongoing investigations.

<table>
<thead>
<tr>
<th>Agency – Address</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire, Police, Ambulance</td>
<td>911</td>
</tr>
<tr>
<td>Police (non-emergency)</td>
<td>258-3600</td>
</tr>
<tr>
<td>Fire (non-emergency)</td>
<td>254-1120</td>
</tr>
<tr>
<td>National Poison Center Hotline</td>
<td>800-222-1222</td>
</tr>
<tr>
<td>Kentucky State Police (Emergency Line)</td>
<td>800-222-5555</td>
</tr>
<tr>
<td>Suicide Prevention (Comprehensive Care Center)</td>
<td>233-0444, 800-928-8000</td>
</tr>
<tr>
<td>Fayette County Sheriff</td>
<td>252-1772</td>
</tr>
<tr>
<td>Hospitals:</td>
<td></td>
</tr>
<tr>
<td>U.K. Medical Center</td>
<td>323-5000</td>
</tr>
<tr>
<td>Central Baptist</td>
<td>260-6100</td>
</tr>
<tr>
<td>St. Joseph Healthcare</td>
<td>313-1000</td>
</tr>
<tr>
<td>Samaritan</td>
<td>226-7000</td>
</tr>
<tr>
<td>Ridge Behavioral Health</td>
<td>268-6401</td>
</tr>
<tr>
<td>Lextran (Transit Authority)</td>
<td>253-4636</td>
</tr>
<tr>
<td>Kentucky Community Crisis Response Board (KCCRB) (Recovery Counseling)</td>
<td>(502) 564-0131, 888-522-7228</td>
</tr>
<tr>
<td>DEM</td>
<td>258-3784 On-call pager</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
D. Visitor Screening Policy

Points to consider:

1. Post signs at key arrival points directing all visitors to the doors they are to enter.

2. Utilize positive welcoming signs.

3. All visitors shall pass through an office or sign-in area that offers verbal and visual contact with staff or volunteers.

4. All visitors sign-in and receive a sticker or other visitor badge.

5. Designate individuals to ask the persons name, area or room to be visited, and nature of the visit.

6. If the visitor is new to the school or unsure of the room location, a volunteer or staff member may meet or accompany him/her.

7. Visitors should be directed to return to sign out upon leaving the building.

8. There should be no exceptions to the policy.

9. School staff should involve and acquaint parents, parent-teacher organizations, etc. with the policy and the need to know who is in the building.

10. All teachers and staff should know the policy.

11. All staff should be expected to question people without a badge and ask them to check in with the office before proceeding to the intended room.
E. General Dismissal Procedures

This page applies to regular dismissal (or routine early dismissal), NOT release procedures during an emergency. Emergency release procedures will need to be determined at each school according to geographic area, roadways, alternate sites available, etc.

Points to consider:

1. Students shall be released according to the written instructions provided by the custodial parent/guardian.

2. Instructions shall be requested at the time the student registers/enrolls for the school year and shall include:
   a. Student's regular mode of transportation at the end of the day
   b. A list of persons, in addition to the custodial parent/guardian, who are authorized to pick up the child from school

3. Any deviation from the authorized release process must be approved by the principal/designee prior to the student departing school in another manner.

4. It shall be the responsibility of the custodial parent/guardian to notify the school in writing if release instructions are to be revised. If written instructions are not provided to the school the student shall only be released to ride home on the assigned bus or in accord with existing parent/guardian instructions.

5. If the student is to be picked up early, the parent/guardian or designee shall report to the principal's office and sign for the student's release.

6. Each school shall maintain a daily entry/exit log of students signing in late or signing out early and shall require proof of identification from individuals (visual identification by an employee, driver's license, picture identification, etc.) to assure that they are authorized to pick up the student.

7. Those students who are 18 years of age or older may sign for their own dismissal.

EXCEPTIONS: A student may be released to a person with lawful authority to take custody of the student, e.g., a police officer with a warrant. In such cases, the student's parent shall be notified at the earliest opportunity. In addition, the Board authorizes emergency release of students for illness or other bona fide reasons, as determined by the principal.
Chapter 3: CREATING THE SCHOOL-CENTERED EMERGENCY MANAGEMENT PLAN

A. Introduction

This chapter is designed to provide a practical step-by-step approach to forming an Emergency Management Plan. It addresses issues from team formation through submission of the plan to the Risk Management and Safety office. The first step in creating the Emergency Management Plan is forming the School Emergency Team. As introduced earlier, the team should represent the diverse training and expertise of the school community.

Steps to Creating a School Plan:

1. Form a school team.
2. Members review this manual.
3. Follow the steps in this chapter to create your school's Emergency Management Plan.
4. Present the plan to certified and classified staff in your school.
5. Send a copy of the school plan or submit electronically to Risk Management and Safety.
6. Update all staff on universal emergency procedures, emergency management protocols and specific team assignments and roles in an emergency.
Components of the School-Centered Emergency Management Plan:

1. Clearly defined staff roles/responsibilities (an Emergency Team, Incident Command System, etc.)

2. Procedures for emergency evacuation, administering first aid, etc.

3. Setting up a "Command Post"

4. Establishing potential staging areas

5. Student accounting and release procedures

6. Assembly Areas – Main and alternate

7. Guidelines for communication with the media

8. Establishing primary and back-up methods for communication (within school, with Central Office, and with parents and community)

Each Emergency Management Plan shall be updated yearly and submitted to Risk Management and Safety Office, on or before September 30 of each year and shall reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.

The school principal is responsible for supervising, monitoring and organizing the development of the school emergency plan. Further, the principal is responsible for arranging a faculty/staff meeting within one month of the beginning of the school year to review the school's plan and update staff regarding new procedures.
B. Forming the School E-Team

The school principal or facility director is responsible for overseeing the formation of the School E-Team and is the designated leader.

Depending on the size and needs of the school, an emergency team could have any number of staff ranging from approximately 5 to 10, depending on the size of the facility. Although these staff members make up the formal E-Team, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in their care.

Suggested Steps for E-Team Formation:

1. Principal/facility director communicates with all staff identifying specific needs, and requesting volunteers to serve on the E-Team (see Staff Skills Inventory).

2. Principal/facility director or designee creates list of interested staff, making sure all major areas of need are addressed, including:
   - Physical/medical needs
   - Emotional/mental health needs
   - Students with special needs
   - Staff from all areas of the building
   - Staff with knowledge of transportation needs
   - Staff with knowledge of utility cut offs, locks, etc.
   - Staff able to convey information to the media
   - Staff with knowledge of community resources

3. A meeting is held with potential team members to discuss what will be expected for team membership.

4. An initial meeting is held to formally establish the E-Team, and to begin the process of developing the school’s Emergency Management Plan (using forms on the following pages).

5. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.

6. Hold regular team meetings throughout the school year to review protocols and ongoing issues as they arise.

7. Set dates to conduct orientation, staff training, review, updates, of plan.
C. Checklist for Plan Development

- Under the direction of the principal, each school is to complete the following according to its unique needs and circumstances.
- Have each team member become familiar with this School-Centered Emergency Management and Recovery Guide
- Note the following E-Plan Sheets:
  - D. Cover Page
  - E. Staff Skills Inventory
  - F. E-Team Roles and Responsibilities
  - G. E-Team Assignments
  - H. Teacher Survey: Students Needing Special Assistance
  - I. Health Emergency - Staff Member
  - J. Classroom and Building "Hazard Hunt"
  - K. Students Special Assistance: Master List
  - L. Classroom and Building "Hazard Hunt" Master List
  - M. Assembly Area (outdoors)
  - N. Alternate Building Location (walking distance)
  - O. Alternate Building Location (requiring transport)
  - P. Student Accounting and Release
  - Q. Orientation and Training Schedule
  - R. Drill Schedule and Log
  - S. Emergency Team Toolbox
  - T. Emergency Quick Reference Guide (T-1 and T-2, pg. 53-54)
  - U. Emergency District Communication

- Create an Emergency Team "Toolbox" using checklist provided (S).
- Adopt Visitor Screening Policy consistent with local board policy (See Chapter 2).
- Adopt General Dismissal Procedures consistent with board policy (See Chapter 2).
- Review the Emergency Management Protocols ("Response" section); make necessary modifications for school-specific needs (using feedback from Staff Surveys and E-Team input, local or district phone numbers and titles, etc.)
- Review and update Severe Weather Safe Area for each room of the building.
- Review and update Shelter in Place Plan (See Quick Reference Guide, Chapter 3)
- Prepare your school’s Emergency Quick Reference Guide (final 2-sided form to be modified)
- Provide Emergency Quick Reference forms to all staff members
- Establish a schedule and procedures for orientation, training, and drill practicing
- Submit the school’s plan to Risk Management and Safety, (include Cover Page [Form D] and completed Forms G, L, M, N, O, P and T-1
- Practice the plan scheduled, update and submit the plan by September 30, annually
D. Cover Page for School-Centered Plan (E-Plan)

Each school is responsible for creating and updating its School-Centered Emergency Management and Recovery Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District E-Team. The school principal needs to sign this cover prior to submitting the plan to the central office.

School-Centered Emergency Management and Recovery Guide for:

(School Name Here)

Principal Signature

Date

Please submit the following completed forms to the Office of Risk Management and Safety by September 30th annually. Forms: D, G, L, M, N, O, P, T-1.
E. Staff Skills Inventory (for Emergency Management Planning)

Staff: As part of the development of our School-Centered Emergency Management Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Management Plan in order to be fully prepared for an emergency situation should one arise.

NAME: ________________________________ ROOM ________________

I. Emergency response:
Please check any of the following areas in which you have training or expertise:

- First aid
- CPR
- Search & rescue
- Hazardous materials
- Counseling/mental health
- Firefighting
- Emergency medical
- Media relations
- Incident debriefing

Explain or clarify items checked, if needed

II. Special Considerations:
Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- Multilingual, list language(s)
- Experience with disabilities
- Ham radio or CB radio experience
- Knowledge of community resources
- Other knowledge or skills
- Other knowledge or skills

Check if you have a cell phone that could be used in an emergency
Check if you have a 2-way radio that could be used in an emergency

III. School Emergency E-Team
Each school is to form a School E-Team to provide leadership and direction in response and recovery activities related to emergency management.

Please check here if you are interested in becoming a member of our school's E-Team
## F. E-Team Roles and Responsibilities

The principal, as Incident Commander (IC) is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn, activate others needed to fulfill emergency response tasks.

<table>
<thead>
<tr>
<th>Title</th>
<th>Role, Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident Command:</strong></td>
<td></td>
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<tr>
<td><strong>Safety Official:</strong></td>
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<tr>
<td><strong>Public Information Official:</strong></td>
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<tr>
<td><strong>Liaison Official:</strong></td>
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<td><strong>Planning/Intelligence:</strong></td>
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<tr>
<td><strong>Operations:</strong></td>
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<tr>
<td><strong>Facility &amp; Environmental</strong></td>
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<tr>
<td><strong>First Aid, CPR, Medical</strong></td>
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</tr>
<tr>
<td><strong>Food, water, sanitation</strong></td>
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</tr>
<tr>
<td><strong>Logistics:</strong></td>
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<tr>
<td><strong>Logistics:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Administration &amp; Finance:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Administration &amp; Finance:</strong></td>
<td></td>
</tr>
</tbody>
</table>
G. E-Team Assignments

In general, Incident Command System (ICS) or E-Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school E-Team assignments. Descriptions of roles and responsibilities for each assignment are provided in the preceding page (p. 39).

<table>
<thead>
<tr>
<th>Title</th>
<th>Name Location &amp; Numbers</th>
<th>Alternate Name Location &amp; Numbers</th>
</tr>
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<tbody>
<tr>
<td>Incident Command:</td>
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<tr>
<td>Principal</td>
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<tr>
<td>Safety Official:</td>
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<tr>
<td>Security, Law Enforcement</td>
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<td>Public Information Official:</td>
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<tr>
<td>Media Liaison</td>
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<tr>
<td>Liaison Official:</td>
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<td>Liaison to Outside Agencies</td>
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<tr>
<td>Planning/Intelligence:</td>
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<tr>
<td>Situation Analysis and Reports,</td>
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<td>Records</td>
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<tr>
<td>Operations:</td>
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<tr>
<td>Student Accounting &amp; Release/Reunion</td>
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<tr>
<td>Operations:</td>
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<tr>
<td>Facility &amp; Environmental Shelter</td>
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<tr>
<td>Operations: First Aid, CPR, Medical</td>
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<tr>
<td>Operations: Crisis Intervention &amp; Response</td>
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<tr>
<td>Operations: Food, water, sanitation</td>
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<td>Logistics: Communications</td>
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<tr>
<td>Logistics: Supplies distribution, procurement</td>
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<td>Administration &amp; Finance:</td>
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<tr>
<td>Documentation</td>
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</table>
### H. Teacher Survey: Students Needing Special Assistance

Instructions: Teachers are to fill in the name of any student in their class who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as severe weather, evacuation needs, hazardous materials, etc.):

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>ASSISTANCE NEEDED</th>
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SIGNATURE: ___________________________ ROOM ___________________
I. HEALTH EMERGENCY -
STAFF MEMBER FAYETTE
COUNTY PUBLIC SCHOOLS

School Year___________

This optional form will alert your principal if you have a pre-existing health condition (i.e., diabetes, seizure disorder, severe asthma, allergic reaction) and guide assistance should you have a medical emergency.

Name School______________________________________ Room # __________________________

Name of Primary Care Physician_______________________________________________________

Address___________________________________________________________ Phone # __________________

Health Insurance Company__________________________________________________________

Hospital Preference______________________________________________________________

In an emergency, please notify__________Phone # _________________________________

Back up Emergency Contact_______________Phone # ____________________________

<table>
<thead>
<tr>
<th>Health Condition(s)</th>
<th>Medication(s)</th>
<th>Location of Medication(s)</th>
<th>How Administered?</th>
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</thead>
<tbody>
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Special Instructions to Those Who May Provide Assistance

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Please return this form to your principal to keep in a personnel file. The employee completing this form may wish to share this information or the existence of this form with a co-worker.
J. Classroom and Building
"Hazard Hunt"

ALL STAFF Instructions: The E-Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plant, rivers/streams), safety at bus stops or walking to school, etc. Please describe any such potential hazards below, and actions requested to mitigate:

<table>
<thead>
<tr>
<th>Potential Hazard</th>
<th>Action Requested to Mitigate the Hazard</th>
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SIGNATURE: ___________________________________ ROOM_________________
**K. Students Needing Special Assistance MASTER LIST**

Using the information from individual Teacher/Staff Survey forms, the E-Team maintains a master list of students needing special assistance in the event of an emergency (make copies of this sheet as necessary):

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>ASSISTANCE NEEDED AND INDIVIDUAL TO PROVIDE ASSISTANCE</th>
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</table>
L. **Classroom and Building "Hazard Hunt" MASTER LIST**  
(and Mitigation Plans)

Each E-Team is required to identify circumstances unique to its school/campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, safety at bus stops or walking to school, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school, etc.

Using information from "Classroom and Building 'Hazard Hunt'" forms, as well as insights from E-Team members, list below any specific risks or potential hazards needing special consideration and plans to address them (copy form as needed):

<table>
<thead>
<tr>
<th>Potential Hazard</th>
<th>Action Taken (or Planned) to Mitigate the Hazard</th>
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<tbody>
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</tbody>
</table>
M. Assembly Area (Outdoors, for Standard Evacuation)

Use the following worksheet to plan for evacuation from the building to an on-site, or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer, power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings), etc.

2. When conducting emergency drills evacuate students to areas that:
   a. Will not block emergency vehicle access to critical areas on campus
   b. Will not conflict with emergency staging areas.

3. Designate each of the following in the Assembly Area:
   - Command Post
   - Access for emergency vehicles
   - Student assembly areas (by grade level or team, etc.)
   - First aid area
   - Heliport landing area for air medical (if traffic gridlock prevents vehicular access)
   - Student/Parent reunification area
   - Media area
   - Potential morgue

4. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.

5. Communicate Student Accounting and Release procedures to parents.
N. Alternate Building Location: Walking Distance

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within walking distance from the school. Coordinate your planning with Central Office, other schools, etc.

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.

2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.

3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.

4. Designate each of the following:

<table>
<thead>
<tr>
<th>Alternate Building Location</th>
<th>Lead Contact / Phone</th>
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</thead>
<tbody>
<tr>
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</table>

(Address)

<table>
<thead>
<tr>
<th>Secondary Location</th>
<th>Lead Contact / Phone</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

(Address)

**USE SPACE BELOW** for any special planning needs, routes, alternate routes, access to keys or for coordinating your school’s plan with other schools or buildings on the same campus.
O. Alternate Building Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location requiring transport from the school. Coordinate your planning with Central Office, other schools, etc.

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.

2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.

3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other).

4. Consider an alternate building location across town as incidents may effect the entire neighborhood of the school.

5. Designate each of the following:

<table>
<thead>
<tr>
<th>Alternate Building Location</th>
<th>Lead Contact / Phone</th>
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(Address)

<table>
<thead>
<tr>
<th>Secondary Location</th>
<th>Lead Contact / Phone</th>
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</table>

(Address)

USE SPACE BELOW for any special planning needs or for coordinating your school’s plan with other schools or buildings on the same campus.
P. Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

1. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to "Student Accounting and Release" member of the school's E-Team, who reports to principal):

2. What procedures will be in place to release students to parents, guardians, or other designated adults during an emergency? If an alternate building location is chosen, consider a method for parent vehicle pick-up of students.
Q. Orientation and Training Schedule

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc. Training events may be for an entire staff, for the school's E-Team, for an administrator, or for some combination of these individuals.

<table>
<thead>
<tr>
<th>Month</th>
<th>Training Event and Who is to be Trained</th>
<th>Person Responsible</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>July</td>
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<td>June</td>
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</table>
R. Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school’s plan, and use the original to document drills when they actually occur.

**Fire Drills**: Two fire drills in the first two weeks of school, and one per month each following month.

<table>
<thead>
<tr>
<th>Monthly Schedule</th>
<th>Date Conducted</th>
<th>Weather Conditions</th>
<th>Number of Occupants</th>
<th>Evacuation Time</th>
<th>Comments, Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st:</td>
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**Earthquake Drills**: Two required each year.

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<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments, Notes</th>
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<tbody>
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<td>1st:</td>
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**Severe Weather Safe Area**: Two required each year.

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<thead>
<tr>
<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments, Notes</th>
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<tbody>
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<td>1st:</td>
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**Other Drills Or Practice**: Such as Lockdown, Shelter in Place, etc.

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<th>Date Scheduled</th>
<th>Date Conducted</th>
<th>Number of Occupants</th>
<th>Response Time</th>
<th>Comments, Notes</th>
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<td>1st:</td>
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</table>
S. Emergency Team "Toolbox"

Each school’s Emergency Management Team is to develop and annually update a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the E-Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

**Items to consider for the Emergency Toolbox**

- Copies of all forms completed in the development of the school or facility Emergency Management Plan (Chain of Command, Students Needing Assistance, etc.)
- Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- Blueprints of school building(s), including utilities grounds
- Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- Flash lights with extra batteries
- First aid kit and latex-free gloves
- First aid manual
- Space Blankets (several)
- Faculty/staff roster (including emergency contacts)
- Student roster (including emergency contacts for parents)
- Safety Data Sheets
- Master schedule
- Two-way radios and/or cellular phones (available)
- Battery powered radio and spare batteries
- Several legal pads and ball point pens
- Grease boards and markers (or dry erase boards)
- White peel-off stickers and markers (for name tags)
- Orange vests to identify key persons
- Local telephone directory
- Lists of the district personnel's phone, fax, and beeper numbers
- Lists of other emergency phone numbers
- Five black markers
- Five face masks
- Duct tape and plastic (for Shelter in Place in Separate Container)

**Other items that should be taken during an evacuation:**

- Emergency Toolbox
- Student emergency cards
- Current attendance roster
- Cell phones
- Two way radios
- Megaphone
In general, staff should take the following actions in the event of an emergency:

- Notify Principal; then Principal or designee will call 911 if necessary.
- Call 911 only if an imminent risk to life or safety is present, then call Principal.
- Move students from immediate vicinity of danger (whether the event is natural, technological or interpersonal in origin).
- Assist students needing special assistance.
- Provide basic first aid (if needed) until emergency responders arrive.
- Follow Universal Emergency Procedures and wait for further instructions.

In an emergency situation, Staff Actions consist primarily of maintaining appropriate supervision of students in their care, and notifying the Principal of the emergency at hand. The Emergency Management Team will have specific roles & responsibilities, but may request assistance for larger-scale incidents.

Emergencies can range from severe weather and chemical spills, to suicide risk and threats of harm. All staff are responsible for learning building procedures for Evacuation Routes, Assembly Areas, Severe Weather Safe Areas, & Student Accounting, and share responsibility for overall school safety and preparedness.

### Evacuation Routes/Exits: RED LINE

ALL STAFF:
- Follow Red Line Evacuation Route Marked on Map posted near exit of room.
- **Report to Assembly Area.**
- **Do not leave area until directed.**

### Shelter in Place: BLUE DOT

ALL STAFF:
- Follow Evacuation Route Map to nearest area marked with a Blue Dot on the map.
- **Do not leave until directed.**

### Severe Weather Safe Area: GREEN DOT

ALL STAFF:
- Follow Evacuation Route Map to nearest area marked with a Green Dot on the map.
- Do not leave until directed.

### Student Accounting

(Modify for your school, using forms developed in your school’s Emergency Management Guide)

<table>
<thead>
<tr>
<th>Team Name</th>
<th>Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list lead contact for each teaching team, or teacher grouping)</td>
<td></td>
</tr>
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**EXAMPLE:**

1. Teacher takes roll.
2. Teacher sends “runner” to report any missing students to Team Leader.
3. Team Leader will report to (NAME), who is in charge of Student Accounting and Release.
4. (NAME) will report to Principal.
### School-Centered Emergency Management and Recovery

**FORM T-2. Emergency Quick Reference Guide for**

*(Local School Name Here)*

#### Teacher’s Responsibilities

In an emergency, teachers are responsible for the supervision of students in their care, and shall remain with students until directed otherwise. They shall:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to established Universal Emergency Procedures (to Assembly Area, Severe Weather Safe Area, etc.)
- Render first aid if necessary.
- Take roll book or attendance sheet with them for student accounting.
- Take roll when the class relocates in Assembly Area.
- Report missing students and staff to Student Accounting and Release.
- Assist as directed by the Principal, or representative of the Emergency Management Team.

#### Universal Emergency Procedures

Universal Emergency Procedures are standard, clear directives that may be implemented across a variety of emergency situations. The principal as Incident Commander, or designee, will activate appropriate emergency procedures, based on the situation. There are six basic procedures which can be utilized in responding to various emergencies. Each is outlined below.

#### Evacuation (For use when conditions outside are safer than inside)

**When announcement or alarm sounded:**
- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)
- Take roll book or class roster for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for injuries
- Take attendance; report missing according to Student Accounting and Release procedures
- Wait for further instructions

#### Reverse Evacuation (For use when conditions inside are safer than outside)

**When the announcement is made:**
- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report missing students according to Student Accounting and Release procedures
- Wait for further instructions

#### Severe Weather Safe Area

(For use in severe weather emergencies)

**When announcement or alarm sounded:**
- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take roll book for student accounting
- Take attendance; report missing students according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the “all clear” is given
- Wait for further instructions

#### Shelter in Place (For use in external gas or chemical release)

**When the announcement is made:**
- Take closest and safest route to shelter in designated shelter in place area
- Assist those needing special assistance
- Close and tape all windows and doors (that can be opened) in designated shelter in place area
- Take attendance; report missing students according to Student Accounting and Release procedures
- Do not allow anyone to leave the shelter area
- Stay away from all doors and windows
- Wait for further instructions

#### Lockdown (For use to protect building occupants from potential dangers in the building)

**When the announcement is made:**
- Students are to be cleared from the halls immediately and to report to nearest available classroom
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Leave all room windows uncovered
- Cover door windows
- Stay away from all doors and windows and move students to interior walls and drop to a sitting position
- Lights may remain on or off in room
- Do not move from lockdown until released by Law Enforcement
- BE QUIET!
- Wait for further instructions

#### Drop, Cover and Hold (For use in earthquake or other imminent danger to building or immediate surroundings)

**When the command “Drop” is made:**
- DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- COVER - your eyes by leaning your face against your arms
- HOLD - on to the table or desk legs, and maintain present location/position
- Assist those needing special assistance
- Wait for further instructions
U. EMERGENCY DISTRICT COMMUNICATION

In the event of an emergency at school, the principal or school staff member should call Law Enforcement to alert central staff or request assistance. Law Enforcement will call others as needed to coordinate support to the school.

When a school incident occurs, principal or designee:

- Call to Law Enforcement
  - Phone: 381-4200
  - Fax: 381-4893

Notify School Chief
- (Elementary: 859-381-4169 or 859-381-4234)
- (Middle: 859-381-4168)
- (High: 859-381-4233)

Call to Metro Police and Fire as needed
- 911

Call to Superintendent
- 381-4104

Call to Media Relations Specialist
- Office: 381-4101
- Cell: 669-1441

Notify Board Members as needed

Activate District Emergency Team as needed
- 381-4200

Notify schools as needed

Notify Media
Part 2

Response

"Act well at the moment, and you will have performed a good action for all eternity."

(John Caspar Lavater)
A. Universal Emergency Procedures: Introduction

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies:

A. Evacuation  
B. Reverse Evacuation  
C. Severe Weather Safe Area  
D. Shelter in Place  
E. Lockdown  
F. Drop, Cover, and Hold

Specific actions to take for each of these procedures are addressed in the preceding section (Chapter 3 - Creating the School-Centered Plan)
B. Principals' Emergency Checklist

1. **Immediate Assessment**
   - Verify information, determine type of incident
   - Obtain essential information
   - Remain calm, encourage others to do the same

2. **Call 911 or Law Enforcement (381-4200)**
   - Have someone stay on line with 911 operator.
   - Have someone else call Law Enforcement (381-4200).

3. **Call your Chief**
   - (Elementary: 859-381-4169 or 859-381-4234) (Middle: 859-381-4168) (High: 859-381-4233)

4. **Emergency Procedures**
   - Implement emergency protocols
   - Implement universal emergency procedures with students and staff.
   - Activate key staff/emergency team.
   - Provide instructions to employees.
   - Account for students and staff

5. **Inform/Assist Emergency Personnel**
   - Keep first responders updated via 911.
   - Suggest staging areas, command post, emergency medical, etc.
   - Care for injured (safety for those assisting)
   - Protect crime scene evidence
   - Secure records, gather key information for Law Enforcement

6. **Work with First Responders to Resolve Situation**
   - Stay at command post
   - Support incident commander

7. **Communicate with Students, Staff and Community as Appropriate**
   - Provide updates as needed to staff and students
   - Draft media release and letter home as appropriate (working with FCPS Office of Communications)
### C. Emergency Management Protocols

**(Alphabetical Index)**

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Accidents at School

- **Staff actions:**
  - Report accident to principal, office; call 911 if warranted
  - Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services arrives
  - For relatively minor events, have students taken to office or school clinic for assistance

- **Principal or Team actions:**
  - Provide appropriate medical attention, call 911 if needed
  - Complete appropriate documentation including
  - Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

- **Other suggested preventive/supportive actions:**
  - Post in the office or school clinic the names of building staff who have completed first aid or CPR training
  - Post general procedures in the clinic explaining when parents are to be notified of minor mishaps
  - Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Bloodborne Pathogen Program)
  - Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
  - Provide a standard location for placement of classroom emergency procedures
  - Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

- **Additional steps for our school/facility (if any):**
Aircraft Emergency

Aircraft Crash Into School Building:

- **Staff Actions:**
  - Notify Principal
  - Move students away from immediate vicinity of crash

- **Principal, Team:**
  - Call Law Enforcement 381-4200 to engage the District E-Team
  - Determine whether to implement evacuation procedures
  - Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
  - Provide for first aid, treatment and removal of injured occupants from school buildings
  - Account for all building occupants and determine extent of injuries
  - Wait for instructions; you will be advised when it is safe to re-enter the building
  - Document actions and complete incident reports

Aircraft crash near school site but no damage to building:

- **Staff Actions:**
  - Notify Principal
  - Move students away from immediate vicinity of crash

- **Principal, Team:**
  - Call Law Enforcement 381-4200 to engage the District E-Team
  - Initiate Shelter in Place plan if warranted
  - All students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or go to designated area until further instructions are received
  - No evacuations should occur unless subsequent explosions or fire endanger the building
  - Document actions and complete incident reports

**Additional steps for our school/facility (if any):**

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________
Allergic Reaction

- **Possible Symptoms:**
  - Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue
  - Restlessness, sweating, fright, shock
  - Shortness of breath, vomiting, cough, hoarseness

- **Staff First Actions:**
  - If imminent risk, call 911
  - Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)
  - Assist in getting "Epi pen" (Epinephrine) for individuals who carry them (usually in backpack), and prescription medications (kept in office)
  - If an insect sting, remove stinger immediately
  - Notify principal
  - Assess situation help student/employee to be comfortable
  - Move only for safety reasons

- **Principal, Team:**
  - Call 911, depending on circumstances (always call 911 if using epi pen)
  - Notify parent or guardian
  - Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated
  - Observe for respiratory difficulty
  - Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage & time administered

- **Preventive/Supportive Actions:**
  - Keep an epi pen in the school office alert staff as to location
  - Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel
  - Bus drivers should have emergency sheets for all known acute reactors
  - Employees may want to fill out a Health Emergency Form that is included in the school plan forms

- **Additional steps for our school/facility (if any):**
Assault

When student(s) or staff has been assaulted use the following guidelines:

Staff observing the incident:
- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

Principal / Designee:
- If threat still persists determine whether to initiate Lockdown
- Call 911 if warranted, or notify law enforcement (required by K.R.S.)
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- Notify District Support Team, Central Office as appropriate
- Document actions and complete incident reports

Additional steps for our school/facility (if any):
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
- __________________________________________________________
Biological Agent Release

Biological agent releases may be accidental or intentional (in the form of weapons of mass destruction). Defense against biological attacks (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because awareness of such attacks usually doesn't take place until days or weeks after they occur. Typically conditions will be worse outside than inside.

Agent release originating outside the building:

- **Staff actions:**
  - Notify principal, team
  - Move students away from immediate vicinity of danger (if outside, reverse evacuation) Approach from up-wind of potential danger

- **Principal, Team:**
  - Initiate Shelter in Place
  - Shut off HVAC units
  - Move to central location where windows and doors can be sealed with duct tape.
  - Call FCPS Law Enforcement 381-4200
  - Bring a battery-powered commercial radio with extra batteries. Listen for instructions.
  - Do not leave the building unless instructed to do so by principal; instructions will come from the Health or Fire Department.

Agent release originating inside the building:

- **Staff actions:**
  - Notify principal, team
  - Contact FCPS Law Enforcement 381-4200

- **Principal, Team**
  - If biological agent is potential anthrax proceed to "Lockdown"
  - For other biological agents move students away from immediate vicinity of danger. May include Evacuation of the building.
  - If evacuating, move up-wind from the potential danger.
  - Follow standard student assembly, accounting and reporting procedures.
  - Wait for instructions from emergency responders (Directions will come from Fire or Health Department).
  - Do not take unsafe actions such as returning to the building before it has been declared safe.

- **Additional steps for our school/facility (if any):**

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**Bloodborne Pathogens / Infectious Substances**

**Principal, Team, Staff:**
- Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPPA guidelines)
- Make certain that those individuals who contact the child on a regular basis know, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers
  4. School secretary
- Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities. If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted
- Document actions and complete incident reports

**Tips for Teachers:**
- Most bloodborne pathogens are not spread through casual contact. It is only spread through sexual contact or through blood or other body fluids
- Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected
- If a student injures themselves and is bleeding take the following actions:
  1. Don appropriate personal protective equipment
  2. Bandage the wound securely
  3. Isolate any contaminated items for appropriate disposal

**Additional steps for our school/facility (if any):**
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In the event of a Bomb Threat to the school or facility:

- **Staff Actions:**
  - Receiving a Threat:

  **Phone Threat**
  All personnel who answer telephone calls from outside sources shall be provided a “Threat Report Checklist”, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.
  - If possible, signal other staff members to listen and notify the principal and police
  - Copy any information displayed in the Caller ID – photograph if able
  - Write down the exact wording of the threat
  - Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible
  - Record the call if the telephone or other available equipment allows
  - Fill out the Threat Checklist immediately
  - Be available for interviews with the principal, SRO and other public safety personnel

  **Verbal Threat**
  - If the perpetrator leaves, note which direction they fled
  - Notify the principal, SRO and others as appropriate
  - Transcribe the threat exactly as it was communicated
  - Note the description of the person(s) who made the threat:
    - Name (if known)
    - Gender
    - Race
    - Type/Color of clothing
    - Approximate height and weight (body type)
    - Hair and eye color
    - Voice (loud, deep, accent)
    - Other distinguishing features
Written Threat

- If found within a document, handle the document as little as possible. If found on a portion/component of the structure, etc. “Do not touch”
- Notify the principal and others as appropriate
- Rewrite the threat exactly as is on another sheet of paper noting the following:
  - Date/time/location that the document was found
  - Any situations or conditions surrounding the discovery/delivery
  - Full names of any person(s) who saw the threat
  - Secure the original item: Do not alter the item in any way
  - If small/removable, place in a clear plastic bag
  - If large/stationary, secure the location
- Photograph the document and/or object that the threat is written on

Electronic (Social Media) Threat

- Leave the message open on the computer
- Notify the principal and others as appropriate
- Print, photograph or copy the message and subject line, note the date and time

Principal, Team:

- Call Law Enforcement - 381-4200
- Using standard procedures, evacuate the school immediately taking the emergency toolbox; NOTE: modify evacuation routes if necessary based on possible location of bomb
- If what appears to be a bomb is found: DO NOT TOUCH IT; the police department will take charge
- Turn off cell phones and DO NOT transmit with radios
- Leave the immediate environment as it is
- Avoid altering any electrical items or systems (DO NOT turn on or off lights, DO NOT change thermostat, etc.)
- Avoid opening and closing doors
- EVACUATE PERSONNEL AT LEAST 300 FEET FROM THE BUILDING; during inclement weather and a possible prolonged search, move students to an Alternate Building Location
- Follow standard student accounting and reporting procedures
- After an "all clear" by emergency personnel, return to class
- Assist Law Enforcement with investigation

Additional steps for our school/facility (if any):
Bomb Threat - School Report

(Completed by person receiving the call)

Date_________________________ Time of call_________________________

Bomb threat was received on telephone number_________________________

Exact language/wording used by the caller________________________________

______________________________________________________________

Record the following information as provided:

What time is it set for? ___________________ Where is it? ___________________

What does it look like? _______________________________________________

Why are you doing this? _______________________________________________

What is your name? ___________________________________________________

Additional Information (circle and fill in):

Gender: ___ Male ___ Female Describe_________________________
Age: ___ Adult ___ Child Describe/estimate age_______________________
Speech: ___ Normal ___ Excited Describe_____________________________
Speech: ___ Slow ___ Fast Describe______________________________

Did the caller have an accent? ___ Describe: ____________________________

Did you recognize caller’s voice? ___ Describe: __________________________

Background noises: ___ music ___ traffic ___ machine ___ voices/talking
___ airplanes ___ typing ___ children ___ TV / radio ___ other

______________________________________________________________

Other Notes:

______________________________________________________________

Person receiving call:

Name_________________________ Home Phone_________________________
Address_________________________

Notification:

School Principal____________________ Time_________________________
Police_________________________ Time_________________________
Bus Accident

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

In the event of a Bus Accident:

- **Staff at the Scene:**
  - Call 381-4200 or 911, if warranted
  - Call principal
  - Call chief’s office
  - School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
  - School staff at the scene of a school bus accident will move all uninjured students to a safe distance from the accident
  - School staff at the scene will list the names of all injured students and the location to which they may be taken for medical treatment. This list will be part of the accident report.

- **Principal, Team:**
  - Notify Law Enforcement 381-4200
  - Notify parents/guardians of all students on the bus as quickly as accurate information is available
  - Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
  - Complete appropriate documentation

- **Additional steps for our school/facility (if any):**
Chemical Material Release

Chemical accidents may originate inside or outside building. Examples include: toxic leaks or releases caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Accidents originating outside the building:

- **Staff actions:**
  - Notify principal, team
  - Move students away from immediate vicinity of danger (if outside, reverse evacuation)
  - Observe wind direction by observing flags or leaves and move students appropriately

- **Principal, Team:**
  - Initiate Shelter in Place, shut off HVAC units
  - Call your chief
  - Call 911
  - Do not leave the building unless instructed to do so; if ordered to do so, evacuate building or grounds, take care to avoid fumes, position people up wind if possible

Accidents originating inside the building:

- **Staff actions:**
  - Notify principal
  - Move students away from immediate vicinity of danger

- **Principal, Team:**
  - Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation
  - Call 911 if warranted
  - Initiate evacuation plan with emergency toolbox; avoid the area where the chemical accident occurred and any fumes which are present
  - Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be up wind, up hill, and up stream from the location of the spill
  - Wait for instructions from the emergency responders
  - Do not take unsafe actions such as returning to the building before it has been declared safe, or lighting matches, candles, or other fires which could cause a gas or electrical fire

- **Additional steps for our school/facility (if any):**
**Cyber / Electronic Threat**

Staff Actions:
- Report issue to principal / law enforcement (this includes report of sexting)
- Preserve message, image or media on the original electronic device
- Secure the electronic device

*Remember you may not search electronic devices without owner permission or a court order*

Principal / Designee:
- Evaluate level of cyber threat with school technology coordinator and law enforcement
  - **Level One:** Not highly inflammatory. Generally, incident can be solved in-house (most cyberbullying, etc.)
  - **Level Two:** A student or staff member is in danger of harm (highly emotional issue, repeat offender, sexting, hit list, threat of bodily harm, etc.)
- Depending on severity, call 911, District Support Team and law enforcement
- Conduct investigation and determine all those involved
- Notify parents/guardians of involved students
- Document actions and complete incident reports

Additional steps for our school/facility (if any):
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In the event of a reported Death or Serious Illness outside the school setting:

- Staff actions:
  - Notify principal

- Principal, Team:
  - Call your chief’s office
  - Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent
  - Notify District Support Team, Central Office 381-4200
  - Notify teachers prior to school by using a phone tree or during school prior to notification of students
  - Schedule a faculty meeting as soon as possible to: share the details that are known, review procedure for the day, and to discuss the notification of students, availability of support services and the referral process for students needing assistance
  - Contact the family or visit the home to offer condolence and support
  - Allow students who wish to meet in guidance office or other appropriate place to do so; students should be encouraged to report any other students who might need assistance
  - It may be necessary to designate multiple areas for crisis team/community resource persons to meet with affected students
  - Notify the bus driver of the students who will not ride home on their bus
  - Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school
  - Contact and offer assistance to parents of impacted students
  - If deemed necessary by building principal, at the end of the day a faculty meeting may be called to disseminate additional information

- Additional steps for our school/facility (if any):
Earthquake

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

- **If inside:**
  - Initiate Drop, Cover and Hold (under desks and tables)
  - If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
  - Leave doors open to minimize jamming if the building shifts
  - Do not attempt to run through building or outside due to risk of falling objects; if in a room with no desks or furniture, get against inside wall or inside doorway and crouch
  - After initial shock, initiate Evacuation taking emergency toolbox
  - Initiate student accounting procedures

- **If outside:**
  - Move quickly away from building and overhead electrical wires
  - Lie flat, face down, and wait for shocks to subside
  - Follow standard student accounting procedures
  - Do not attempt to enter building until authorized to do so
  - Do not light fires or touch fallen wires
  - Be alert for instructions from principal

- **Assembly Areas:**
  - Earthquake safe areas will be away from the building and overhead power lines
  - Keep everyone away from underground gas and sewer lines
  - Call Law Enforcement 381-4200
  - In the event of after shocks, students shall be encouraged to remain calm and stay sitting close to the ground
  - Administer emergency first aid as needed
  - Do not re-enter building until given “all clear” from emergency response officials

- **Additional steps for our school/facility (if any):**
Fire

In the event of a fire:
- Sound alarm
- Call 911
- Call your chief’s office
- Implement Evacuation procedures taking emergency toolbox to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Do not re-enter building until given “all clear” by emergency responders
- Determine if arrangements need to be made for transportation to Alternate Building Location or if school is to be dismissed

Additional steps for our school/facility (if any):
Gas Leak

All school personnel, including cafeteria managers and custodians, shall immediately report any suspect gas leak to the principal.

- **Staff actions**
  - Notify principal
  - Move students from immediate vicinity of danger

- **Principal, Team:**
  - If gas is internal, implement evacuation procedures taking emergency toolbox
  - Call 911 and Division of Maintenance (381-3918)
  - Notify gas company (288-0205; [www.COLUMBIAGASKY.com](http://www.COLUMBIAGASKY.com))
  - Notify your chief
  - Determine whether to move to Alternate Building Location
  - If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses (381-3855, 381-3856, 381-3857)
  - Do not re-enter building until given “all clear” by emergency responders

- **Additional steps for our school/facility (if any):**
Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to multiple perpetrators with multiple hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers.

- **Staff Actions:**
  - When possible, remove people from harm's way to prevent casualties
  - Alert the principal

- **Principal, Team Actions:**
  - Initiate Lockdown
  - Call Law Enforcement 381-4200 giving all known essential details of the situation i.e., perpetrator, motive, location, weapons, number of persons involved
  - Call your chief’s office
  - It may be necessary to act to protect building occupants by initiating an evacuation of all or parts of the building
  - School staff will assist in evacuating students to a safe area away from the perpetrator or protecting students through lockdown
  - Secure exterior doors from visitor entry
  - Teachers and staff will take role or otherwise account for all students in their care and if possible pass that information to a single person

- **Additional steps for our school/facility (if any):**

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Infectious Diseases

Principal / Designee, Staff:

- Exercise appropriate caution and discretion when informing others about an individual with an infectious disease
- “An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.” (FERPA)
- Notify appropriate individuals who are in contact with the child on a regular basis, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers / Aides
  4. School secretary
  5. Counselors
- Consult with school nurse, central office and/or health department on potential for outbreak
- Instruct custodial staff to disinfect all affected surfaces
- Determine whether child stays in school or if school closing is appropriate
- Document actions and complete incident reports

Preventative Measures:

- Encourage students, parents, and staff to take everyday preventive actions to stop the spread of germs (CDC, http://www.cdc.gov/)
- Encourage students and staff to stay home when sick
- Encourage respiratory etiquette among students and staff through education and the provision of supplies
- Encourage hand hygiene among students and staff through education, scheduled time for hand washing, and the provision of supplies
- Encourage students and staff to keep their hands away from their nose, mouth, and eyes
- Encourage routine surface cleaning through education, policy, and the provision of supplies

Additional steps for our school/facility (if any):

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Kidnapping

**Staff Actions:**

- Notify principal giving essential details
- Write down key information
  - Name and description of the child
  - Description of the suspect, and vehicle information
- Move other children if present, away from the area of abduction

**Principal, Team Actions**

- Verify information with the source of the report, if the principal believes an abduction may have taken place:
- Call Law Enforcement 381-4200
- Call your chief’s office
- Provide a picture and complete information on the child; name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order EPO, Domestic Violence Order DVO)
- Supply suspect information to the police (if known)
- Contact the parents / guardian of the child involved, establish a communication plan with them
- If it is unclear the reason the child is missing:
  - Obtain the best possible witness information
  - Conduct a search of the school / campus / bus
  - Relay current information to police, parents and essential school staff
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and give updated information as it becomes available
- Advise the Law Enforcement dispatcher of the staff member key contact’s name and number
- The key contact should have access to school records and be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or Law Enforcement.
- When the child is found, contact all appropriate parties as soon as possible

**Additional steps for our school/facility (if any):**
Mental Health Emergency

A Mental Health Emergency exists when school personnel have reason to believe a student's life or safety is at risk based on serious displays of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self.

In general, teachers and staff should elicit mental health support through the school's psychologist, social worker, counselor and/or nurse when such behaviors are present. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP if in place.

In the event of immediate danger:

- **Staff Actions:**
  - Take immediate action to secure, isolate, and provide safety to the student
  - Notify the principal and the school psychologist, counselor, social worker, or school nurse, but do not leave the student alone

- **Principal, Team:**
  - If after meeting with the student, the school psychologist, counselor, social worker, nurse etc. deems the situation to present an imminent danger, that school professional should recommend next steps to the principal. Next steps may include:
    - Keep the student under continuous adult supervision and do not allow the student to leave campus until parent/guardian has been notified and appropriate services arranged
    - Contact the student's parents/guardian to come to the school
    - Provide the parents/guardian with the names and phone numbers of mental health resources
    - If the student has a therapist, recommend that the parents make an immediate contact with that person
    - Have parents sign two release forms to allow two-way communication between the school and the treating agency
    - If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Cabinet for Families and Children to intervene on behalf of the student (potentially a medical neglect referral)
    - If there is a reason to believe the student cannot be safely transported or actively displays dangerous behavior, call agencies as appropriate to coordinate emergency mental health services (Cabinet for Families and Children, mental health facilities, juvenile court, Law Enforcement).
    - Make a follow-up check with the treating agency, family and student as appropriate, to ensure that care has been afforded.
    - Provide follow-up support for student and parents (as indicated) within the school
    - Develop a safety plan prior to the student's return to school
    - Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)
Staff Actions:
- Notify Principal with a description of the child including clothing
- Describe where child was last seen and when
- Write down all known details

Principal Team:
- Call Law Enforcement 381-4200 and conduct an immediate search of the school / campus / bus as appropriate
- Notify your chief
- Provide Law Enforcement with a picture and complete information on the child; name, age, description, home address, emergency contact names and phone numbers
- If missing during bus transportation, give child's bus stop location and nearest other bus stops
- If a bus is involved, the driver needs to keep in communication with the transportation dispatcher
- Transportation dispatcher needs to coordinate efforts and information with the Law Enforcement dispatcher
- Designate a staff member as a key contact and personally answer phone line (no voice mail) to receive and give updated information as it becomes available
- Advise Law Enforcement dispatcher of the staff member key contact's name and number
- The key contact should have access to school records and be available at school by phone, beyond the close of the school day, if needed, until dismissed by the principal or Law Enforcement
- If the student is not found promptly, notify parents
- Advise parent(s) to come to school (as appropriate) and to leave another parent / or responsible person at the home
- Exchange phone numbers ( household, cell phone, school key contact ) with parent
- When a child is found, contact all appropriate parties as soon as possible

Additional steps for our school/facility (if any):
Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee:

- **Immediate Actions:**
  - Call 911
  - Call the Poison Center Hotline 1-800-222-1222
  - Administer first aid directed by poison information center
  - Notify principal
  - Principal notify your chief
  - Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
  - Notify parents
  - Seek additional medical attention as indicated

- **Preventive Measures:**
  - Keep poisonous materials in a locked and secure location
  - Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
  - Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
  - Provide staff with information on possible poisonous materials in the building
  - MAINTAIN MATERIAL SAFETY DATA SHEET (MSDS)

- **Additional steps for our school/facility (if any):**
Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Response Team, the District’s Support Team and school personnel must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. The services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children’s advocacy center, or hospital emergency room.

Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

- A rape or other sexual abuse occurs on campus
- A member of the alleged victim’s family requests intervention
- The alleged victim’s friends request intervention
- Rumors and myths of the alleged incident are widespread and damaging
- Students witness police action or emergency services response

When one or more of the above conditions exists, the following should be implemented:

- Confidentiality should be maintained during the investigation (by all staff members)
- Ensure the short-term physical safety of the student
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
- Notify appropriate law enforcement, and/or rape crisis center
- Principal to notify your chief
- Designate the school counselor or staff member closest to the alleged victim to review the types of support she or he may need
- Determine which peers close to the victim may need support
- Take action to control rumors
- Store all records related to rape or other sexual abuse incident and services provided in a confidential file not available to any and/or all staff

Additional steps for our school/facility (if any):

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INTRODUCTION
Hinting, writing, or talking about suicide is a call for help, and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the imperative for initiating life saving intervention.

The guidelines which follow offer three (3) levels of suicide risk with students:
1. Suicidal Threat or Ideation
2. Suicide Attempt
3. Suicide Completed

Do's and Don'ts Regarding Suicidal Ideation

- DO LISTEN to what the student is saying and take the suicidal threat seriously.
- DO GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- DO OBSERVE the student's nonverbal behavior such as facial expressions, body language, and other concrete signs.
- DO ASK whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).
- DO ASSURE the person that you care and you will find help that will keep him/her safe.
- DO STAY with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.
- DON'T leave the student alone for even a minute.
- DON'T act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.
- DON'T let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
- DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.
Suicidal Threat or Ideation

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat they should:

☐ **Staff actions:**
  - Keep the student under continuous adult supervision
  - Notify the principal and the counselor, social worker, or school psychologist, but do not leave the student alone

☐ **Principal, Team:**
  - Notify your chief
  - If, after meeting with the student, the counselor deems the situation to be an emergency and believes the student to be in imminent danger, the counselor or other mental health professional shall:
    - Assure that an adult remains with the student at all times.
    - Do not allow the student to leave campus until parent/guardian has been contacted and appropriate services arranged.
    - Contact the student's parents/guardians and make appropriate recommendations for treatment
    - If the student has a therapist, recommend that parents make an immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.)
    - Have parents sign release forms to allow communication between the school and the treating agency
    - If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Cabinet for Families and Children to intervene on behalf of the student (potentially a medical neglect referral)
    - Make a follow-up check with the family, student and treating agency, as appropriate, to ensure that adequate care has been afforded
    - In collaboration with any specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the risk and to request that they assist in monitoring the student's behavior
    - Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

☐ **Additional steps for our school/facility (if any):**

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Suicide Attempt

In the event of an actual suicide attempt:

- **Staff Actions:**
  - Notify principal
  - Ensure the short-term physical safety of the student and keep under continuous adult supervision
  - By law (KRS) the teacher who has the information is responsible to notify the parent/guardian

- **Principal, Team:**
  - Call 911, and Law Enforcement 381-4200
  - School nurse, counselor or other staff shall administer first aid until emergency responders arrive
  - Notify your chief
  - The student will be kept under constant observation at all times
  - The school principal, (or other designated professional) will communicate with appropriate school personnel, parents/guardians, counselors, to establish immediate plan of action
  - The school counselor, social worker or school psychologist will refer the parents/guardian to a therapist or other appropriate professional for implementation of long-term plan of action for the student (in follow-up to immediate physical safety needs)
  - Follow-up should be made by counselor or other school mental health professional with parent/guardian to determine that treatment services were obtained, current status of the student, if additional services are needed, etc.
  - Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

- **Additional steps for our school/facility (if any):**
Suicide Completed
(off campus)

School staff should exercise caution when discussing an "apparent suicide" with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students. Parents often want to know what is being done to assist classmates, and they often want to know what impact the suicide is having on friends.

If news of death by suicide is received, the principal or designee should initiate efforts to address emotional reactions within the school community and to decrease the potential for a contagious effect.

- **Staff Actions:**
  - Notify principal
  - Avoid spreading rumors
  - Watch for warning signs in other students who may be affected by the news

- **Principal, Team:**
  - Notify the information with the coroner's office 252-5691
  - Notify Law Enforcement 381-4200 to receive assistance from the district crisis response team
  - Notify your chief
  - Identify any family member(s) that may be in school and provide crisis counseling
  - If the deceased student has siblings at other schools, initiate actions to support students at those schools.
  - If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students
  - Call a faculty meeting or send an e-mail alert to:
    - Disclose all relevant facts
    - Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
    - Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
    - Outline procedures for the remainder of the school day
    - Distribute a written statement announcing the information to be released to students and determine the method of making the statement
    - Provide support meetings for school personnel if the need exists; refer employees to an employee assistance program as indicated
    - Compile a list of other students deemed to be at risk; consider counseling opportunities and mental health screening as part of the school and district’s commitment to responsible follow-up and recovery
    - If students make a request to leave school, do not allow them to leave unless parent/guardian permission is granted. Encourage the parent/guardian or other responsible adult to be home with the student
• Allow students to leave class during the day to receive support offered from school personnel and the district's crisis response team.
• Avoid any large group meetings or assembly of students (in order to maintain order and control)
• Consider an after school faculty meeting; the following points may be covered:
  • Debrief the events of the day
  • Provide for the emotional support for all staff
  • Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
  • Announce the plans made by the family for services
  • To the extent possible, make efforts to ensure that regular routine is followed
  • In general, recognize a tragic loss of life, without emphasizing the means of death.

Activities to be avoided include:
• Special memorial services within the school building
• Flying the school flag at half staff
• Special yearbook notices
• Large student assemblies
• Memorials such as trees/stones, etc.

Suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

☐ Additional steps for our school/facility (if any):
Active Threat Response
(Including hostage situation, intruder, weapons)

Staff Actions:
• Initiate lockdown (if able)
• Call 911 (if able)
• Notify principal of situation
• Follow lockdown protocol
• Wait for further instruction

Principal / Designee:
• Initiate Lockdown (if not already completed)
• Call 911 (if not already completed)
• Notify your chief
• Follow lockdown procedures until clearance given by local law enforcement
• Document actions and complete incident reports

Additional steps for our school/facility (if any):
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INTRODUCTION
A "Threat Assessment" is a structured response to potential threats of violence to others or self. This protocol, coupled with professional judgment, provides the structure and process to assess and respond to potential threats to safety. The processes described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. It is essential to use "warning signs" and other materials responsibly. They are not intended to encourage school-wide student profiling, labeling, or other stigmatizing of individuals.

❑ In the event of an IMMEDIATE danger:
  • Call Law Enforcement 381-4200
  • Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)
  • Take immediate action to move others from harm's way (in immediate vicinity of event)
  • Initiate Lockdown procedures if warranted

❑ If Warning Signs are observed, but there is not an imminent risk:
  • Have individuals observing Warning Signs, or with relevant knowledge of student, complete the single page Threat Assessment Referral Form (pg. 2 of this packet)
  • Convene appropriate members of Emergency Management Team (School Psychologist, Principal, Counselors, Law Enforcement, Teachers, etc.)
  • Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors (outline provided on Threat Assessment Worksheet)
  • Interview the individual under concern (consider using a trained counselor)
  • Contact parents or legal guardian. Obtain a release of information to exchange information between agencies, as appropriate
  • Call FCPS Law Enforcement 381-4200, as indicated
  • Consult with Principal's Chief, Board Attorney, Safe Schools Office, as indicated
  • Make recommendations to parents to seek appropriate mental health services
  • Determine level of risk using Risk for Harm Categories (page 107)
  • Develop Threat Assessment Plan according to the presented risk
  • Document referrals, actions taken, follow-up plans, etc.
  • Develop a plan to monitor student’s response to actions taken, a “return to school plan” and to review new information as it becomes available

❑ Additional steps for our school/facility (if any):
Threat Assessment Referral Form

If you become concerned that an individual may pose a risk for harming himself or others complete this form by stating your concern, checking the Warning Signs of which you are aware, and explaining items checked. Turn it in directly to the school's principal or designee. In an Imminent safety threat, notify principal immediately and take immediate action to secure or isolate the individual, and move other students from harm’s way.

Individual under concern __________________________ Date of birth _______________
Person completing this form __________________________ Room/phone __________________ Grade _______________
School __________________ Date of referral _______________

I. Reason for Referral (briefly explain your concerns)

II. Imminent Warning Signs (when an individual displays Imminent Warning Signs; take immediate action to maintain safety, mobilize law enforcement & appropriate school personnel)

☐ 1. Possession and/or use of firearm or other weapon ☐ 4. Severe rage for seemingly minor reasons
☐ 2. Suicide threats or statements ☐ 5. Severe destruction of property
☐ 3. Detailed threats of lethal violence (time, place, method) ☐ 6. Serious physical fighting with peers, family, others

III. Early Warning Signs (mark items, then elaborate below)

☐ 7. Social withdrawal or lacking interpersonal skills ☐ 18. Intolerance for differences, prejudicial attitudes
☐ 8. Excessive feelings of isolation & being alone ☐ 19. Drug & alcohol use
☐ 9. Excessive feelings of rejection ☐ 20. Affiliation with gangs
☐ 10. Being a victim of violence, teasing, bullying ☐ 21. Inappropriate access, possession, use of firearms
☐ 11. Feelings of being picked on ☐ 22. Threats of violence (direct or indirect)
☐ 12. Low school interest, poor academic performance ☐ 23. Talking about weapons or bombs
☐ 14. Uncontrolled anger ☐ 25. Seeing self as victim of a particular individual
☐ 15. Patterns of impulsive & chronic, hitting & bullying ☐ 26. General statements of distorted, bizarre thoughts
☐ 16. History of discipline problems ☐ 27. Feelings of being persecuted
☐ 17. History of violent, aggressive & antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12) ☐ 28. Obsession with particular person

IV. Explain checked items; describe known Precipitating Events (use back if needed)

V. Turn in this form and any materials you may have which may be necessary to conduct a preliminary risk assessment (i.e., writings, notes, printed e-mail or Internet materials, books, drawings, confiscated items, etc.). This information should be routed to the principal or his/her designee.

FOR OFFICE AND EMERGENCY RESPONSE TEAM USE:
Date Received: __________ School Case Manager assigned to follow referral: __________________________

________________________________________

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Threat Assessment Worksheet (2 pages)
Coupled with the Referral Form (which addresses Warning Signs), this outline addresses Risk Factors, Precipitating Events, and Stabilizing Factors. The worksheet is designed to provide a concise way to organize known concerns when conducting a preliminary risk assessment and to list relevant school and agency involvement.

I. Identifying Information
Individual under concern______________ Date of birth______________
Person(s) completing this form________________________

Parent/legal guardian name______________ Phone______________
School________________________ Date of referral______________

II. Primary reason for referral and known Warning Signs________________________

________________________________________

________________________________________

________________________________________

III. Risk Factors (write in: O, S or D for Observed, Documented, or Suspected respectively)

1. ___ In possession or has access to weapons 9. ___ Child abuse/neglect
2. ___ History of impulsive, violent antisocial behavior 10. ___ Fire setting
3. ___ Repeated exposure to violence (desensitization) 11. ___ Cruelty to animals
4. ___ Preoccupation with real or fictional violence 12. ___ Isolation or social withdrawal
5. ___ Domestic violence or other family conflict 13. ___ Bed Wetting
6. ___ Substance abuse or drug trafficking 14. ___ Other _________________________
7. ___ Gang involvement or affiliation 15. ___ Other _________________________
8. ___ Depression, mental illness, medical ailment (list current medications if known)

________________________________________

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________________________________________

Please explain items checked in above section

________________________________________

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________________________________________
IV. Precipitating Events *(recent triggers which may influence violence)*

1. ___ Recent public humiliation or embarrassment
2. ___ Death, loss or other traumatic event
3. ___ Highly publicized violent act (school shooting, etc.)
4. ___ Recent victim of teasing, bullying, abuse or threat
5. ___ Recent perceived “injustice” (disciplinary, or other)
6. ___ Boyfriend/girlfriend difficulties
7. ___ Family fight or conflict
8. ___ Other
9. ___ Other

Please explain items checked in above section

V. Stabilizing Factors *(factors which may minimize or mitigate likelihood of violence)*

1. ___ Positive social support networks (church, social)
2. ___ Close alliance with a supportive adult “mentor”
3. ___ Positive focus on appropriate future events
4. ___ Positive school interest and involvement
5. ___ Effective parental involvement
6. ___ Outlets for anger, strong feelings
7. ___ Other
8. ___ Other

Please explain items checked in above section

VI. School & Agency Involvement *(past or present)*

To note safety concerns observed by others. Check, then list contact information & date of involvement if known:

1. ___ School Law Enforcement or Discipline Referrals
2. ___ Special Education, 504, or Under Consideration
3. ___ School-based Mental Health or Social Services
4. ___ Family Resource and Youth Services Center
5. ___ Community Social Services
6. ___ Police, Juvenile Court, Probation Services
7. ___ Community Mental Health Services
8. ___ Current or prior institutionalization or foster care placement
9. ___ Other

Please explain items checked in above section

VII. Category of Risk *(Determine a Risk for Harm (RFH) Category based on available information)*

Imminent - High - Moderate - Minor - Low/No (date and time of determination)

NOTE: RFH Categories represent a distinct moment in time and may change from hour to hour, and day to day. Following an initial assessment, it is essential to monitor on-going status, to reassess level of risk according to new information, and to document significant changes.
**Threat Assessment Documentation of Actions Taken**

Use this form to describe and document actions taken, to date, in response to current concerns.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of referral</th>
<th>Today’s Date</th>
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</table>

**Briefly describe concerns:**

<table>
<thead>
<tr>
<th>Area of Response:</th>
<th>List Actions Taken to Date</th>
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<tbody>
<tr>
<td>Family Contact</td>
<td></td>
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<tr>
<td>School-Based:</td>
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<td>Counseling or Social Work</td>
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<td>School-Based:</td>
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<td>Testing, School Psychology</td>
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<td>School-Based:</td>
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<tr>
<td>Case Management</td>
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<tr>
<td>Security, Law Enforcement or Police</td>
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<tr>
<td>Central Office:</td>
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<td>Administration, Directors, Legal Counsel, etc.</td>
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<td>Central Office:</td>
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<td>Safe Schools Office</td>
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<td>Community:</td>
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<td>Mental Health</td>
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<td>Community:</td>
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<td>Juvenile Court, Probation, Social Services</td>
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</table>
## Threat Assessment Planning Sheet

Use this form to set forth a school-centered plan of action designed to minimize risks associated with the student of concern.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Threat Assessment</th>
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<tbody>
<tr>
<td>School</td>
<td>Date of Planning Meeting</td>
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### Planning Team Members and Titles

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Name</th>
<th>Title</th>
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### Brief Review of Threat and Outcome of Assessment


### Areas of Response to Consider (include, but are not limited to)
- School-based Counseling, Psychological Support
- Classroom-based response (monitoring, supervision, etc.)
- FCPS Law Enforcement response (routine monitoring, searches, etc.)
- Family contact / support; Social Work, Family Resource / Youth Service Center
- Administrative action (whether "in-house" or Central Office / Board of Education)
- Referral and/or coordination of services with community mental health providers
- Referral and/or coordination of juvenile court or social services (CDW, DYS, DJJ, CBS)

<table>
<thead>
<tr>
<th>Action to be Taken</th>
<th>By Whom</th>
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### School-Based Case Manager

Date for follow-up meeting

Date copy of plan given to principal

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RISK FOR HARM CATEGORIES

Risk For Harm Categories provide a framework for schools to conceptualize risk based on a review of Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors. Based on the present risk, the Emergency Management Team develops response plan to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each Category are not an exhaustive list behaviors and possible responses, but are provided as a frame of reference.

Imminent Risk for Harm
An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest.
Responses may include (but are not limited to): immediate action to secure individual, arrest or hospitalization, facility lock down, security response, parent notification, background or records check, "return to school plans," ongoing case management.

High Risk for Harm
An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure individual, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

Moderate Risk for Harm
An individual has displayed some Early Warning Signs and may have existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

Minor Risk for Harm
An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, administrative action.

Low/No Risk for Harm
Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.
Brief Interview Outline
for Individual Under Concern

When interviewing an individual about safety concerns, one method is to ask questions which move from general introduction, to fact finding, to recognition of concerns, to assessing support networks, to developing an outline for next steps. The following questions are not intended to be a scripted interview, but provide a sample structure for the kinds of questions which may need to be asked. Individuals using this outline are encouraged to use their professional judgment and experience to expand these questions as needed. Note, in general it is good to avoid “yes or no” questions.

1. “Seems like you’ve been having a hard time lately, what’s going on?” (to establish rapport and trust and to open dialog in a non-threatening way)

2. “What is your understanding of why you have been asked to come to the office?” (to review factual events)

3. “What is your understanding of why school staff are concerned?” (to determine if student is aware of effect behavior has on others)

4. “What has been going on recently with you at school?” (to look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads)

5. “How are things going with your family?” (to look into events such as recent moves, divorce, deaths or losses, conflict)

6. “What else is going on with you?” (to look into events outside of school such as community unrest, threats, police involvement, medical issues, etc.)

7. “Who do you have to talk to or assist you with this situation?” (to determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family supports, church groups, etc.)

8. “Given (whatever is going on), what are you planning to do?” or, “What are you thinking about doing?” (follow-up on appropriate leads, including the level of detail in stated plans, ability to carry out plans, etc.) (NOTE: If there is an IMMINENT RISK take immediate action to maintain safety by contacting school security and/or 911).

9. Close with a statement that describes short term next steps (i.e., “I’ll need to contact your parents to talk about...”, I will also need to speak with the principal and the assistant principals for possible further action(s) and we will need to devise a plan for next steps). Try to determine student’s mood prior to his/her departure, and alert others if necessary.
Threat of Harm
(Including Active Shooter)

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly.

Staff action:
• Initiate lockdown procedures / barricade door if possible
• If not in an area that can be secured, run out of the building and as far as you can to a safe location
• If lockdown and running away aren’t possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort)

Principal / Designee:
• Call 911, superintendent, District Support Team
• Attempt to determine:
  ◦ Location of the threat and number of persons involved
  ◦ Physical description of persons in harm
  ◦ Number and type of weapons being used
• Document actions and complete incident reports

Additional steps for our school/facility (if any):

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•
Trespasser/Intruder

- **Staff action:**
  - Notify the principal and give description and location of the subject
  - Keep subject in view until police or law enforcement arrives
  - If possible keep subject away from students and building

- **Principal, Team:**
  - Call Law Enforcement 381-4200
  - Notify your chief
  - Give description and location of subject
  - Determine whether to initiate Lockdown procedures
  - If no lockdown is in effect:
    - Keep subject in view until police or law enforcement arrives
    - Take measures to keep subject away from students and building
    - Advise subject that they are trespassing and need to leave the school if the person is inside the school

- **Additional steps for our school/facility (if any):**
Weapons

In the event of immediate danger (weapon in use or immediate threat)

 **Staff Actions:**
  - Remain calm
  - Take immediate action to prevent casualties - contain/isolate the person and/or area
  - Take immediate action to move others from harm's way
  - Call Law Enforcement 381 - 4200 and alert the principal
  - Assist police officers - give identity, location and description of individual and weapons

 **Principal Actions:**
  - Initiate lockdown if necessary, if no lockdown is in place:
  - Assist police to enter the school, giving officers critical information
  - Call your chief’s office
  - Secure doors from visitor entry

Weapon is observed, reported or suspected, but not in use:

 **Principal, Team Actions:**
  - Notify principal
  - Notify Law Enforcement 381-4200
  - Notify your chief
  - Give known information; identity and location of person, weapon information and possible location of weapon
  - Remain calm and avoid sudden moves or gestures when approaching the suspect
  - Do not attempt to take the weapon from the individual
  - Using a calm clear voice, instruct the individual to place the weapon down and step back from it
  - Call the person by name
  - Do not raise your voice, use decisive controlled tone
  - If a firearm is known to exist, do not touch it, clear the room and allow a Law Enforcement officer to take possession
  - Limit information to staff and students on a need to know basis
  - Depending on how the situation unfolds, consider lockdown or evacuation as needed

 **Additional steps for our school/facility (if any):**
Weather Emergencies

**Watches:** Indicate that conditions are right for development of a weather hazard. Watches cover a larger area than Warnings. Watches have lead times of approximately 1-2 hours (tornado or thunderstorm), 3-12 hours (flash flood), and 12-36 hours (river flood or winter storm).

**Warnings:** Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings have lead times of approximately 12 minutes or less for tornados), 30 minutes or less (for thunderstorm type events), and 6-18 hours (for river floods and winter storms).

**Advisories:** Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.). Advisory lead times are the same as Warnings.

- **Upon Issuance of a Watch or Advisory, Principal, Team:**
  - Activate appropriate members of E-Team to be alert for possible change in weather status
  - Monitor weather reports for change in conditions

- **Upon Issuance of a Warning, Principal, Team:**
  - Implement Severe Weather Safe Area procedure
  - All students and staff shall proceed to designated safe areas
  - Take a battery powered weather radio
  - Remain quiet to hear further instructions
  - Occupants of portable classrooms shall move quickly to the main building to designated shelter areas
  - Follow standard student accounting and reporting procedures
  - Occupants of shelter areas shall remain in that area until the "all clear" is given
  - In the event of building damage, students shall be evacuated to safer areas of the building or from the building
  - If Evacuation occurs, do not reenter the building until given "all clear" from emergency responders
  - If building is damaged:
    - Call 911
    - Administer first aid

- **Additional steps for our school/facility (if any):**

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Part 3

Recovery

"Disasters impact people in many ways. Emotional effects from loss of home, family pets, displacement from neighbors, friends, church and school may cause unusual stress as people begin to reconstruct their lives."

(Kentucky Community Crisis Response Board)
Chapter 5: RECOVERY

A. Introduction

Understanding Emotional Trauma
Trauma knows no bounds. Schools and their larger community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters and violence. The aftermath of tragedies on individual children and adults is not simple to predict. According to the National Institute of Mental Health, research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event. The range of human responses can include physical, cognitive and emotional symptoms including nausea, sleep disturbance, slowed thinking, bad memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

The following chapter addresses follow-up measures to effectively address the aftermath of an emergency situation. This collection of recovery measures is designed to assist teachers and other professionals as they help students begin the recovery and healing process.
B. General Emergency Recovery Checklist

Recovery is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events. Experience has demonstrated the value of recovery activities (restoration of the physical spaces and psychological first aid) in helping people come to terms with a crisis.

1. Request assistance from the District Emergency Team by calling Law Enforcement 381-4200
2. Monitor how staff and the Crisis Response Team are assessing students for emotional impact.
3. Identify what follow up interventions are available to students, staff and first responders.
   a. Advise staff of the known facts and provide written statement
   b. Support their concerns and emotions
   c. Provide classroom assistance if needed
   d. Outline schedule for the day; modify day’s schedule if needed
   e. Identify resources available to teachers and students
   f. Provide access to these support resources
4. Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
5. Inform closest friends of the affected student and provide support
6. Coordinate announcements via the Office of Communications 381-4101
7. Distribute information releases to all school staff
8. Control rumors, provide regular updates of information to various groups
9. Develop a long term recovery plan
10. Consider curricular activities that address the crisis
11. Prepare a "post incident report" that includes recommended improvements to emergency plans
C. General Strategies for Follow-up to Emergencies / Critical Incidents

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

The Day After: Workday Two of Emergency Management:
1. Convene the School Emergency Management Team and faculty/staff members to update them on any additional information/procedures.

2. In case of death, provide funeral/visitation information.

3. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
   - Coordinate counseling opportunities for students
   - Announce ongoing support for students with place, time, and staff facilitator
   - Provide parents with a list of community resources available to students and their families

4. Convene District Crisis Response Team to assist with debriefing.
   - Assess system-wide support needs, and develop planned intervention strategies
   - Schedule and provide student, family and staff Critical Incident Stress Management services
   - Discuss successes and problems
   - Discuss things to do differently next time

5. Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

Long-Term Follow-up and Evaluation:

2. Write thank-you notes to people who provided support during the emergency.

3. Be alert to anniversaries and holidays. Often students and staff will experience an "anniversary" trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.
D. Critical Incident Stress Management (CISM)

Critical Incident Stress Management (CISM, Everly and Mitchell, 1999) is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services enhance and compliment the delivery of traditional mental health services and include:

1. **Pre-crisis preparation**: Working with schools to help set expectations for what to do when a critical incident occurs.

2. **Individual consultation**: A structured one-to-one technique used by a trained peer counselor or professional after a critical incident.

3. **Briefing**: A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans.

4. **Defusing**: A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12-24 hours after a critical incident.

5. **Debriefing** (a.k.a., Critical Incident Stress Debriefing or CISD): A structured small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event.

6. **Parent/family/organization consultation**: A group process conducted to provide ongoing educational and support to families, parent groups or organizations following a critical incident.

7. **Referral/follow-up**: A process to assure that individuals experiencing intense symptoms and who need ongoing support will be referred for appropriate mental health services.

One common way to organize the above interventions is to set up a "Drop in Room." A Drop in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.
E. Disasters and Their Effects

What is a disaster? A disaster is a devastating, catastrophic event that can be life threatening, injury producing, which may create the following distressful experiences.

Potential experiences or feelings:
- Sense of fear, worry
- Disruption of home, routine, etc.
- Feeling that one's life was threatened
- Witnessing injuries, death, pain
- Feeling trapped and isolated
- Being out of control of something threatening to life's basics: food, shelter, clothing, people, comfort...even life itself
- Having flashbacks to other catastrophes
- Feeling cut-off from services
- Being separated from loved ones
- Having a sense of mortality
- Feeling "survivor guilt"
- Children who are forced to become "parents" to adults who are scared or worried

F. Symptoms of Distress in Children

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Any unusual complaints of illness
- Keeping isolated from the rest of the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- Changed behavior/appearance
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier)
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Difficulty concentrating, can't focus
- "Feisty" or hyperactive/silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age-appropriate)
- Lack of emotional expression
- Can't tolerate change; can't move to next task
- Lethargic, apathetic
- Easily startled, jumpy
G. Teachers Helping Children After A Critical Incident

This resource was designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

Emergencies hit children hard. It's difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, we adults can't "fix" a disaster, can't solve it, and can't keep it from happening again.

Ways Teachers Can Assist Students:
- Cope with your own natural feelings of helplessness, fear, anger; until you do this, you won't be able to effectively help the children
- Learn to recognize the signs and symptoms of distress and post traumatic stress reactions
- Put the emergency or critical incident in context; provide a perspective
- Communicate a positive "I'm not helpless" attitude
- Start the healing process; help children to feel relieved and soothed
- Identify children who may need crisis intervention and referral to mental health professionals or other helpers
H. Post Traumatic Stress Disorders (PTSD)  *(Adapted from the Kentucky Counseling Association Journal, Fall 2003, Volume 22, Number 1)*

Post Traumatic Stress Disorder (PTSD) is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. PTSD was formally recognized in 1980 as a psychiatric diagnosis. The cluster of symptoms; intense fear, helplessness, horror, exaggerated startle response, irritability, hyper vigilance, etc., has been called many things over the centuries. During the Civil War, PTSD was called "exhaustion", in the 1800’s railway accidents in England resulted in "railway hysteria" and the extreme trauma of WWI and WWII was labeled "shell shock" and combat fatigue.

The best treatment practice for a child with PTSD involves several types of psychotherapy, however, there is an important supportive role that can be offered by parents and educators.

**PTSD Tips for Parents**

1. Create an open, supportive atmosphere where the child feels comfortable asking questions. Be careful not to force the child to talk about things associated with the traumatic event.

2. Provide the child with honest information and responses. As parents, share your own reactions and concerns. By doing this, the child will be encouraged to honestly express his or her feelings and concerns. It is important to maintain the child's trust in order to provide a sense of reassurance for the future. To do this, do not make unrealistic promises.

3. When discussing events associated with the traumatic experience, use words and concepts that are focused on the child's developmental level. Some of the information may be difficult to understand or even accept.

4. If the child is uncomfortable verbally expressing thoughts and feelings, help the child find alternative ways to express these concerns. Some other ways that thoughts and feelings can be expressed include writing stories and poems, drawing pictures, playing games, and playing with toys.

5. Inform the child of your feelings regarding the traumatic event. It is important to let the child know if you are anxious, confused, or upset because if the cause of these feelings is unknown to the child, he or she may begin to experience self-blame.
6. Monitor what the child watches on television. Don’t allow the child to watch a lot of violent, upsetting images.
7. Establish/maintain a predictable routine or schedule. In a time of uncertainty, the child is reassured by structure and familiarity. Make sure that the child gets a sufficient amount of sleep every night and eats three well-balanced meals a day.
8. Monitor for headaches and stomachaches. This is not uncommon for a child who has experienced trauma. Many children express their anxiety through physical symptoms and complaints.
9. Help to reduce stress by engaging the child in exercise, extracurricular activities, or even listening to music.
10. Remind the child that the emotions being experienced are normal responses to the traumatic events.

PTSD Tips for Teachers

1. Offer to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
2. Talk about your feelings and listen to those of the child.
3. As a class activity, talk with the students about the event or the anniversary of the event.
4. Encourage older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
5. Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include London Bridge and Duck, Duck Goose.
6. Have the children or adolescents to do a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
7. Involve the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
8. Coordinate information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
9. Respond to the children in a direct, supportive, and consistent manner.

KCA Journal, Fall 2003, Volume 22, Number 1
I. Information Sheet for Parents

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 shyness
- Bedwetting or thumb sucking
- Persistent nightmares
- Headaches or other physical complaints

The following will help your 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
- Hold and comfort your child often
- Spend extra time with your child at bedtime
- Allow your child to mourn or grieve over lost belongings (a toy, a lost blanket)
- If you feel your child is having problems at school, talk to his/her teacher or counselor so you can work together to help him/her

Ongoing recovery:
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. Professionals skilled in talking with people experiencing disaster-related problems staff your community mental health center.
J. Classroom Activities
Following A Tragic Event
(4 Page section)

In using the General to Specific approach, many methods or activities may be effective. Two suggested methods/techniques to use in your class after a critical incident are: The Talking Method and The Drawing Method. The following pages provide suggested questions or themes, and specific techniques to follow.

Suggested questions to ask/themes to represent:
- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- Was anyone you know killed or injured?
- What can you do now to help others to feel better?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:
- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children
- The teacher should accommodate the child:
  - If a child has low English skills, consider asking for a translator or a peer to help the child express in words
  - Create a chance for verbal expression in any language

NOTE: As the teacher, you might think of more questions to ask the children. Be sure your questions are as "open-ended," as possible (which means they cannot be answered by simply a "Yes" or "No"). Open-ended questions serve to facilitate verbal discussion.
Talking Method Activities

- Child tells a story (allow metaphors)
- Puppets "tell" or "live" a story
- Have an open discussion - using previous questions, ask for volunteers to begin with...talk general to specific
- Use photos, drawings, etc. to facilitate discussions
- Use video prior to discussion to get it going
- Create a skit, play or do role-playing, related to the critical incident (provide "dress-up" clothes if available, including uniforms if possible to represent emergency workers seen during the disaster, etc.)
- Do "show and tell" related to the event
- Inform/educate the children about the event to make it less threatening to talk/act about
- When people understand their feelings and experiences are normal and can be predicted (even if they are scary feelings) they begin to regain control

Note: Remember to keep yourself in a facilitative/guiding role, not in a role of "control" of the discussions/stories etc. This will be most helpful to the children. Reassure the children by verbally acknowledging and "normalizing" their experiences.

For some children, the talking method may not be helpful:
- In some cultures, talking openly is not comfortable, appropriate (or even "polite")
- Some children have been raised in families where "talking-out one's feelings" was not possible or supported
- Some children have been raised in situations where talking openly was not practiced or encouraged
- Some children simply prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process
- All these reasons should be respected as valid
Drawing Method

The drawing method can be a playful experience to express feelings.

First introduce drawing as:
- Another way of "talking," but with pictures instead of words
- A means of expression used by many (point out that some people express themselves by talking, some by singing, some by dancing, some by drawing)
- Remember when introducing drawing of any sort to clearly say that the goal is not to draw a "pretty picture" but rather, a picture of expression
- Drawing should be presented to the child as an option for expression, not as a required activity.
- REMEMBER: Use previous questions to help lead these activities:

Drawing Method Activities:
- Draw/write a book together or make journals with pictures
- Do a collective drawing such as a mural (murals tell a "collective story," develop/support teamwork, and feel "safer" for some children as opposed to individual art)
- Give the mural a "place of honor" in the classroom
- Make the mural accessible for everyday viewing
- Celebrate the mural: (getting through something tough, or to facilitate discussions)
- Take photos/slides of the mural when completed
- Draw aspects of the event (people, places, activities, etc.)
- Suggest lots of options, not specifics (e.g., rather than saying "draw a fireman, helping someone," say "draw a person you saw doing something helpful...")
- Create a collage using a leading question such as "Where were you when the disaster happened?"
- The teacher may draw/paste on the central image, then the children add photos, magazine pictures, articles, fabric pieces, etc. around theme, or may draw directly onto it
- Collages are the "safest" form of "drawing" because child is using others' symbols. The child may feel he/she is "losing less of himself/herself"
- Collages provide "boundaries" for the child; this can act as a safety net (emotionally) for some
- You may also want to look at other pictures and talk about what they communicate
- Avoid the use of use paint in this method as it is too "loose" of a medium for a traumatized child; the child might use it to bring up things not easily handled in a classroom
- Allow a full range of expression: some kids draw recognizable "things", others draw "abstracts"
- Emphasize to the children that their work will not be judged, graded or necessarily shown to others
- Only exhibit the artwork if a child desires to share with others
- Reassure them that there is no "right way" to draw
- Allow the use of various mediums (pastels, crayons, pencils, markers, etc.)
- It's preferable to do the drawing method with more than one adult present
- Exercise as little control as possible over the artwork

Concluding Drawing Activities:
- A key element of the Drawing Method is the follow-up discussion. This discussion can help to bring closure to the experience, an important step in the process of expressing feelings.
- Allow those who want to, to talk about their drawings
- Others will "close" by listening to others
- Use open-ended questions in this process
- Sometimes a child's artwork may be especially expressive of his/her feelings; a drawing can give "clues" to some deeper problems or feelings within the child
- Try to "read" the picture in the same way you might read words; what might it be telling you?
- Look at it as a piece of communication, not just fantasy

Keep in mind:
- Colors, forms, etc. have a different meanings to children of various cultural backgrounds and to different children within each culture
- Regard the artwork as just a part of what's going on with a child; look at the child with a holistic view
- The best source for what's going on behind the drawing is the child...ask him/her
K. If You have Concerns

In both methods (Talking and Drawing), you might notice a child exhibiting more serious problems. If you have concerns, refer those children to your school counselor.

NOTE: One sign of successful defusing of your students is that they feel better. Another sign of success might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms.

- Symptoms might be the same as those for anxiety or depression (physical symptoms, persistent avoidance of being alone, unrealistic worries about harm)
- Child is not able to “let go” of a memory
- The degree of emotionality and the degree of silence are both clues (be sure to talk with the child and simply ask them quietly, confidentiality, how they are feeling and coping)
- Make note of other physical manifestations of stress (as a result of the impact of the event)
- Be aware of different forms of adjustment in each child
- The teacher is not meant to be in the role of “diagnostician”; refer those children you are concerned about to a school counselor, social worker or school psychologist
- Some children may be predisposed to adverse reactions following a critical incident (generally, these are children who have experienced other loss, relocation, death, abuse, crime, etc.)
- An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface

Refer the student if you are unsure:
- Alert parent/guardians of your concerns
- Contact your school counselor/social worker/school psychologist
- Refer the student to the Student Assistance Team (if applicable)
- Consider a referral to mental health professionals in the community

Through using the methods and techniques in this guide and adding your own unique perspective, expertise and energy, you will help children and perhaps, yourself recover from a traumatic experience.
L. Assisting Children When Someone Dies

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following outline describes Critical Incident Stress Debriefing (CISD, Everly & Mitchell, 1999), an interactive process to facilitate student’s expression of these feelings. The school’s Emergency Management Team or the District Support Team can assist students individually and in groups to process their feelings and reactions following a death that affects the school community. This process is most effective when you focus on the events in this sequence: 1) Introductory Phase; 2) Fact Phase; 3) Feeling Phase; 4) Reaction/Teaching; 5) Closure Phase

1. Introductory Phase
   - Introduce team members or helpers to discuss why we are here and what we hope to accomplish
   - Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential

2. Fact Phase
   - Give all known relevant facts about the death/incident
   - Is this your understanding of what happened?
   - Does anyone have any other information?
   - Is there any other information you want to have about his/her death?
   - How did you find out?
   - Where were you when you first heard?
   - What were your first thoughts?
   - Is there anyone not here that perhaps needs to be? Who are you concerned about?

3. Feeling Phase (make an effort to include everyone in the discussion)
   - How did you feel when you first heard? Explore feelings (shock, denial, anger, fear etc.)
   - How are you feeling now? (all feelings are okay)
   - We did not know ___________ (name), could anyone tell us about him/her?
   - When do you think it will hit you that he/she is really gone or when do you think you'll miss him/her?
   - Does anyone have a photo of him/her? (pass around)
   - What are some of your memories of ___________?
   - How do you think he/she would like to be remembered?

4. Reaction/Teaching Phase
   - Explore the physical, emotional and cognitive stress reactions of the group members
   - What are some things you usually do when you are really upset or down?
   - Has anyone lost anyone close recently? What were some of your reactions to his/her death?
   - Take this opportunity to teach a little about the grief process, if appropriate
   - Talk about effective coping techniques
   - Determine if students have someone they can talk to

5. Closure Phase
   - Give information about wake/funeral if available
   - Students will often want to create cards, take a collection, etc.
   - Encourage students to support one another
   - Remind them that it may take a long time before they will feel settled and that's normal
   - Encourage them to talk with someone in their family about their sadness
   - NOTE: This process needs to conclude with quiet, reflective time
M. Classmate Tragedy (2 page section)

The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class.

Example: Death of a friend or family member
- Explain what is known of the loss
- Ask if other students have experienced the death of a friend or family member?
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- That could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

Assisting A Student After the Death of A Friend or Loved One
- Talk with the student before returning to class. Discuss what to share with the class and who should tell them.
- Allow the student to leave class if upset and where the student can go.
- Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- Encourage journal writing for older students, provide drawing materials for younger children.
- As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
When A Grieving Classmate Returns:

First Words:
- The classmate probably feels like he/she is from a different planet when returning to school
- At least say, "hello," "welcome back," "I'm glad to see you," or something similar
- The brave might even say: "I missed you," "I'm so sorry to hear about your __________'s death."
- Even braver friends might make statements like, "It must be incredibly tough to have your __________die."
- Other options include: write a brief note or card, call, etc.
- If your classmate cries, that is okay; you did not cause the grief; offer comfort and a tissue

Helping the Classmate Adjust to the Class:
- Offer to provide past notes from missed classes
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks)
- Give the classmate your phone number to call if having problems with homework
- Ask your classmate if you can call to check on how homework is going
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing school work

Some Don'ts:
- Don't shun the student, speak to them
- Try to avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased)
- Don't expect the person to snap back into the "old self"
- Don't be surprised if classmate seems unaffected by the loss, everybody has his/her own way of grieving
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your __________ enjoy together?" (people often like to talk about the people they grieve)
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship
N. The Effect of Trauma on Adults

First Reactions May Include:
- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Physical and mental reactions may be very slow or confused
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:
- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Some Things That Can Be Helpful:
- Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful positive change
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with your workload - have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help
O. Suggestions for Students Attending a Visitation or a Funeral

Keep in mind:
• Expect to feel nervous when going to a funeral home or a funeral
• Go with a friend or ask a parent to accompany you
• If this is the first time you’ve seen the parents, simply offer your condolences; just say, “I am so sorry about ___’s death” (this may open a conversation)
• Point out something special to you about the deceased
• If the visitation or funeral is open casket, view the body if you want; you do not have to

Later Involvement:
• After the funeral you may choose to continue to visit the parents; they may continue to want to see the friends of their deceased child
• Continue to talk about their deceased child from time to time

When Visiting Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents’ needs and requests, as well as the student’s own comfort level.

First Steps:
• In the vast majority of cases the parents find it comforting to see friends of their deceased child
• If you were a close friend of the deceased and you know the parents, then go visit them at their home
• If you were a friend but had not met the parents (yet they know who you are), you might still visit the home
• Other friends might wait until the visitation or funeral
• Send the parents a note or card

Communication:
• When you visit, do not worry about what to say; your presence is all that is needed; if you wish to take a flower or anything meaningful, that’s all right too
• Don’t be afraid you will upset the parents by asking or talking about the deceased; they are already upset
• Just sitting with the parents will most likely fill the silence
• Listen, no matter what the topic
• If you were a really close friend, the parents might be pleased for you to visit the deceased friend’s room (if you are comfortable doing so)
• You might ask what you can do for them; ask other relatives what you might do to help
• Do not try to take away the grieving parent’s pain
• Talk about the deceased person (grieving people often like telling stories about the deceased, "do you remember the time...")
• Offer suggestions only when advice is asked
• Do not tell the parents to feel better since there are other children and loved ones still alive
P. Memorials

When a member of the school dies often people will want to find ways to memorialize the student or staff member. A word of caution, carefully think through the type of tribute you pay to a person who has died.

Consider these points and examples:

- In general, memorials should focus on the life lived, rather than on the death
- Check with family members to see what kind of memorial they would prefer
- Yearbook memorials should be a regular sized picture with a simple statement such as "We'll miss you"
- If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person
- There are many wonderful ways to support student’s and loved one's need to remember, examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy
- Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends
- Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide.
Q. Suicide

A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.

Be cautious about discussing suicide as the cause of death of students even if it is apparent. Police will likely conduct an investigation that may result in days or weeks of uncertainty. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the "apparent" cause of death. If possible, consult with a surviving parent before disclosing sensitive details.

The following "DO's" and "DON'Ts will help school staff limit glamorization of suicide:

- Do acknowledge the suicide as a tragic loss of life
- Do allow students to attend funeral services
- Do provide support for students profoundly affected by the death
- Do celebrate the life of this student as you would any student who has died.
- Don't organize school assemblies to honor the deceased student

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.
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The U.S. Fire Administration, Wanton Violence at Columbine High School: Special Report, USFA-TR-128, April, 1999, FEMA


KENTUCKY SITES:

Kentucky Community Crisis Response Board
https://kccrb.ky.gov/Pages/index.aspx

Kentucky Center for School Safety:
http://www.kysafeschools.org/

Kentucky Department of Education:
https://education.ky.gov/Pages/default.aspx

Kentucky Division of Emergency Management:
https://kyem.ky.gov/Pages/default.aspx

Kentucky School Boards Association:
http://www.ksba.org/

Kentucky State Police:
http://www.kentuckystatepolice.org/

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ADDITIONAL SITES:

American Red Cross:
http://www.redcross.org/

Center for Safe Schools
http://www.safeschools.info/

Center for the Prevention of School Violence
https://www.ncdps.gov/

Center for the Study and Prevention of School Violence
http://www.colorado.edu/UCB/Research/cspv
Creating Safe and Drug-Free Schools
https://www2.ed.gov/admins/lead/safety/edpicks.jhtml

Early Warning, Timely Response: A Guide to Safe Schools
https://www2.ed.gov/about/offices/list/osers/osep/gtss.html

Federal Emergency Management Agency:
http://www.fema.gov/

Hamilton Fish Institute for School and Community Violence:

International Association of Chiefs of Police (IACP):
http://www.iacp.org/

National Association of School Safety and Law Enforcement Officials
http://www.nassleo.org/

National School Safety Center
http://www.schoollsecurity.org/

National School Boards Association
http://www.nsba.org/

National School Public Relations Association
http://www.nspra.org/

Office of Juvenile Justice and Delinquency Prevention
https://www.ojjdp.gov/

School Safety Resources
https://www.naesp.org/school-safety-resources

School Security Resources
http://www.schoolsecurity.org/

Trauma Resources
http://www.nctsn.org/

U.S. Department of Education:
http://www.ed.gov/

U.S. Department of Homeland Security:
http://www.ready.gov/

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https://www.secretservice.gov/protection/ntac/