

Lake Union Conference

School Emergency Management & Response Manual

2023



Adventist Education

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SECTION I

INTRODUCTION – EMERGENCY PREVENTION & MITIGATION

The Federal Emergency Management Agency (FEMA) describes an emergency as “any unplanned event that can cause death or significant injury to employees, customers or the public; or that can shut down your business, disrupt operations, cause physical or environmental damage, or threaten the facility’s financial standing or public image.”

An emergency can occur at any time, and vary in scope, intensity, time, and location. Although it is impossible to predict when, where or how an emergency will emerge, being prepared to deal with the unpredictable minimizes delay and injury. An emergency may occur on or off campus, during or outside school hours, and affect a single student or the entire campus. This manual is provided as a resource toward emergency preparedness.

Note: The Emergency Plans must be reviewed on a regular basis, at least once a year. Emergency drills must be conducted regularly according to state guidelines.

EMERGENCY MANAGEMENT PLANNING

Why Develop an Emergency Plan? *Legal and Social Responsibility*

Schools are legally and socially obligated to exercise due diligence in preventing and mitigating harm to students and staff. Lack of a comprehensive emergency plan leaves your school vulnerable to lawsuits.

Emergencies may include the following:

- Flood
- Fire
- Tornado
- Earthquake
- Wildfire
- Severe Winter Weather
- Power Outage
- Water System Failure
- Exposure
 - Chemical
 - Biological
 - Nuclear
- Transportation Accident
- Medical Emergency
- Food Contamination
- Epidemic/Pandemic
- Mass Injury
- Bomb Threat
- Suicide Threat - Attempt
- Physical Altercation
- Weapon on Campus
- Drug Overdose
- Death or Homicide
- Intruder – Hostage
- Lost or Missing Person
- Sexual Assault – Harassment

Characteristics of an Effective Emergency Management Plan

- ◆ Establishes Crisis Response Team (CRT) with National Incident Management System
- ◆ Demonstrates collaboration with local community
- ◆ Reflects an “all-hazards” approach
- ◆ Obtains and documents School Board approval
- ◆ Aligns with federal, state, and local emergency management plans
- ◆ Contains specific plans for accommodating individuals with disabilities or special needs
- ◆ Provides a timeline for maintaining/updating the plan

U.S. Department of Education

Developing a School Emergency Plan

1. Develop written emergency situational procedures/protocol and routinely train students and staff in use of these procedures. These procedures will designate who is authorized to declare an emergency, the site coordinator, the school’s spokesperson, and processes of evacuation and reunification.
2. Designate an alternate off-campus safe location for assembling to check attendance, and/or dismissal, in the event the school is not safe.
3. Develop a system for maintaining accurate student accountability that is readily accessible.
4. Develop a plan or system of emergency communication with parents and other stakeholders.
5. Develop a pre-prepared statement of school facts and information for use with media releases during this emergency.
6. Develop drawings to include the following:
 - a. General property map with driveways, traffic ways, and parking areas
 - b. Lockbox location
 - c. Hallways
 - d. Designated room names/numbers
 - e. Entrance designation numbers
 - f. Location of any chemical storage areas and closet location
 - g. Emergency shutoff valves for water and gas
 - h. Breaker box location

Is there a one-size-fits-all plan?

Unfortunately, there is not. Each community, neighborhood and school building has unique characteristics which effect vulnerability. Therefore, each school must assess and plan for its specific and ever-changing needs. Thankfully, there are tools to help.

Include the special needs of younger children (ECE, pre-school, Kindergarten) and their parents

1. In an emergency situation, attend to the emotional and physical well-being of staff, children and families.
2. Practice emergency drills with children and empower them to be survivors.
3. Prepare grab bags for children and staff.
4. Have a 'text tree' or SMS message protocol to text all parents immediately to keep them informed about what is happening.



Quick Tip: Mark your calendar! Hazards and risks are constantly changing, so keep your Hazard Profiles and Risk Assessments updated throughout the year. Plan ahead and schedule hazard review dates so you do not

In the event it is necessary to remain at school for an extended period of time, the following items should be kept at the school (quantity for 72 hours).

1. Non-perishable food
2. Bottled water
3. Cooking utensils
4. Propane stove with extra gas (Check with fire marshal regarding proper storage & usage.)
5. Flashlights (with fresh battery and hand crank)
6. Can opener
7. Scissors
8. Blankets
9. Heavy plastic and duct tape
10. Radio (recommended hand crank)

Reviewing the Emergency Plan

Administration and staff should review the emergency procedures covered in this manual at the beginning of each school year, as well as attempt to foresee any situations unique to the school or community. Copies of this manual should be readily available to faculty and staff.

Keep this rubric in mind as you review your Emergency Plan.

1. Adequate – The plan identifies critical areas and addresses the courses of action, checking that assumptions are valid.
2. Feasible – The school and its personnel can accomplish the assigned function and tasks with available resources.
3. Acceptable – The plan meets the requirements driven by a threat or hazard within limitations of cost time, and the law.
4. Complete – Assess if Emergency Plan
 - a. incorporates courses of actions for threats and hazards in conjunction with local emergency agencies;
 - b. integrates the whole school community;
 - c. provides a complete picture of what should happen, when, and who is directing and involved;
 - d. estimates reasonable objectives with safety being the utmost priority;
 - e. identifies the degree of success after the threat or hazard, as the desired end state;
 - f. complies –The plan meets and exceeds all applicable state and local requirements; and
 - g. incorporates –The plan includes the Adventist worldview.

CRISIS MANAGEMENT TEAM

Suggested composition of Crisis Management Team (See “EMERGENCY PHONE NUMBERS” on page 20 this manual.)

A team should be appointed by the school board to evaluate local needs and outline appropriate procedures to ensure school safety, and an orderly dismissal or evacuation in a crisis. The Crisis Management Team should be made up of

1. Principal (vice principal, if possible)
2. Administrative Assistant/Secretary
3. Board Chairperson
4. Home and School Leader(s)
5. Conference Representative
6. Parent
7. Maintenance Director
8. Local Law Enforcement
9. Emergency Response Team Coordinator

Duties of the Team

1. Revise the school’s Emergency Management Plan on a regular basis (at least once a year).
2. Receive and review reports on safety conditions in the school.
3. Distribute detailed drawings of the exterior and interior of the school to local police and fire departments, for use during emergency response.
4. Plan and implement Emergency Drills for a variety of situations.

5. Provide timely, appropriate response if/when an emergency or crisis occurs at the school.
6. Qualified personnel remain at the school until relief arrives.

Responsible Designees

The principal or head teacher and staff are responsible to maintain the security, safety, and accountability of persons in the school. The local team will appoint a contact person(s) who can be available to assist the principal in the event of an emergency.

Each principal should maintain a close working relationship with local fire and police departments, as it is his/her responsibility to maintain a safe environment “outside” the school. Provide police and fire departments with floor plans indicating numbered doors. Doors should be numbered both on the inside and outside in large bold letters that emergency response team(s) can easily read from a reasonable distance.

The education department of your local conference can provide a current listing of local professionals who would provide assistance, guidance, and support in dealing with the aftermath of an emergency.

The Principal or Designee is responsible to

1. Initiate the Emergency Preparedness Plan as adopted by the School Board.
2. Identify the spokesperson for the school, in accordance with the emergency plan.
3. In collaboration with the Conference Communications Director, prepare a statement for the media in accordance with the emergency plan, when appropriate. (See APPENDIX.)
4. Instruct students and staff to refer media and other questions to the spokesperson.
5. Decide what, when, and how information will be released to
staff parents students media community
6. Determine
 - Yes No Will reporters be allowed on school grounds?
 - Yes No Will reporters be allowed to speak with students?
 - Yes No Will school and property photographs be released?
7. Students and staff should refer all questions to the spokesperson.
8. Parent release is necessary if/when reporters speak with students.

Depending on the crisis, the school’s office will provide appropriate information to share with callers (where to pick up students, etc.). In a crisis, it is essential that everyone receives accurate, factual information.

COMMUNICATION

Communication procedures should be planned in advance. This includes notifying emergency personnel, staff, parents, and the conference office of education. A clear directive must be in place for communicating with the media. The local conference has personnel trained to handle media inquiries. Have a clear understanding ahead of time as to who is the contact person for media inquiries. The principal as well as someone at the school level (board chair, pastor, etc.) can receive training in this area in the event that the designated person is not unavailable.

Quick Tip: Collaboration is key! Join forces with local emergency responders, businesses, community members and nonprofits to identify vulnerabilities and assess your ability to respond. These relationships will prove invaluable in the Preparedness, Response, and Recovery Stages.

Develop Communication Plans

	<i>In Progress</i>	<i>Complete</i>
a. Identify a Public Information Officer (PIO). <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
b. Draft Plan for communicating with students and staff: <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
c. Draft plan for communication with parents and media.	○	○
Include templates for communicating via:		
1. Media / Public Relations Announcements		
2. Text Message/Determined Social Media Platform		
3. Email		
4. Voice-Recordings		
5. Website Announcement		
6. Written Letter		
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____		
c. Submit to School Board for approval. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
d. Implement as approved by School Board.	○	○

Develop Parent/Child Reunification Plan

	<i>In Progress</i>	<i>Complete</i>
a. Draft plan for reunifying parents/guardians and students. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
b. Identify individual(s) responsible for reunification. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
c. Submit to School Board for approval. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
d. Communicate plan to parents/guardians. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○

Cell Phone Usage: Students and teachers should be given specific instructions regarding cell phone usage in a crisis. This includes texting and social media use. The phones may feed rumors, hinder, complicate, or extend the emergency. Emergency personnel or administration will give direction on cell phone usage.

EMERGENCY DRILLS AND STEPS

Note: Local emergency, Fire, and Police will assist in special drills. Fire departments should be alerted before a drill that will signal a potential fire. Be cautious to limit undue stress for younger children. Repeat (monthly) as often as necessary to improve safety. Some kinds of drills:

- | | |
|---------------------------------|------------------------|
| 1. Fire | 4. Bio-Hazard |
| 2. Weather/Earthquake | 5. Bomb Threat or Bomb |
| 3. Intruder or sniper & hostage | 6. Other |

In An Emergency Situation, Prayerfully

1. Call 9-1-1.
2. Assess the situation.
3. Address life threatening issues first (first aid, safety of students, etc.).
4. Follow emergency procedures.
5. Communicate with pertinent entities.
6. Keep detailed notes.
7. Refer media to designated spokesperson.

ALWAYS KEEP DETAILED NOTES OF THE CRISIS EVENT.

Key points:

- Your Crisis Management Team should be comprised of a diverse group of people who represent your community.
- Four types of assessments:
1. Physical/Structural 2. Climate/Culture. 3. Environment. 4. Electronic
- There are resources available, including NCEF Safe Schools Assessment Checklist and local community mitigation plans.
- Mitigation and prevention actions lay the foundation for efficient preparedness, response, and recovery planning.

IN SUMMARY--You need to know the following:

1. There is a plan in place.
2. Who is in charge.
3. How information will be relayed to person(s) in charge in any emergency situation.

Develop Threat Response Plan

	<i>In Progress</i>	<i>Complete</i>
a. Consider including a crisis response team member specifically responsible for students with disabilities. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
b. Draft Plan for addressing disabilities/special needs including:	<input type="radio"/>	<input type="radio"/>
i. Visual		
ii. Hearing		
iii. Mobility		
iv. Cognitive		
v. Attention		
vi. Emotional		
vii. Medical		
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____		
c. Submit to School Board for approval. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
d. Implement plan as approved by the School Board. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
e. Include lists of student(s) with special needs in Go-Kits. Keep Confidential! <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
f. Develop timeline for reviewing and updating list and plans for students with disabilities/special needs. <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>

PREVENTING AND MITIGATING EMERGENCIES

Taking steps to prevent and mitigate hazards can

1. reduce damage to property
2. prevent and reduce casualties (injury, illness, and loss of life)
3. reduce the cost of response and recovery

Objectives:

1. **Assess** safety of school facilities, local environment, climate, and culture
2. **Address** concerns identified in the risk assessment process

7 STEPS TO PREVENT AND MITIGATE EMERGENCIES

1. Develop an Emergency Planning Committee.
2. Identify and document potential hazards.
3. Assess vulnerabilities to hazards.
4. Assess ability to respond.
5. Assess potential consequences of hazards.
6. Identify actions to prevent/mitigate hazards.
7. Take actions to prevent/mitigate hazards.

~MI Ready School Emergency Planning Toolkit, MDE

Step 1 Develop an Emergency Planning Committee

- | | <i>In Progress</i> | (|
|--|--------------------|---|
| a. Recruit Emergency Planning Committee Leaders. | O | |
| <i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | | |
| a. Define clear objectives for Emergency Planning Committee. | O | |
| <i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | | |
| b. Establish roles and responsibilities for committee members. | O | |
| <i>Goal Date:</i> _____ <i>Leader(s):</i> _____ | | |

Emergency Planning Committee Objectives:

1. _____
2. _____
3. _____

Who should be invited to join an Emergency Planning Committee?

• Parents	• First Responders	• Emergency Managers ○ Local ○ County
• Students	○ Police	
• Teachers	○ Fire Fighters	
• Administrators	○ Emergency Medical services	• Public Health Department ○ Local ○ County
• School Board Member(s)	• Conference Communications Director	
• Pastor(s)	• Nearby Local Businesses	
• Facility Manager - Maintenance	• Information/Computer Technology Director	• Community Emergency Response Team Coordinator

Step 2 Identify and Document All Potential Hazards

	<i>In Progress</i>	<i>Complete</i>
a. Schedule an Emergency Planning Committee Meeting <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
b. Perform Risk Assessment		
i. Physical <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
ii. Environmental <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
iii. Climate/Culture <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
c. Document all hazards identified on Hazards Profile Worksheet <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○

Starting a Risk Assessment

Schools are part of a large community, so look beyond the school building for the following:

1. Potential Hazards
2. Planning Resources



Step 3 Assess vulnerabilities to hazards

		<i>In Progress</i>	<i>Complete</i>
a.	Share your list of potential hazards with the planning committee:		
i.	Physical <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
ii.	Environmental <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
iii.	Climate/Culture <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>
b.	Determine how susceptible your school is to each hazard identified by completing Sections 2-8 of the Hazard Profile Worksheet.		
	<i>Goal Date:</i> _____ <i>Leader(s):</i> _____	<input type="radio"/>	<input type="radio"/>

Step 4 Response to Hazards

	<i>In Progress</i>	<i>Complete</i>
a. Determine whether there is an established policy or procedure for responding to each hazard identified:		
i. Physical <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
ii. Environmental <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
iii. Climate/Culture <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
b. Discuss effectiveness of each policy and procedure identified		
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
c. Brainstorm ideas for improving/developing policies and procedures		
<i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○

Step 5 Assess potential consequences of hazards

	<i>In Progress</i>	<i>Complete</i>
a. Discuss the potential consequences of each hazard identified:		
i. Physical <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
ii. Environmental <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
iii. Climate/Culture <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
b. Brainstorm ideas for mitigating/preventing consequences (i.e. policies, procedures, activities)		
i. Physical <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
ii. Environmental <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○
iii. Climate/Culture <i>Goal Date:</i> _____ <i>Leader(s):</i> _____	○	○

Quick Tip: Improving school climate and culture can build positive relationships, reduce peer violence, and help prevent suicides.

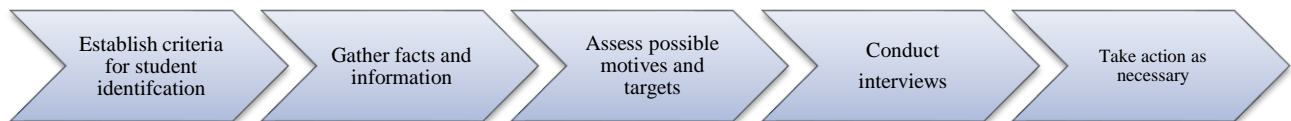
Step 6 Identify actions to mitigate/prevent hazards

		<i>In Progress</i>	<i>Complete</i>
Review ideas for improving/developing policies and procedures (Step 4C and 5B) for mitigating/preventing hazards and their consequences:			
i. Physical	Goal Date: _____ Leader(s): _____	<input type="radio"/>	<input type="radio"/>
ii. Environmental	Goal Date: _____ Leader(s): _____	<input type="radio"/>	<input type="radio"/>
iii. Climate/Culture	Goal Date: _____ Leader(s): _____	<input type="radio"/>	<input type="radio"/>

Step 7 Take actions to mitigate/prevent hazards

		<i>In Progress</i>	<i>Complete</i>
a.	Discuss feasibility of mitigation/prevention ideas (Step 6) for each Extreme' priority hazard identified (Step 5B).	<input type="radio"/>	<input type="radio"/>
b.	Discuss potential effectiveness of each policy and procedure identified. Goal Date: _____ Leader(s) _____	<input type="radio"/>	<input type="radio"/>
c.	Draft action plan for addressing hazard.	<input type="radio"/>	<input type="radio"/>
d.	Submit the plan or policy to the appropriate committee/board for approval.	<input type="radio"/>	<input type="radio"/>
e.	Once approved, work with appropriate people to implement plan.	<input type="radio"/>	<input type="radio"/>
f.	Repeat Steps 7A-E for 'High,' 'Medium,' and 'Low' priority hazards.	<input type="radio"/>	<input type="radio"/>

Quick Tip: If your school does not have a Threat Assessment Plan, develop one. Steps to develop your own threat assessment include:



School Hazards Profile Worksheet

1. Potential Hazard	2. Potential Severity	3. Frequency of Occurrence	4. Geographic Areas Affected	5. Duration	6. Speed of Onset	7. Available Warning System	8. Risk Priority

Hazard Profile Key

1. Potential Hazard

Examples:

- Flood
- Fire
- Tornado
- Power Outage
- Water System Failure
- Transportation Accident
- Pandemic Flu
- Drug Overdose
- Suicide
- Peer Aggression
- Unsecured Entry into Building
- Large Shrubs around Building
- Technology Infrastructure Breach
- Poor Visibility in Hallways
- Neighborhood Violence
- Major Roadway Nearby
- Local Business with Hazardous Material

2. Potential Severity

Catastrophic	<ul style="list-style-type: none"> • Multiple Deaths • Severe damage to >50% of property • Facilities closed for 30+ days
Major	<ul style="list-style-type: none"> • Disabling injuries and/or illness • Severe damage at 25-50% of property • Facilities closed for 2+ weeks
Minor	<ul style="list-style-type: none"> • Injuries and/or illness (Not disabling) • Severe damage to <25% of property • Shutdown facilities 1+ weeks
Limited	<ul style="list-style-type: none"> • Injuries treatable with first aid • Minimal damage to property • Shutdown facilities for > 24 hours

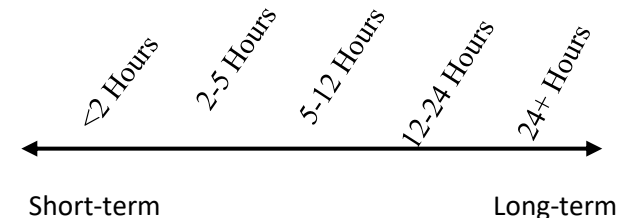
3. Frequency of Occurrence

Highly Likely Probable for the next year	Likely Probable in the next 3 years
Occasional Possible in the next 5 years	Unlikely Possible in the next 10 years

4. Geographic Area Affected

Widespread | **Local** | **Isolated**

5. Duration



6. Speed of Onset

Minimal Warning	3 to 6 Hour Warning
6 to 12 Hour Warning	12+ Hour Warning

7. Warning System

- Local Media
- National Weather Service
- Amber Alert
- Fire Alarm

8. Risk Priority

Frequency of Occurrences	Highly Likely	Medium	Medium	High	Extreme
	Occasional	Medium	Medium	Medium	High
	Likely	Low	Medium	Medium	Medium
	Unlikely	Low	Low	Medium	Medium
		Limited	Minor	Major	Catastrophic

Potential Severity

Prevention/Mitigation Rubric

		Beginning	Developing	Accomplished	Exemplary
Develop an Emergency Planning Committee		School discusses and commits to establishing an Emergency Planning Committee	Recruitment of committee members has begun, committee meeting(s) scheduled	Membership established, includes participants from a variety of backgrounds, committee has well-defined objectives, members have clearly defined roles and responsibilities	Committee includes members from a variety of backgrounds, has clearly defined roles, responsibilities and objectives, all members participate equally
Conduct Assessment	Identify & document potential hazards	Establish sub-committees to conduct assessments: 1. Physical/ Structural 2. Environmental 3. Climate/Culture	Discuss potential hazards, determines the appropriate assessment tool, begin to complete the Hazard Profiles Worksheet	Documents all potential hazards in Section 1 of the Hazards Profiles Worksheet, shares results with planning committee.	Documents all potential hazards on the Hazards Profiles Worksheets, shares results with planning committee and school community for comment and revisions.
	Assess vulnerability to hazards	Review hazards identified, begin to discuss vulnerabilities to each hazard	Discuss vulnerabilities to each hazard listed, begins completing Sections 2-8 of Hazard Profiles Worksheet	Completes Sections 2-8 of the Hazard Profiles Worksheet using the Hazard Profiles Key, shares results with planning committee	Documents all vulnerabilities on the Hazard Profiles Worksheets, shares results with planning committee and school community for comment and revision
	Assess ability to respond	Review hazards identified, begin to discuss ability to respond to hazards documented	Discuss ability to respond, communicates with local first responders, begin to document concerns	Communicate with local first responders, local organizations, and businesses to determine concerns, document concerns re: response	Document all concerns regarding ability to respond, share results with planning committee and school community for comment
	Assess potential consequences of hazards	Review hazards identified, begin to discuss potential consequences of hazards	Discuss potential consequences of hazards with first responders, begin to document concerns	Communicate with local first responders, local organizations, and businesses to determine potential consequences of hazards	Complete assessment and document results, share results with school community, schedule dates for future hazard assessments
Develop written parent/ guardian reunification plan		Discuss potential parent/ guardian reunification planning needs	Identify parent/guardian reunification needs, draft written reunification plan.	Parent/guardian reunification plan adopted by school board, communicate plan to school community	Parent/guardian reunification plan implemented as needed, parents/guardians clearly

		Draft letter to parents/ guardians explaining plan		communicated their responsibilities. Go Kits include emergency contact information for each student
Conduct training and emergency exercises	Discuss possible professional development training and/or emergency exercises to conduct	Identify training and/or exercises to conduct, communicate time, date and location to school community (if appropriate), work the community partners to conduct training or exercise	Training and/or emergency exercise conducted in coordination with local first responders and community partners, post-training or exercise debriefing	Training and/or exercise completed, post-training or exercise debriefing, results shared with planning committee, changes to emergency plans made as appropriate

NOTES:

Key points:

- Your Emergency Planning Committee should be comprised of a diverse group of people who represent your community.
- Three types of assessment:
 1. Physical/Structural
 2. Climate/Culture
 3. Environment
- There are resources available including: NCEF Assessment Checklist, and local community mitigation plans.
- Mitigation and prevention actions lay the foundation for efficient preparedness, response, and recovery planning.

EMERGENCY PHONE NUMBERS RECORD

Contact	Phone Number
Child Protective Services	
Community Emergency Coordinator	
Electric Company	
Fire Department*	
Gas Company	
Hospital	
Poison Control	1-800-222-1222
Police Department*	
Suicide Prevention Hotline	1-800-273-8255

It is critical that local schools develop a relationship with local Law Enforcement. In the event of an emergency the following people should also be notified immediately:

Person	Phone Number
Principal/Head Teacher	
School Board Chair	
Pastor	
Crisis Management Team Leader	
Parent Notification Designee	
Conference Office of Education	
Conference Superintendent - Cell	
Conference Communications Dir	
Conference Risk Manager Officer	
Union Office of Education	1-269-473-8274

SECTION II
EMERGENCY RESPONSES

BOMB THREAT – SUSPICIOUS PACKAGE/DEVICE

BOMB THREAT BY PHONE - INSIDE BUILDING

1. HANG UP, even if the caller does.
2. Listen carefully. Politely ask the caller the following questions:
 - Exact location of the bomb?
 - When will it explode?
 - What does the bomb look like (description and type of explosive)?
 - What is your name and motive for placing the bomb?
 - Are you a student/former student or an employee/former employee?
 - Write down any pertinent information such as background noises, emotional state, gender of caller, accents, and speech patterns.
3. Note date, time, caller ID, and incoming phone line used.
4. If possible, available person call 911 immediately, or as soon as the caller hangs up, immediately call 911 yourself and await instructions.
5. Notify appropriate school personnel (principal, school board chair, superintendent).
6. All staff quickly scan every area, especially evacuation routes, for suspicious packages.
7. Evacuate the building. Leave doors open. Account for all students.
8. Do not re-enter building until declared safe by fire or police personnel.

BOMB THREAT WRITTEN OR SUSPICIOUS PACKAGE - INSIDE BUILDING

1. Remain calm.
2. Call 9-1-1.
3. Notify appropriate school personnel (principal, school board chair, superintendent).
4. Save any communication(s) regarding threat.
5. **DO NOT APPROACH, TOUCH OR MOVE ANY SUSPICIOUS PACKAGE/DEVICE.**
6. Do not use two-way radios or phones within 100 ft. of the package or location.
7. Avoid actions such as running, rapid movements and turning lights on or off to prevent potentially detonating devices.
8. All staff quickly scan every area, especially evacuation routes, for suspicious packages.
9. Evacuate the building using the safest evacuation route(s).
10. Leave doors open.
11. Account for all students and personnel.
12. Secure the scene. Allow no one except law enforcement persons near the suspicious package or device.
13. Save all packaging material (envelope, tape, box, etc.) received by mail.

14. Document all pertinent information regarding threat (time, written notification received, how received, etc.).
15. Do not re-enter the building until declared safe by fire or police personnel.

EXTERNAL BOMB THREAT

Refer to LOCKDOWN section.

E-MAILED AND POSTED THREATS

1. Leave message open on the computer or device.
2. Notify school administrator/principal and authorities.
3. Print, photograph, or copy the message and subject line. Note the date and time.

**Evacuation Sites must be a minimum of 300 feet from any building.
Be aware of the possibility of more devices.**

BURGLARY - VANDALISM

General Information

In the event of burglary or vandalism, it is important to keep the area free of contamination. All evidence at the scene is pertinent, i.e. fingerprints, shoe prints, trash, strands of hair, etc. Do not disturb crime scene by walking through, touching or moving items.

BURGLARY AND VANDALISM

1. If a break-in is suspected, do not enter the building.
2. If a break-in is discovered after entering, do not touch anything. Leave the building immediately.
3. Call 9-1-1 or your local police department.
4. Notify appropriate personnel (principal, school board chair, superintendent).
5. Determine if the extent and type of burglary/vandalism requires cancelling classes. Notify parents as needed.
6. Wait for the authorities to advise on re-entry and when cleanup and repairs can begin.
7. Work through the Conference Risk Management Officer or school insurance provider regarding cost recovery/replacement of stolen items and/or repair of damages.

CHILD ABUSE REPORTING

Lake Union Education 1729:13 – Child Abuse Policies

Mandated reporters (i.e. teacher, principal, vice-principal, school counselor, etc.) are required, by law to report suspected child abuse or neglect. Know what your state law requires.

When reporting a suspected instance of child abuse, the local school administrator and conference superintendent of education shall be notified. In making these reports and notifications, confidentiality shall be maintained. Educational personnel are reporting agents, not investigating agents when dealing with cases of suspected child neglect or abuse.

In most states reporting can be anonymous and the identity of the reporter is protected. Unfortunately, in our schools, it can become obvious from where the report was made. However, suspected abuse **MUST** be reported.

The teacher/person suspecting abuse or to whom the abuse has been revealed, is the responsible party for reporting. Leaving reporting up to another party such as the principal or superintendent does not remove the responsibility. Follow-up is a must to ensure reporting.

More Information Available

For more details on reporting as well as recognizing the signs of possible child abuse situation, contact the local Child Protective Services (CPS), or visit government websites such as the Centers for Disease Control (CDC), National Institutes of Health (NIH) or child welfare sites such as www.childwelfare.gov

A Plea or a Sermon

Increase in child abuse reports in our schools has been seen in recent years. Without becoming paranoid over each bruise, school staff should become familiar with the common signs and procedures of dealing with these situations. Saving a child from permanent scarring, physical or emotional, is also a part of the responsibility of our Seventh-day Adventist Christian schools.

Reluctance to report knowing that it can cause disruption to a family unit is normal; however, the effects of child abuse can be lifelong. As such, mandated reporters with concern must report to the proper authorities. There are moral as well as legal responsibilities at stake.

TYPES OF ABUSE

Child abuse comes in several forms. The most common include the following:

1. Physical
2. Emotional
3. Sexual
4. Neglect

SUSPECTED CHILD ABUSE

1. Contact Child Protective Services (CPS). This can be done anonymously to confirm if the situation will require official reporting. Each state's CPS services can be found here: <https://childcare.gov/Health-and-Safety-Reporting>
2. Call the Police. Do not investigate or interrogate. Leave that to CPS.
3. Notify your principal and superintendent.
4. Do not notify parents unless instructed to do so by CPS.
5. Do not counsel. Allow professionals to handle the counseling.

IF REPORTED BY A CHILD (FOR SELF OR ON BEHALF OF A FRIEND)

1. Remain calm and reassuring. Avoid denial. Do not react negatively (shocked, disgusted, disbelief).
2. Don't interrogate or ask leading questions. Let the child explain in his/her own words. Take record of child's direct statement. Leave investigation to the experts.
3. Reassure the child that he/she did the right thing to tell an adult.
4. Contact Child Protective Services (CPS) with the information received.
5. Do not notify parents unless instructed to do so by CPS.
6. Notify appropriate contact persons (i.e. principal, superintendent, school counselor).

PLEASE BE AWARE OF ELECTRONICALLY GENERATED ITEMS, WHICH IF ACCESSED, USED OR HANDLED INAPPROPRIATELY, CAN CONSTITUTE CHILD ABUSE

THIS IS NOT A MATTER OF CHOICE. IT IS THE LAW.

COMMUNICABLE DISEASES - EPIDEMICS/PANDEMICS

Epidemics vs. Pandemics – Defined.

Epidemics and pandemics refer to the spread of infectious diseases among a population. The difference between an epidemic and a pandemic is twofold.

1. An epidemic is defined by an illness or health-related issue that is showing up in *more cases than would be normally expected*.
2. Pandemic is normally used to indicate a far higher number of people affected than an epidemic in a much larger geographic region.

Common Causes

Any communicable disease can cause an epidemic. It may be very local (one classroom) or can become world-wide (strains of influenza). Examples include but are not limited to COVID, Small Pox, Zika, measles, Salmonella, Whooping Cough, West Nile Virus, polio, SARS, colds, influenza (Spanish, Swine Flu), mumps.

Encourage and Practice Good Hygiene

Provide the following in the classroom:

1. Disposable tissues within easy reach.
2. Waste baskets with plastic liners in more than one location.
3. Waterless hand sanitizers.

Encourage Staff and Students to

1. wash hands frequently.
2. cover nose and mouth when coughing and/or sneezing.
3. stay home if not feeling well, running a fever, or has a sore throat.
4. isolate or send home anyone who becomes ill during the day.

Epidemic/Pandemic Procedures

In the event of a communicable disease outbreak or health threat, follow guidelines and procedures issued by community health departments and/or the federal government.

Government Websites

www.hhs.gov U.S. Department of Health and Human Services
www.flu.gov managed by DHHS)

www.cdc.gov Centers of Disease Control and Prevention

www.nih.gov National Institutes of Health

DECISION TO CLOSE A SCHOOL DUE TO ILLNESS

Determine if the outbreak is contained within the school community and is not considered life threatening. Check with your superintendent to know how to proceed.

If the outbreak is more widespread, follow directives from county and federal government agencies in consultation with the school board chairperson.

**Always seek guidance from the local Conference Office of Education
before closing due to illnesses.**

DEATH (SUDDEN) - SERIOUS INJURY

DEATH OR SERIOUS INJURY ON CAMPUS OR AT A SCHOOL EVENT

The cause of a possible death or injury (natural or unnatural) and the circumstances surrounding the death (violent or not), will affect your behavior during the event and during the post-trauma procedures.

Never assume someone is dead until certified by appropriate medical personnel. Provide all appropriate possible medical support until that time.

If the death or injury is the result of aggressive behavior by a student or intruder, protection of students and staff becomes a key issue in how the event is handled.

FIRST RESPONDER/PRINCIPAL/TEACHER

1. Call 9-1-1.
2. Administer first aid and/or contact the school's nurse, and have first aid certified personnel sent to problem location immediately.
3. Account for all students and send them to a safe area to limit unnecessary exposure to trauma.
4. Notify appropriate personnel (principal, school board chairperson, superintendent).
5. Contact parent(s) of the injured student.
6. Contact the school's counselor, Crisis Team Leader, and/or pastor.
7. If teacher must step away, classroom supervision should be transferred to a qualified person. The teacher should rejoin his/her students as soon as possible.
8. Familiar staff should notify other students, in person, of incident.
9. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person, and to protect others. Take time to pray with them. Remain with them.
10. Refer all media inquiries to the Conference Communications Director. (See EMERGENCY NUMBERS.)
11. Offer care and support to the family members.

Document using an Incident Report for student's physical and electronic files.

DEMONSTRATIONS – DISTURBANCES

Demonstrations or Disturbances – Defined

A public or student demonstration on school grounds that has the potential to:

- Disrupt school activities
- Cause injury to staff and students
- Damage property

Be Prepared

The following items usually found in schools can be useful in these situations:

- Bull horn
- Cell phone or two-way radio, camera, or recorder (to document the disturbance and help in identifying participants)

Procedures

In the event that a group should stage a demonstration or disturbance during school hours, the following procedures should be followed:

1. Remain calm.
2. Avoid provoking.
3. Account for all students.
4. Keep students away from the demonstration.
5. Assess the situation to determine if police assistance is needed.
6. Continue with the normal routine as far as possible.
7. Keep staff and students informed to dispel rumors and calm fears.
8. Provide extra supervision if demonstration occurs during lunch, 'passing' time between classes, arrival or dismissal of students.
9. Notify the appointed contact persons (local administrator, board chair, conference superintendent).

Assessing the Issues

It is wise to address the issues that brought on the demonstration or disruption. Seek advice from your conference superintendent. In general,

1. after calm has been restored, a meeting could be scheduled with one individual serving as a spokesperson for the demonstration group.
2. an executive committee/special committee, which shall include the conference superintendent or designee, should be in attendance at the meeting.
3. the spokesperson for the demonstration group should be given time to outline the grievances without interruptions.

4. after the spokesperson is finished, the chair of the executive committee should allow those on the committee to ask clarifying questions only. Do not allow “arguing, defensiveness or criticism.”
5. be courteous even if the spokesperson becomes agitated.
6. at the end of the time allotted, thank the spokesperson and others attending from the demonstration group for taking the time to express their views.
7. do not commit to any changes. Simply state that the issues will be considered.

FIELD TRIP EMERGENCIES

Before leaving for any off-campus activity, be familiar with Code policies covering these types of activities.

Lake Union Code 2340:10 & 2345:10

Consult the Lake Union Code for complete details on policies covering off-campus and extra-curricular trips. General expectations include:

1. Following procedures for obtaining approval from the respective entities.
2. Obtaining proper insurance.
3. Ascertaining that all vehicles and drivers involved in transporting students have proper insurance and licensure.
4. Obtaining and carrying on the trip proper permission forms signed by parents/guardians.
5. Obtaining and carrying on the trip the Consent for Medical Treatment forms.
6. Leaving a list of all students on the trip at the school or with the principal.
7. Providing a first aid kit that is adequate for the number of participants.

Consult Local Conference Education Handbook for complete details on policies covering first aid equipment and administering medications.

Risk Management Planner

Risk Management provides Field Trip Planning resources on its website which can help ensure that all the bases are covered in planning safe field trips. Access these resources at <https://adventistrisk.org/en-US/Safety-Resources/Topics/Travel> and <https://adventistrisk.org/getmedia/382f0f70-5418-44a9-b409-db2ae4a90d07/FRM-TripPlanningWorksheet-NADEN?ext=.pdf>

Brief All Personnel

In recent years, restrictions have been placed on what non-medical personnel can do with ill or injured minors. Be sure all adults accompanying or assisting with the off-campus activity have been briefed on the emergency procedures.

In the Event of an Accident on a Field Trip:

1. Calmly evaluate the nature and seriousness of the injuries and administer first aid.
2. Transport student(s) to a medical treatment facility, or call 9-1-1 as appropriate.
3. Do not attempt to move students unless there is a threat of danger leaving them where they are.

4. Remain calm and reassuring to injured students.
5. Move uninjured students away from the scene.
6. Call parent(s)/guardian and appropriate school personnel (principal, school board chair, superintendent) to alert them of the situation.
7. Complete an incident/accident report upon returning to the school.

In the Event of Someone Becoming Seriously Ill While on a Field Trip

1. Remain calm.
2. Obtain information about the illness (fever, nausea, pain, rashes, allergic reaction, etc.)
3. Call 9-1-1 if immediate attention is needed.
4. Notify parents and school personnel (principal, school board chair, superintendent).
5. Have an adult accompany student to the doctor, ER, or back to school.
6. Arrange for student to return home, if possible.

If possible, include a trained medical professional for trips involving a full day or longer.

FIRE/EXPLOSION

EVACUATE

1. Call 9-1-1.
2. Give signal to evacuate. Pull fire alarm.
3. Quickly and calmly exit the classroom and immediately go to designated reporting area.
4. Account for all students.
5. Close all doors.
6. Document incident and notify parents immediately.
7. Report incident to Conference Superintendent and Risk Management Officer.
8. Do not return to the building until instructed to do so.

ADDITIONAL PRINCIPAL INFORMATION

1. Initiate STOP, DROP, ROLL if student(s) are directly affected.
2. Follow site or offsite evacuation plan.
3. Confirm student and staff roll count with teachers and support staff.
4. If safe, initiate or organize the use of fire extinguisher.
5. Seek medical attention if needed.
6. Identify and report any missing student(s) to the Fire Department.

ADDITIONAL TEACHER INFORMATION

1. Follow the posted map of exit from each room.
2. Remain with your class.
3. Initiate STOP, DROP, ROLL if student(s) are directly affected.
4. Report missing (not absent) students to the principal.
5. Follow additional administrative instructions.

If there is an explosion, take the following measures:

1. Take cover and shelter against/under a desk or table.
2. When possible or directed to do so, evacuate.
3. If trapped by debris, cover nose and mouth.
4. Tap on pipe or wall. Use whistle for communication.
5. Shout only as last resort.

For safety and quickness, always have students line up in alphabetical order.

Reminder: Emergency fire drills must be conducted and recorded.

HARASSMENT - BULLYING

Harassment – Bullying Defined

A fine line exists between harassment and bullying. Both include much of the same behavior. Bullying is more often viewed as student-on-student behavior, perhaps involving physical threats or abuse.

A closer definition renders **bullying** as “when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.” This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
 2. Bullying involves a pattern of behavior repeated over time.
 3. Bullying involves an imbalance of power or strength.
- ~OLWEUS Bullying Prevention Program

Harassment is when speech or actions are so severe, pervasive, or targeted at particular people that it hinders the student’s ability to get an education, significantly harms his/her well-being, substantially interferes with his/her rights, or intimidates the student because of his/her identity.

Bullying or harassment is especially harmful when students are bullied due to actual or perceived characteristics such as race, or ethnicity, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, religion, sexual orientation, age, or a person’s association with a person or group. This kind of bullying or harassment can violate other federal and state civil rights laws as well.

However, defined behaviors are very similar for either harassment or bullying. Harassment and bullying in a school setting includes various configurations involving teacher-to-teacher, teacher-to-student, student-to-student, and student-to-teacher. Behaviors can include the following:

1. Sexual harassment
2. Teasing
3. Excluding
4. Physical threats or abuse
5. Threatening or hazing
6. Damaging or stealing belongings
7. Demanding money
8. Cyber bullying

Cyber Bullying

Cyber bullying is defined as using technology to threaten, insult or harass. Cell phones, social networks, text messages, emails, instant messaging, can all be used to spread

rumors quickly and aggressively, threats, hate mail, or embarrassing photos/information. Long-term consequences can result in using these devices – once messages are sent out, there is no way to take them back. Employment as well as legal issues can be at stake.

Flirting vs. Harassment

Adolescent flirting is different from harassment. Flirting is reciprocal, flattering and boosts self-esteem; it isn't demeaning or one-sided and doesn't result in feelings of powerlessness. (Strauss, 1992)

School Responsibility

Schools are ultimately responsible for creating an environment free of harassment. Lawsuits can result if not dealt with in a timely manner. Schools should have policies detailing exact behaviors deemed to be inappropriate. Educating students and staff on what is acceptable behavior and what is not is an important step to prevention.

Keys to Improving School Climate

- Assess the school's emotional climate
- Emphasize listening.
- Take a strong stance against the code of silence.
- Encourage students to tell adults about other students who are contemplating suicide.
- Find ways to stop bullying.
- Sustain safe school climates over time.
- Involve students in creating a culture of safety and respect.
- Build trusting relationships between students and adults.
- Make the physical environment feel safe.
- Involve all stakeholders in climate and culture improvement.
- Recognize that all climates of safety are ultimately "local."

U.S. Department of Education, U.S Secret Services

Before It Happens

Steps can be taken toward creating a safe environment:

1. Develop policies and procedures for acceptable and unacceptable behaviors.
2. Educate students and staff regarding these policies.
3. Educate students on how to report harassment, if a victim of harassment, or if observed.
4. Educate students on procedures for cyber bullying.
5. Educate students that false accusations are a form of harassment.
6. Provide adequate supervision at all times.

AVOID THESE COMMON MISTAKES

1. Don't ignore it. Don't think students can work it out without adult help.
2. Don't immediately try to sort out the facts.
3. Don't force other students to say publicly what they saw.

4. Don't question the children involved in front of other students.
5. Don't talk to the students involved together, only separately.
6. Don't make the students involved apologize or patch up relations on the spot.

RESPONDING TO A REPORT OF HARASSMENT-BULLYING

1. Take bullying incidents and reports seriously and follow your school's handbook policy for harassment-bullying.
2. If bullying is witnessed or reported, intervene immediately, separating students involved.
3. Respond relative to age and offense.
4. Investigate promptly.
5. Ensure that everyone is safe.
6. Meet any immediate medical or health needs.
7. Remain calm and model respectful behavior when you intervene.
8. Reassure the students involved, including bystanders.
9. Assure the student who was bullied that retaliation, open or subtle, is not appropriate.
10. Inform the student who was bullied that the situation will be addressed appropriately.
11. Keep detailed paper and digital documentation.
12. Maintain confidentiality.
13. Ask the student who was bullied to communicate again if the situation does not resolve.
14. Communicate and cooperate with parents in solving the issue(s).
15. Follow any local/government laws. Call Police Department.
16. Notify your superintendent, if employee(s) are involved.

POSSIBLE APPROPRIATE CORRECTIVE ACTIONS

The age of the perpetrator and the seriousness of the offense should be taken into consideration.

1. Discipline measures may include the following: redemptive discipline approaches, suspension, counseling, reporting to the authorities, and expulsion.
2. Progressive discipline should be used unless the first offense is of a serious nature.
3. Consult your school's handbook and/or superintendent.

The student who bullied and the student who was bullied should never be put in a dynamic where the imbalance of power can be perpetuated (apologies, praying for one another, etc.).

RESPONSE TO CYBER HARASSMENT-BULLYING

Students should be informed of the steps to follow if they receive harassing or inappropriate emails, text messages, social media, or other contacts:

1. Never respond to the message sender.
2. Report it as soon as possible to a trusted adult. If that adult doesn't help, tell another adult until someone does help.
3. Seek to prevent cyber harassment-bullying by exercising caution when sharing personal information.
4. Save evidence to keep a record of offense(s).
5. Deleting accounts; blocking perpetrator; changing email addresses, passwords, phone numbers, etc. are recommended.
6. Notify your superintendent if employee(s) are involved.
7. Call the Police Department.

Schools must take seriously and react swiftly to reports of harassment and/or bullying.

PLEASE BE AWARE

Exchange of photos or videos of a sexual nature, electronically or otherwise, is child pornography and must be reported to local authorities. Bullying of a sexual nature, of those with handicaps, and of those regarding race, ethnicity, or gender are illegal and must be reported immediately to local authorities.

HAZARADOUS MATERIALS

Chemicals are found everywhere. While most are used to improve quality of life, they can also cause injury and death. In school settings, the most common threat involves inappropriate storage and/or handling of chemicals, whether for instructional use or as cleaning agents.

Laboratory Chemicals

Schools maintaining science labs where chemicals are used should keep up to date on the latest laws and guidelines for usage and storage of chemicals. Chemicals allowed in classrooms have become more limited and regulated.

An online safety guide is published by the Centers for Disease Control and Prevention (CDC) See *School Chemistry Lab Safety Guide* in the search tab.

<https://www.cdc.gov/niosh/docs/2007-107/>

Storage of Common Chemicals

A more common hazard in many schools involves the storage of cleaning supplies, paint, oily rags, mowers, fuel, etc. These should always be kept in locked storage with access only by authorized adults. They should never be stored in electrical rooms, under stairs or sinks, in corridors, unlocked cabinets or closets. Storage away from the building is recommended for more flammable materials such as fuel for mowers, etc.

Adventist Risk Management has a comprehensive checklist that can be used to ensure safety of all areas of the school plant. Find this on the Adventist Risk Management Website adventistrisk.org

Public Spills and Hazards

The most common chemical hazards come from accidental spills from commercial storage or transportation. Should schools be involved in this type of situation, administration should follow instructions provided by the public authorities.

The Federal Emergency Management Agency's (FEMA) website contains pertinent information for this type of emergency. <https://www.fema.gov/sites/default/files/2020-07/hazardous-materials-incidents.pdf>

Prevention

Periodically check to ensure that

- all laboratory chemicals are legal, current, labeled correctly, and stored properly.
- vent hoods and ducts are working and cleaned regularly.

- eye wash stations are working.
- cleaning supplies are out of reach to students, or are in locked cabinets.
- flammable/combustible supplies are in ventilated, locked storage away from electrical/furnace rooms, stairwells, and classrooms.
- lawn maintenance equipment is properly stored in ventilated areas.

Procedures

When hazardous materials contaminate the environment, two options are feasible: shelter in place, or evacuate.

SHELTER IN PLACE

Notification Procedures: In the event that a shelter-in place incident becomes apparent in any school location—the building principal or designee should make the following announcement (or equivalent) using the building public address system, two-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE IMMEDIATELY IMPLEMENTING SHELTER-IN-PLACE PROCEDURES DUE TO (DESCRIBE EMERGENCY). STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THEIR DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

EVACUATE OR SHELTER-IN-PLACE

Procedures for contamination from spillage-HAZ MAT (chemicals, chlorine, pesticides):

1. Evacuate and/or Shelter-In-Place to protect students and students from danger.
2. Remain calm.
3. Call 9-1-1 if necessary. Notify appropriate school personnel (principal, school board chair, superintendent) to alert them of the situation.
4. For exterior spills, if warranted, shut off utilities and HVAC systems to stop inflow of outside air into the building.
5. For interior spills, attempt to provide ventilation to the affected area by opening the windows and/or exterior doors.
6. Do not attempt to clean spillage if chemical is unknown or area is large. Determine if professional help is needed to clean the spill.
7. Administer first aid.
8. To avoid cross-contamination concerns, keep those who have been exposed separated from those who have not been exposed.

9. Monitor media alerts for information in the case of a widespread emergency event.
10. Maintain and report student attendance.
11. Notify parents and encourage them to be alert for any typical adverse medical symptoms that could appear later (e.g. shortness of breath, fainting, vomiting, burning sensation, rash).
12. All persons should remain in shelter until notified that normal activity may continue.

Asphyxiation (examples: gas leaks, carbon monoxide)

1. Open all doors and windows.
2. Evacuate the building as necessary.
2. Call the fire department and medical emergency personnel for help.
3. Administer first aid as needed.
4. Notify school board chair, school nurse, and superintendent, Crisis Management Leader.
5. Inform parents as soon as possible.
6. Do not re-enter the building until the source of the problem has been identified and rectified.

**First priority should be given to student and staff safety,
then to the environment, and then to property.**

**All staff should be instructed in advance of an emergency,
on how to turn off the ventilation system in their areas.**

INTRUDER - HOSTAGE

Intruder

An intruder could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor) or an unauthorized or unwelcomed visitor (stranger, non-custodial parent). An intruder's presence on campus could be a minor disruption or serious threat to student and staff safety.

Hostage Situation

Hostage situations are usually brought about by an intruder on campus, whether planned or spur-of-the-moment. The hostage taker is usually in a state of high frustration with demands that he/she feels have not been met or taken seriously.

Non-Custodial Parents

Care must be taken that administration and teachers are not placed in the middle of a "tug of war" between divorced parents and their child. Schools should have clearly written instructions and permissions concerning custody rulings, who receives student records, who has permission to pick up the child, etc. Extreme care, courtesy and diplomacy must be used in dealing with these situations.

BEFORE IT HAPPENS

If intruder or dangerous person is on campus

An intruder could be someone with a legitimate purpose on campus (student, staff, faculty, authorized visitor, or an unauthorized visitor). His/her presence could be a minor disruption or serious threat to student and staff safety.

Steps can be taken to reduce the possibility of an intruder/hostage situation:

PREVENTIVE MEASURES

1. Keep all outside doors locked during school hours.
2. Establish a routine for admitting and registering all visitors.
3. Never allow students to admit visitors (including parents, pastors, etc.).
4. Do not allow anyone to roam around the building with or without a pass from the office.
5. Report any suspicious persons to the principal's office immediately.
6. Request identification of utility workers, etc.
7. Notify the office or principal immediately of suspicious person or behavior.

INTRUDER IN THE BUILDING

1. Call 9-1-1.
2. Request that the intruder leave the premises. Ascertain that he/she has left.
2. If the intruder does not leave, take the following measures:
 - a. Institute immediate **INSIDE LOCKDOWN** of school building.
 - b. Notify appropriate school personnel (principal, school board chair, superintendent) to alert them of the situation. Be prepared to give a full description of the intruder (height, clothing, hairstyle, mannerisms, etc.).
 - c. Keep students and staff away from the intruder's location. If intruder is already in the classroom, do not leave students.
 - d. Account for all students.
3. If weapons and/or the threat of weapons are involved, **IMMEDIATELY** see **WEAPONS** section.
4. Provide police with a floor plan of the school.
5. Await clearance from police before resuming schedule.
6. Notify parents.
7. Provide counseling to students and staff as needed.
8. Keep detailed mental, written, or electronic notes.

HOSTAGE SITUATION

Option A:

Make a professional decision to defend yourself, depending on the circumstance.

Option B:

- Be calm. Keep students as calm as possible. Be respectful and avoid agitating the intruder.
 - Use time as a tool to de-escalate the situation.
 - Do not argue with the intruder. Ask permission before moving around. Avoid making any sudden moves.
1. Call 9-1-1.
 2. Notify appropriate school personnel (principal, school board chair, superintendent) to alert them of the situation.
 4. Be prepared to give a full description of the intruder (height, clothing, hairstyle, mannerisms, etc.).
 5. Follow instructions of principal, police and/or other authorized personnel.
 6. If a weapon is visible or if the individual is threatening, calmly ask permission to let the students go.
 7. Keep detailed mental, written/electronic notes.

8. Notify parents in a timely fashion.
9. Refer all media inquiries to the Conference Communications Director. (See EMERGENCY NUMBERS.)

Keep school entrance doors locked at all times during school hours.

LOCKDOWN

A lockdown will be issued when suspicious activity has been recognized at a school facility, or within the local community.

The authority to place a building into a lockdown is vested with any building staff member who has knowledge of an immediate threat. The school's predetermined plan to announce a lockdown should be used.

KEEP STUDENTS IN CLASSROOM

Do not allow students to exit the classroom for any reason outside of an immediate emergency or threat. Keep students away from sight of potential threat. Cancel all outside activities.

INCREASE ALERTNESS

Be alert to any suspicious individuals, activity, or items, and report to the principal.

INTERNAL THREAT LOCKDOWN

The following procedures must be followed when threat is inside the school facility.

1. Call 9-1-1.
2. Immediately secure all doors and windows. Leave blinds open.
3. Turn lights off.
4. Eliminate ALL noise and movement.
5. Avoid line of sight from potential threat.
6. Shelter along internal wall.
7. Account for all students.
8. Only a UNIFORMED Police Officer will come to each room to dismiss and give further instructions. The Police Officer will use a KEY!

SHELTER IN PLACE

Shelter In Place can be used in the following situations:

- To start an evacuation for ANY reason, including for accountability purposes before any NON-EMERGENCY evacuation.
- If the Police Department notifies that there was/is criminal activity in the area, and a suspect is at large.
- For the beginning of an evacuation due to a bomb threat, no heat or water, or the need to move students to another location.

Normal activity takes place in the classroom during this time. Continue teaching unless an evacuation is planned. This can be announced over the PA with specifics provided electronically to teachers.

SHELTER IN PLACE PROCEDURES

Emergency Status Card System: During a crisis, communication and accountability are crucial components to the overall response. The **color card status system** is used as a quick method to communicate important information regarding the welfare of students and staff during emergency situations. (See the Appendix for additional details.)

1. Announce Shelter In Place. Inform staff to check announcements on their devices.
2. No students are allowed in the hallway.
3. Lock classroom doors. (Always teach with classroom doors locked!!!)
4. If all students are present, implement Emergency Status Card System. Place a **green** card under the door. If there are too few or too many students, place a **yellow** card under the door. If there is an emergency in the room place **red** card under the door.
5. When the issue causing the Shelter In Place or an Evacuation is over, an announcement should be made.

EXTERNAL THREAT LOCKDOWN

Follow the same procedures as for INTERNAL THREAT LOCKDOWN.

REMAIN IN LOCKDOWN UNTIL RELEASED BY LOCAL LAW ENFORCEMENT OR PRINCIPAL.

MEDICAL EMERGENCIES – FIRST AID

Medical Emergencies Defined

Medical emergencies can be present in a variety of scenarios. The most common encountered in a school setting can include the following:

1. Allergic reactions
2. Insect bites/stings
3. Serious injury
4. Spilled bodily fluids – blood-borne pathogens
5. Sudden illness

Policies and Codes

Administration and staff must be familiar with the policies and codes that cover medical emergencies including those of the local conference office of education. These include signed permission to treat a minor, administering medication, and first aid kits.

Federal and State Laws

Federal and state laws are clear as to who may administer medications and treat students if a medical professional is not available. It is essential that school administration and staff know these laws. In some areas, bee sting medication kits can only be self-administered. Even administering simple first aid is limited. Contact the local conference office of education for the details in your state or district.

Be Prepared

It is strongly recommended that at each staff member in each school obtains professional first aid and CPR training. This can be achieved through the local Red Cross chapter.

Ongoing Medical Issues

It is extremely important for administration and staff to be informed of any ongoing medical condition a student may have that could worsen in a school setting. This could include allergies, sting reactions, as well as more serious conditions such as diabetes, asthma, etc. Parents and staff must work together before a crisis to outline symptoms, as well as procedures to follow if the condition worsens. Keep the following information in a separate file that can be easily accessed, thus preventing

an emergency:

1. Describe the condition.
2. List signs of a worsening condition.
3. List procedures that can be self-administered by the student, i.e., juice for a diabetic, inhaler for asthma, Epi Pen for bee sting, etc. (Always observe legal restrictions if no medical personnel are available.)
4. List numbers of who to call – more than one, including a doctor.
5. What to do with the student until help arrives.

Blood Borne Pathogens

OSHA requires certain protocols be followed when dealing with bodily fluids. Schools must provide training for handling these situations. Information includes items that must be kept at the school such as gloves and masks. See www.osha.gov and the local conference office of education to obtain the training.

GENERAL GUIDELINES

1. **Call 9-1-1 without hesitation if there are concerns.**
2. **Staff member will meet first responder at the door number given. (ALL DOORS MUST BE NUMBERED ON BOTH SIDES.)**
3. Never move a patient unless he/she would be in danger of further injury.
4. Notify appropriate school personnel (principal, school board chair, superintendent).
5. Contact parents.
6. Send copy of *Consent to Medical Treatment* form with patient.
7. Complete Incident Report Form(s)/Insurance Form(s).
8. Review students' medical records for valuable information to be followed.

ANAPHYLACTIC EVENT/ALLERGIC REACTION

Call 9-1-1 immediately if any or all the following symptoms are exhibited:

1. Difficulty breathing
2. Loss of consciousness
3. Chest pain
4. Swelling all over

Monitor and call 9-1-1 if several of the symptoms below occur and are getting worse:
Headache, dizziness, abdominal pain, vomiting, muscle cramps, rash, fever, belly pain, swelling.

BLEEDING (SEVERE) WOUNDS

1. Use clean cloth or gloved hand to apply direct pressure on wound.
2. Apply pressure to blood vessel if necessary.
3. Elevate injured body part.
4. Add more cloth if blood soaks through.
5. **KEEP PRESSURE ON WOUND UNTIL HELP ARRIVES.**
6. If patient loses consciousness, ensure airway is open and elevate legs.

BURNS – THERMAL AND CHEMICAL

1. Assess burn and call 9-1-1, if necessary.
2. If dry chemicals, brush off and remove clothing.
3. Flood chemical burns with tepid water for at least 10 minutes.
4. For a thermal burn, use cold water to help with pain up to 20 continuous minutes.
5. Burns may be protected with a dry sterile bandage.
6. Keep patient quiet and comfortable until medical help is provided.

CARDIAC EMERGENCY

1. Call 9-1-1.
2. Perform CPR as necessary. Use AED, if available.
3. Ask or look for emergency medical ID.
4. If not allergic, give an aspirin to the patient.
5. Create a safe response area by clearing the area of any non-essential rescue support staff.
6. Keep patient comfortable; neither hot nor cold.
7. Provide all possible medical support until the paramedics arrive.

FAINTING, UNCONSCIOUSNESS, AND SHOCK

1. Have patient lie or sit down and rest.
2. Elevate patient's legs.
3. Keep patient comfortable until medical help is provided.
4. Ask or look for emergency medical ID.

HEAD INJURIES

Bumps and blows to the head and neck area are common playground and sports injuries. Most are not serious, but all should be taken seriously. Notify parent(s). Rest and observation for a period of time should follow.

Call 9-1-1 if any of these symptoms appear:

Unconsciousness
Lightheadedness
Weakness on one side of body
Abnormal breathing
Unsteady balance
Blurred or double vision
Headache

Confused State
Seizure
Dizziness/Weakness
Pupils of unequal size
Obvious serious bleeding
Repeated vomiting

POISON AND OVERDOSE

1. Call 9-1-1.
2. Determine what substance is involved and how it was taken (When? How much?).
3. Call Poison Center at 1-800-222-1222.
4. Stay with the patient and assist as necessary.

A well-stocked First Aid Kit should be readily available at all times.

MISSING STUDENT – RUNAWAYS - KIDNAPPING

GENERAL INFORMATION

Supervision

The most important practice in preventing emergencies involves proper supervision at all times. Many lawsuits have been decided against school systems when proven that proper supervision had not been provided by those in charge. Playgrounds, hallways, restrooms, P.E. classes and sports events, field trips, change of classes, and moving from one building to another, are particularly vulnerable times for the unexpected to happen. These can also be the least supervised activities.

Active supervision, not simply the presence of an adult, is required. Attention should be focused on the students and their activities. The younger the student, the closer supervision is needed and required.

MISSING/RUNAWAYS

Younger children may decide to leave the school for a variety of reasons, most of which are innocent—they miss mom, they're tired or hungry or think they've had enough for the day. Sometimes the student will hide somewhere in the school if he thinks he's in trouble or had a spat with a friend.

Adolescents may leave campus when they are upset or unhappy with friends, a teacher, or have not completed an assignment. "Playing hooky" when bored at school also comes into the picture.

Custody Issues

Schools should have clearly written instructions and permissions concerning custody rulings on who receives student records, who has permission to pick up the child, etc. Non-custodial parents who are in a legal battle may try to contact or remove student without authority. Care must be taken that administration and teachers are not placed in the middle of a "tug of war" between divorced parents and their child.

Visitors

The importance of having a record of who enters and leaves the school campus cannot be overemphasized. Every school should have a way for visitors and parents to sign in. This must include signing out students for appointments and early dismissal. The sign-in/out sheets should be kept on file as a written record until the end of the year.

Prevention

Good administrative practices, as noted below, are helpful in fostering a safe school environment:

1. See that students are supervised at all times, particularly in the halls, restrooms, playground, change of classes or buildings, and during arrival and dismissal.
2. Have on file for each student with the names and phone numbers of those authorized to pick the student up at the school.
3. Require signing out of students for doctor's appointments, early dismissal, etc.
4. Require all visitors (including parents) to sign in and out.
5. Have on file copies of custody directives, who to contact, who receives grades, bills, communication, etc.

PROCEDURES FOR MISSING, RUNAWAYS OR KIDNAPPING

NOTE: In many cases, the child knows the abductor which puts a bigger burden on the school to know who is on the campus and who is authorized to be near the child, and/or take the child off campus.

If a student is missing, follow these guidelines:

1. Call 9-1-1.
2. Notify authorized personnel (principal, school board chair, superintendent).
3. Check school records (attendance, sign in/out, legal guardianship/custody, pick-up authorization).
4. Immediately contact/notify parent/legal guardian.
5. Interview any witnesses.
6. Document any information or facts surrounding the incident: when and where student was last seen, description of student and clothing, after school activities, names of friends, etc.
7. Obtain any information that can be provided as to whereabouts, frame of mind, usual hangouts, etc.
8. Refer all media inquiries to Conference Communications Director. (See EMERGENCY NUMBERS.)

SEVERE WEATHER - TORNADOS

All schools and academies will hold fire, tornado, and other emergency drills in accordance with the regulations of the governmental unit servicing their area. Such drills should take place as often as needed during the first month of school, until satisfactory proficiency is attained, then monthly thereafter. The following fire drill guidelines should be taken into consideration:

1. The fire alarm must be heard throughout the entire school building(s) and dormitories.
2. Its sound should be distinctive from the bell for changing classes.
3. Escape route maps must be posted in each room and throughout the buildings.
4. All staff must participate during a drill.
5. Students should be quiet and orderly throughout drills.
6. Teachers must take their class record book/device to take record. Any missing students must be found before the drill is completed.
7. The principal will signal when the drill is completed.
8. Fire/safety drills should take place at various times during the day.
9. Each school should comply with other safety drills that may be governmentally required.

BE PREPARED

Schools should maintain preparedness kits that include the following:

1. Battery-operated weather radios and flashlights
2. Fresh supply of batteries
3. First Aid Kit
4. Emergency water supply
5. Non-perishable snacks
6. Procedures for early dismissal (consultation with board chair, parent notification, personnel assigned to remain until last student is picked up, etc.)
7. Contingencies for overnight accommodations, if required.

SEVERE WEATHER DRILLS

All schools should have in place procedures to monitor the *Emergency Alert System* either through a regular or battery-powered weather radio.

1. A different alarm signal is required for weather emergencies.
2. Bring all persons inside buildings.

3. Designate areas with short span ceilings on the lowest floor of the building – hallways, restrooms, basements as shelters. Large rooms with free span roofs such as gyms, cafeterias and auditoriums should be avoided.
4. Designated areas should be as free of windows and glass as possible.
5. Students should be in a crouched position covering their heads with their arms for protection.
6. Record should be taken, and everyone accounted for before signaling the “all clear.”

SEVERE WEATHER PROCEDURES

1. Keep everyone calm.
2. Quickly and calmly report to your classroom’s designated shelter area.
3. If given a *Drop and Tuck* command, ensure all students are complying and are in Tornado Safety Position.
4. Shut and secure all doors and windows.
5. Provide adult supervision for students during emergency.
6. Keep record of all students, noting when they left the school and who picked them up.
7. If threat has subsided, update parents through school communication plan (e.g., One Call Now, text messages, email).
8. If damage has occurred, call 9-1-1.
9. Contact emergency services and Crisis Management Team Leader after the event has ended.

PROPER “TUCK” POSITION



SEVERE WEATHER -OTHER

In severe weather conditions including blizzard, flooding, extremely high winds, ice, or sleet storm, see the following procedures:

1. Monitor weather conditions frequently.
2. Check local travel advisories regularly.
3. Maintain open line of communication with parents and transportation providers.
4. Consider school closure as recommended or as deemed necessary.

SNIPER OR DANGEROUS PERSON

If there is a sniper targeting your school, the following procedures should be followed:

Teacher or Supervising Adult

1. Report immediately to home rooms or designated safe areas. Commence lockdown procedures.
2. Notify office or school board chairperson immediately of suspected dangerous person. Police should be contacted by the principal or designee.
3. Report to the principal, any suspicious unfamiliar vehicles parked in a manner that affords a shooter a clear shot of school property, or hunters walking into the woods near the school.
4. If the dangerous person is not in your room, take record of students, and wait for further instructions.
5. Continue to account for all students. Stay with students keeping them together and quiet.
6. Students may be given a "Room Clear" which is to send students to a safe zone while the supervisor remains to deal with the situation.
7. If at recess or outside the building, go immediately to closest safe cover, take record of students and prepare to report to school administration or emergency personnel.
8. In the event of a sniper, do not lie down in open areas. Run to closest safe cover.

Administrative and Support Staff

1. Issue appropriate emergency procedures as pre-planned and outlined by local emergency personnel.
2. Call 9-1-1, school board chairperson, local pastor(s), the superintendent, and the Crisis Response Team Leader.
3. Where the intercom cannot be heard, send staff to notify all students and staff of the potential danger.
4. Ensure that all outside doors are locked.
5. Provide police and fire department with a floor plan and follow instructions for moving students and staff.
6. Refer media inquiries to the spokesperson.

Prevention

1. Prepare and deliver floor plans to emergency personnel prior to an emergency. (Update as needed.)
2. Lock outside access doors (lockdown). Ensure that safety measures are in place and working properly.
3. Direct all strangers or visitors to the office to sign in. All visitors must follow teachers or staff instructions.
4. Notify the office immediately of suspicious persons or behavior.

5. Report suspected or actual weapons or serious altercations to the principal, superintendent, and/or school board chairperson immediately. Do not delay calling the police or attempting to resolve the matter internally.
6. Take appropriate action to secure the health and safety of students.

SUICIDE THREAT

NATIONAL SUICIDE PREVENTION LIFELINE

Contact Numbers: 1-800-273-TALK (8255)

9-8-8 or 9-1-1

Facts on Child and Adolescent Suicide

Suicide is the second leading cause of death among college students and third leading cause of death among persons 10 to 34 years old. Greater than one in five deaths from the ages of 12 – 18 are suicides. Attempted suicides are more and more common.

Know the Warning Signs

Four out of five teens who attempt suicide give clear warnings. Suicidal adolescents may view a temporary situation as a permanent condition. Feelings of anger and resentment combined with exaggerated guilt, can lead to impulsive, self-destructive acts. *Knowing the warning signs is vital.* Warning signs can include

1. changes in eating and sleeping habits
2. loss of interest in usual activities
3. withdrawal from friends and family members
4. acting-out behaviors and running away
5. alcohol and drug use
6. dramatic change in personality
7. neglecting one's personal appearance
8. unnecessary risk-taking
9. obsession with death and dying (poems, essays, and drawings that refer to death)
10. hallucinations or bizarre thoughts
11. more physical complaints often linked to emotional distress such as stomach aches, headaches, and extreme tiredness (fatigue)
12. verbal hints (*"I won't be around much longer,"* or *"It's hopeless."*)
13. loss of interest in school or schoolwork
14. feeling bored
15. problems focusing
16. lack of response to praise
17. previous attempts (25-50% of those who succeed have previously attempted suicide.)

Know the Recommended Prevention Steps

1. Familiarize all staff with the warning signs.
2. Educate students in the causes, signs, and resources for getting help.
3. Provide an atmosphere where students feel safe in alerting adults should they feel suicidal or suspect a friend may be.
4. Have a trained counselor available, if not on staff, at least on call.
5. Be alert during times of extra stress in the school calendar (test weeks, before and after holidays and home leaves, graduation, etc.).
6. Be informed concerning “death defying games” that can lead to accidental death (holding breath or choking until passing out, chemical sniffing, etc.)

Know How to Respond Should Suicidal Behavior Be Observed

1. Call 9-1-1.
2. Pay attention to communication and behavior regarding suicide. Ask direct questions and don't be afraid of frank discussions. *Silence is deadly!*
3. Listen without lecturing. Encourage the student to talk about his/her feelings. Offer help as possible.
4. Contact parent(s).
5. Refer to local Emergency Room for immediate Risk Assessment. Trust your instincts. If it seems that the situation may be serious, seek prompt help. If necessary, break a confidence in order to save a life. It is essential to seek expert advice from a mental health professional.
6. Inform principal, school counselor, and other adults, as appropriate.

Remember!

1. Take the warning signs seriously.
2. Get help immediately.
3. Caring can save a young life.

RESPONSE TO SUICIDE THREAT OR ATTEMPT

1. Remain calm.
2. DO NOT LEAVE THE PERSON ALONE.
3. Protect other students from witnessing a traumatic event.
4. Remove any firearms, drugs or sharp objects that could be used for suicide.
5. Call a suicide prevention lifeline or 9-1-1 immediately.
6. Contact parents.
7. Contact the school's counselor and/or local Emergency Room for immediate risk assessment.

8. Provide privacy for the individuals involved.
9. Notify authorized personnel (i.e., principal, school board chair, superintendent).
10. Refer all media inquiries to Conference Communications Director. (See EMERGENCY NUMBERS.)
11. Require a release letter from a medical professional in order for a student to return to school following a suicide threat or attempt.

FOLLOW-UP FOR STUDENTS AND STAFF

Suicidal situations affect the whole school. Post trauma counseling should be provided for students and staff after a threat, attempt or actual suicide has taken place by a student on or off campus, or by a family member of a student. Students and staff will need assistance in the following areas:

1. How to relate to students and staff who have just witnessed or learned of a suicide threat or attempt.
2. How to relate to the suicidal person upon his/her return to the school campus.
3. How to be supportive and help prevent further attempts.
4. How to cope with his/her own feelings after this type of situation.
5. What to look for to prevent another crisis.

The following sources provided information for this section.

Visit this website for more detailed information:

American Foundation for Suicide Prevention – www.AFSP.org

TERRORIST ATTACK – THREAT OR ATTEMPT

It is important that your school has a Crisis Management Team in place. In the event that the Department of Homeland Security (DHS) signals a warning of a terrorist threat or attack, contact your Crisis Management Team leader immediately.

PRINCIPAL

1. Remain calm.
2. Follow local and/or federal government instructions.
3. Immediately place the Crisis Management Team on alert and activate, if needed.
4. Issue LOCKDOWN notice, if necessary.
5. Inspect and monitor school building and grounds for suspicious activities.
7. Cancel outdoor activities and field trips.
8. Update parents through school communication plan (e.g., One Call Now, text messages, email).
9. Keep staff and students informed to dispel rumors and calm fears. Take time to pray with them.
10. Refer all media inquiries to Conference Communications Director. (See EMERGENCY NUMBERS.)

ANTHRAX AND OTHER BIOLOGICAL AGENTS THREATS

Do Not Panic! Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. To do so, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur; however, prompt recognition and treatment can be effective.

WHEN THERE IS SUSPICION OF CONTAMINATED MATERIAL (i.e., Anthrax)

1. Call 9-1-1.
2. Don't shake, open, or empty the contents of any suspicious envelope or package. Avoid further contamination. Seal off the area.
3. Document all personnel and/or students who were in the area of the suspicious envelope or package.
4. Follow instructions given by first responders (fire, police).

UTILITIES – SEVERE WEATHER

Should there be a utility interruption, the following procedures should be followed:

ELECTRICAL OUTAGE

1. Determine why the power went out and plan accordingly. For example, a severe weather outage may require waiting in the building. Outage as a result of electrical problems may require an evacuation and school closure.
2. Notify the supervisor of buildings and grounds.
3. Notify the power and light company.
4. Call 9-1-1 if the outage presents a dangerous condition. (Down wires, transformer fire, etc.).
5. Turn off all computers and other equipment that might be damaged by a power surge when the electrical service is restored.

OUTAGE IN A WINDOWLESS ROOM

9. Remain in the place until it is possible to safely leave.
5. Use a flashlight to account for all students, or wait for a staff person or emergency worker to get to the area with a flashlight.

SMELL OF GAS OR GAS LINE BREAK

1. Consider this a top priority emergency situation.
6. Do not turn lights, electronic devices, or electrical appliances on or off.
7. Clear the immediate area.
8. Assemble students and staff in safe area. Dismiss school if necessary.
9. Call the fire department.
10. Call the local gas or oil company.
11. Notify the School Board Chairperson, Pastor, and the supervisor of buildings and grounds.

WATERMAIN BREAK

1. Shut off main water supply valve.
2. Notify the supervisor of buildings and grounds.
3. Close school until water is restored.
4. Notify school board chair and superintendent.

SEVERE WEATHER

If severe weather is threatening, school administration should stay tuned to a radio, television, or internet for up-to-date advisory information. **CAUTION:** phones, TVs, and computers that are plugged into an AC outlet should not be operated during electrical storms.

1. If a storm occurs at dismissal time, it may be necessary to hold students until dangerous conditions have passed, unless students can be safely released to their approved adult(s).
2. If the administrator identifies a severe weather problem that may require early dismissal, he or she should consult with the school board chairperson or designee.
3. If school is dismissed early, the transportation coordinator should begin making arrangements for students' pick up as soon as possible. Students should be held in a safe place and supervised until all students have safely departed.
4. Administration should keep teachers and students updated on weather conditions and transportation arrangements.

IN THE EVENT OF SEVERE WEATHER

1. Keep everyone calm.
2. Follow practiced procedures.
3. Determine if emergency personnel need to be contacted.
4. Determine the safest place for students to stay during emergency (away from building for fire, and away from windows during storms, etc.).
5. Assign staff to stay with students during emergency.
6. Keep record of all students, noting when they left the school and who picked them up.
7. Follow predetermined communication procedures.

NOTE: HAVE A HAND CRANK RADIO AND FLASHLIGHT, WITH FRESH BATTERIES, AVAILABLE.

When students must remain in school during severe weather, the principal should consider the following:

1. Direct teachers and students to a safe location in the building.
2. Arrangements for special requirements, such as meals or snacks, sleeping, or recreational activities.
3. During high wind conditions, avoid windows, gymnasiums, auditoriums, or other locations with wide, clear spans overhead.
4. Have all parent contacts readily available.

All staff should be instructed how to turn off the ventilation system in their areas.

(Ventilation systems may be a unit system controlling individual rooms or a multi-zone system controlling more than one room or the whole building)

WEAPONS

Lake Union Code Reference 1722:13

Schools will promote and maintain a safe environment. Bullying, harassment, violence (with or without a weapon), coercion, threatening language, or put-downs will not be tolerated. School personnel must take action to secure student safety, including calling the police for major incidents and reporting these incidents to an administrator.*

Weapon Definition

A “weapon” is defined as any gun, stun-gun, firearm, bomb, smoke bomb, explosive or incendiary device, poison gas, Mace, pepper spray or knife with a blade exceeding three (3) inches in length. “Weapon” also includes any device that is either designed by its manufacturer or redesigned and/or altered by another for use as a weapon. “Weapon” also includes any device in a student’s possession while at school, on school property or at a school-sponsored function that the student intends to use as a weapon for the infliction of temporary or permanent bodily harm or harm to property.

Additional Definitions

Many schools have felt the need to expand their weapons definition to include the following:

1. Any object, device or instrument having the appearance of a weapon
2. Weapons listed above which are broken or non-functional
3. Look-alike guns, toy guns and any object that is a facsimile of a real weapon
4. Articles designed for other purposes (e.g., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), intended or used to inflict bodily harm and/or intimidate

Adventist schools must be havens of safety for students and staff.

Be Prepared

All schools must have a voted weapons policy in place and published in the school’s handbook. The policy should include:

1. A clearly stated weapons definition.
2. Plainly stated consequences for a violation.

Tip

1. Handbooks should contain a signature page for students and parents to sign indicating that they have read and agree to adhere to the policies and requirements therein.
2. Handbooks should be reviewed with the students at the beginning of the year to guarantee the above.

While a “zero tolerance” policy may not always be the best solution, disciplinary measures must be swift and rigorous. Applicable state and federal guidelines are to be followed.

PROCEDURES

If weapons’ possession is seen, reported or suspected, take immediate action as follows:

1. Call 9-1-1.
2. Remain calm.
3. Do not touch weapon.
4. Keep students and staff from weapon’s location, if possible.
5. Notify appropriate school personnel (principal, school board chair, superintendent).
6. Attempt to keep the person with weapon under surveillance until the police arrives.
7. Be prepared to give a description of the person’s (clothes, personal characteristics, hairstyle, mannerisms, etc.).
8. Refer all media inquiries to Conference Communications Director. (See EMERGENCY NUMBERS.)
9. For additional information, refer to INTRUDER - HOSTAGE section.

HOME RESPONSIBILITY

Young children may bring a weapon on campus innocently or out of curiosity. Most states have laws holding parents responsible when weapons are brought to school by a minor. Know your state’s law. While we are reluctant to cause disruption within a home situation, safety for the students and staff at school must come first. The law must be obeyed.

Take all weapons threats and/or violations seriously.

SECTION III

APPENDIX

Accessible Spiritual Support in Times of Emergency

Allergic Reaction Map

Bomb Threat Guidance – Planning & Preparation

Bomb Threat Response Report

Communication with the Media in an Emergency

Emergency Status Card System

Food Allergy Emergency Plan

Guidelines for Responding to the Death of a Student or School Staff

RESA - School Emergency Information Guide

ACCESSIBLE SPIRITUAL SUPPORT IN TIMES OF EMERGENCY

BIBLICAL COUNSEL

FACING FEAR

1. Secure in His love, you are delivered from fear. (1 John 4:18, 19; Ps. 56:3; Prov. 3:23-26)
2. It is Satan who inspires fear and God who delivers from it. (2 Tim. 1:7; Ps. 27:1)
3. As the burden of fear is cast upon the Lord, He will sustain and give rest. (Ps. 55:22; Matt. 11:26-28)
4. God's presence banishes fear. (Isa. 41:10; Ps. 61:2)
5. Since God is in control of all circumstances, they can be faced confidently in Him. (Ps. 46:1, 2; 91:1-5)

PRAY

God said, "I will never leave you nor forsake you." Heb.13:5, "I can do all things through Christ..." Phil. 4:13

DEALING WITH ANGER, BITTERNESS OR RESENTMENT

Admit you are angry. Be honest with God.

1. Don't try to hide your genuine feelings from him. (Heb. 4:13; Eph. 4:26)
2. Discover why you are angry. God asked Cain, "Why are you wroth (angry)?" (Gen. 4:6)
3. Don't let your emotions control you. (Prov.16.32; Eccl.7:9; Prov.14:29)
4. Give your anger to God. Remember angry words stir up anger in others. (Prov. 15:1; Ps. 37:7, 8)
5. Forgive any others who have wronged you. Since God has forgiven you for what you have done to Him, ask Him to give you forgiveness for what others have done to you. (Eph. 4:32; Luke 11:4; Col. 3:13)
6. Forgive yourself for being angry. (1 John 1:9)

7. Deal with anger quickly. Don't let it accumulate. If you need to ask someone's forgiveness, do it. (Eph. 4:26)

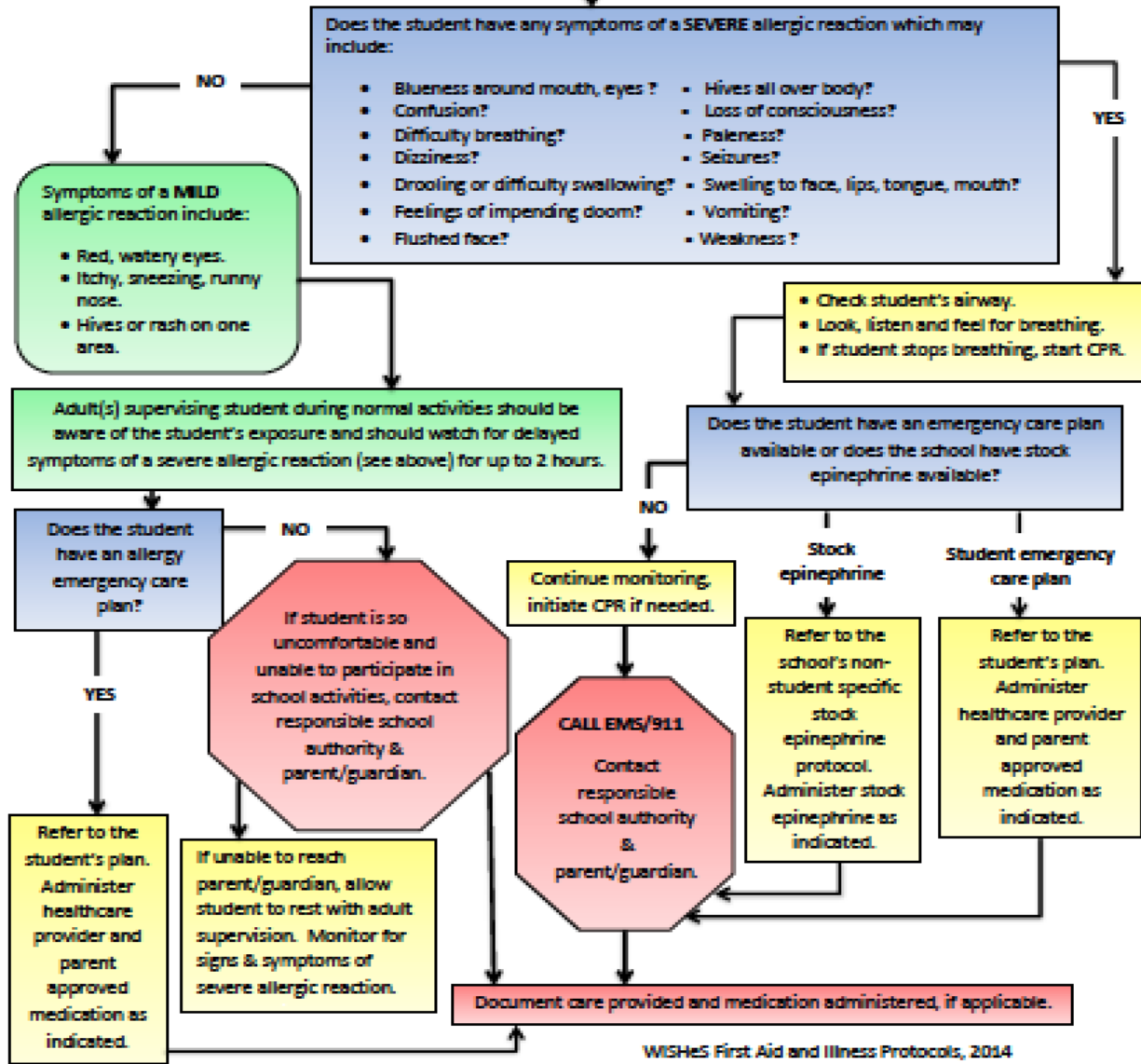
OVERCOMING DEPRESSION

God does not forsake us in discouragement. (Ps. 16:8; 139:7-17) Below are some biblical principles to aid in overcoming depression:

1. Trust and/or faith leads us to rejoice even in difficult times. (Ps. 5:11; 28:7,8)
2. God uses trials and afflictions to draw us closer to Him. In every trial we hear a call to prayer. (Ps. 119:67, 71; 62:8)
3. In trying moments, God is in complete control of my life. (Ps. 118: 6, 8, 14,17)
4. Praise and thanksgiving in depression is a key to deliverance from depression. (Ps. 61:2; Ps. 60:4; 56:3, 8,11)

ALLERGIC REACTION

Children may experience a delayed allergic reaction up to 2 hours following food ingestion, bee sting, nuts, etc.



ALLERGY (FOOD) EMERGENCY PLAN

Student:

School:

Teacher:

Grade: DOB:

Contact First:

Contact Second:

Relationship:

Relationship:

Phone:

Phone:

ALLERGY TO:

Asthma: **Yes (higher risk for severe reaction)** **No**

Extremely reactive to the following foods:

Therefore:

If checked, give epinephrine immediately for ANY symptoms if the allergen was likely eaten.

If checked, give epinephrine immediately if the allergen was definitely eaten, even if no symptoms are noted.

Any SEVERE SYMPTOMS after suspected or known ingestion/exposure:

One or more of the following:

LUNG: Short of breath, wheeze, repetitive cough

HEART: Pale, blue, faint, weak pulse, dizzy, confused

THROAT: tight, hoarse, trouble

1. Inject Epinephrine Immediately

2. Call 911

3. Begin monitoring (See monitoring box below.)

4. Give additional medication (if ordered, e.g., antihistamine, inhaler)

*Note: Do not depend on antihistamines or inhalers to treat a severe reaction (anaphylaxis). **Use Epinephrine.**



Mild symptoms only:

MOUTH: Itchy mouth

SKIN: A few hive around mouth/face, mild itch

1. GIVE ANTIHISTAMINE

2. Stay with student; call parent

3. If symptoms progress (see above), USE EPINEPHRINE.

Monitoring

Stay with student; call 911 and parent/guardian. Tell rescue staff that epinephrine was given and the time of administration. A second dose of epinephrine can be given 5 minutes or more after the first if symptoms persist or recur. For severe reaction, consider keeping student lying on back with legs raised. Keep head to side if vomiting. Treat student even if parents cannot be reached.

Medications/Doses

Epinephrine (brand): EpiPen **0.15mg (Junior)** **0.30mg (Adult)**

Location of Epinephrine in the school:

Antihistamine name: Dosage: Benadryl.

Location of Antihistamine in the school:


Other:

STAFF MEMBERS TRAINED IN USE OF EPIPEN:

School Nurse Date Parent/Guardian


BOMB THREAT PROCEEDINGS

PRIOR TO THREAT



- Plan and prepare
- Develop a Bomb Threat Response Plan
- Provide Bomb Threat Response Plan training to all personnel

IF THREAT IS RECEIVED



- Conduct threat assessment
- Execute appropriate actions outlined in Bomb Threat Response Plan

1. PLANNING & PREPARATION

- PLANNING CONSIDERATIONS**
- Coordinate with local law enforcement & first responders to ensure smooth handling of a bomb threat
 - Develop clear-cut primary and alternate levels of authority (referred to in this document as "Site Decision Maker(s)")
 - Select Evacuation Teams and Search Teams
 - Develop training plan
 - Determine search procedures
 - Designate control center locations
 - Plan for emergency assistance (police, fire, etc.)
 - Establish primary and alternate evacuation routes and assembly areas
 - Establish evacuation signal(s)
 - Develop a communications plan
 - Determine procedures for accessing/shutting off & reactivating utilities

- PREPARATION CONSIDERATIONS**
- Control building access
 - Implement strict master key control
 - Inspect incoming parcels
 - Safeguard confidential material
 - Keep exits unobstructed
 - Ensure adequate internal/external emergency lighting
 - Utilize electronic surveillance

2. EMERGENCY TOOLKIT

3. RECEIVING A THREAT

4. THREAT ASSESSMENT

Items you may want to consider including in your Emergency Toolkit, which will be taken to the Incident Command Post.

BUILDING FACILITY

- Complete set of master keys: coded to rooms and corresponding with a printed key list
- Blueprints and floor plans or site map of building
- Video, photographs, or a CD depicting building interior and exterior

EMERGENCY RESPONSE PLANS

- Copies of the Site Crisis Response Plan, Bomb Threat Plan, and Crisis Management Plan
- A list of the following phone numbers:
 - Site Decision Maker(s)
 - Police/Fire/Emergency Medical Services (EMS)
 - Federal Bureau of Investigation (FBI)
 - Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
 - Postal Inspector
 - Nearest hospital
 - Facility emergency names and phone numbers

PERSONNEL INFORMATION

- Building Emergency Response Team member contact information and assignments
- List of personnel trained in CPR and/or first aid
- Updated list, with pictures if possible, of all staff/personnel
- Staff/visitors sign-in/out sheets that include names and dates; Include provision for staff/visitors transported to medical facilities
- List of staff with special needs and description of need
- Contact information for neighboring/contiguous buildings

ADDITIONAL EMERGENCY ACTION RESOURCES

- Reflective vests for building emergency response team members with identifying marks
- Bullhorn with charged batteries
- AM/FM portable radio
- Flashlights and batteries
- Local street and zone maps
- Clipboards
- Writing materials (legal pads, pens, pencils, markers)
- Plastic red/yellow tape for cordoning off areas

PHONED THREAT

- **Remain Calm & DO NOT HANG UP**
- If possible, signal other staff members to listen & notify Site Decision Maker(s) and authorities
- If the phone has a display, copy the number and/or letters on the window display
- Write down the exact wording of the threat
- Keep the caller on the line for as long as possible and use the Bomb Threat Checklist to gather as much information as you can
- Record, if possible
- Fill out the Bomb Threat Checklist immediately
- Be available for interviews with the building's emergency response team and law enforcement

VERBAL THREAT

- If the perpetrator leaves, note which direction they went
- Notify the Site Decision Maker(s) and authorities
- Write down the threat exactly as it was communicated
- Note the description of the person who made the threat:
 - Name (if known)
 - Race
 - Gender
 - Type/color of clothing
 - Body size (height/weight)
 - Hair & eye color
 - Distinguishing features
 - Voice (loud, deep, accent, etc.)

WRITTEN THREAT

- Handle the document as little as possible
- Notify the Site Decision Maker(s) and authorities
- Rewrite the threat exactly as is on another sheet of paper and note the following:
 - Date/time/location document was found
 - Any situations or conditions surrounding the discovery/delivery
 - Full names of any personnel who saw the threat
 - Secure the original threat; **DO NOT** alter the item in any way
 - If small/removable, place in a bag or envelope
 - If large/stationary, secure the location

E-MAILED THREAT

- Leave the message open on the computer
- Notify the Site Decision Maker(s) and authorities
- Print, photograph, or copy the message and subject line, note the date and time

All threats should be carefully evaluated. One must consider the facts and the context, and then conclude whether there is a possible threat.

Low Risk

Lacks Realism: A threat that poses a minimum risk to the victim and public safety. Probable motive is to cause disruption.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- The threat was discovered instead of delivered (e.g., a threat written on a wall)

Medium Risk

Increased Level of Realism: Threat that could be carried out, although it may not appear entirely realistic.

- Threat is direct and feasible
- Wording in the threat suggest the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (e.g. "I'm serious" or "I really mean this!")

High Risk

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device
- Perpetrator provides his/her identity
- Threat suggests concrete steps have been taken toward carrying out the threat
- Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance

5. STAFF RESPONSE

CONSIDERATIONS FOR SITE DECISION MAKER(S)

- Immediately contact local law enforcement if not done
- Limit access to building
- Review Bomb Threat Response Plan
- Conduct Threat Assessment
- **Determine if search is warranted based on Threat Assessment**

IF SEARCH IS INITIATED

- Enact Search Plan
- Communicate situation to staff/personnel and request that they make a quick and complete visual scan of their personal workspace for anything unusual
- Account for all personnel
- Assemble Search and Evacuation Team(s) and update about bomb threat condition

GENERAL SEARCH TEAM GUIDELINES

- Search Teams make a quick and complete visual scan of the search area
- Divide individual rooms/areas into search levels
- Take special note of any object(s) that seem out of place
- Check ledges, balconies, waste baskets, and false ceilings and floors
- Check for unusual odors and listen for any unusual background noises
- If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object(s) to the Site Decision Maker(s)

NOTE: Use of radio communications is NOT recommended unless the area has been searched and cleared.

For additional information and products on bomb threats and improvised explosive device (IED) search procedures, please visit the Office for Bombing Prevention website at: www.cisa.gov/what-to-do-bomb-threat

6. SUSPICIOUS ITEM

A suspicious item is anything (e.g., package, vehicle) that is reasonably believed to contain explosives, an IED, or other hazardous material that requires a bomb technician to further evaluate it. Potential indicators are threats, placement, and proximity of the item to people and valuable assets. Examples include unexplainable wires or electronics, other visible bomb-like components, unusual sounds, vapors, mists, or odors. Generally anything that is **Hidden, Obviously suspicious, and not Typical (HOT)** should be deemed suspicious.

IF SUSPICIOUS ITEM IS FOUND

- **DO NOT** touch, tamper with, or move the item
- Immediately report item to the Site Decision Maker(s) and local law enforcement/first responders
- Site Decision Maker(s) must:
 - Ensure area is secured & cleared of personnel
 - Notify Search Teams
 - Ensure emergency responders are briefed
 - Evacuation & Search Teams should remain available to assist and inform evacuees, media, staff, and others

CONSIDERATIONS FOR SITE DECISION MAKER(S)

- Not all items are suspicious
- An **unattended item** is anything (e.g., bag, package, vehicle) not in someone's possession and where there are no obvious signs of being suspicious (see above), especially if no threat was received

NOTE: The discovery of one device should not automatically mean the conclusion of a search; more devices may be present!

The Site Decision Maker(s) must take the discovery of multiple suspicious items into consideration during the planning and execution stages of the facility's Bomb Threat Response Plan.

7. LOCKDOWN / EVACUATION

CONSIDERATIONS FOR SITE DECISION MAKER(S)

- Repeat Threat Assessment:
 - Is the threat still credible?
 - Were any suspicious items located (if search was initiated)?
- Based on the Threat Assessment, search (if initiated), and the totality of circumstances, determine if additional measures are warranted:
 - Partial or full lockdown?
 - Partial or full evacuation?
 - No further action?

IF EVACUATION IS INITIATED

- Select evacuation routes and assembly areas that are not in the vicinity of the suspicious item; ensure these routes have been searched and cleared
- Notify police/fire/EMS of evacuation and request assistance
- Account for all personnel
- Evacuation Team confirms the building is empty
- Bring emergency kits and building trauma kits, if available
- Advise all evacuees to remove all personal items (e.g. purses, backpacks)

CONTINUING ACTIONS AFTER EVACUATION

- Debrief emergency services and assist in coordinating further actions
- Take accountability and report
- Open media, medical and family areas—brief regularly
- As appropriate, determine reoccupy or dismiss action
 - Reoccupy when cleared and deemed appropriate
 - Dismiss in consultation with site administration
 - Notify all personnel of decision and ensure accountability
- Site Decision Maker(s) should remain on-scene until the situation is resolved or until relieved by another administrator

A FINAL NOTE

Every bomb threat requires professional judgment and should be handled in accordance with the facility's needs. Site Decision Maker(s) and administrators should periodically review Federal guidance and work with local first responders to establish a Bomb Threat Response Plan that addresses each risk level appropriately and is optimal for their building(s) and personnel.

BOMB THREAT GUIDANCE



These guidelines help Site Decision Makers react to a bomb threat in an orderly and controlled manner.



For more information contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

• Where is the bomb located? (building, floor, room, etc.)

• When will it go off?

• What does it look like?

• What kind of bomb is it?

• What will make it explode?

• Did you place the bomb? Yes No

• Why?

• What is your name?

Exact Words of Threat:

Information About Caller:

• Where is the caller located? (background/level of noise)

• Estimated age:

• Is voice familiar? If so, who does it sound like?

• Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

BOMB THREAT RESPONSE REPORT

Bomb Threat Questions to Ask

1. When is the bomb going to explode? _____
 2. Where is it right now? _____
 3. What does it look like? _____
 4. What kind of bomb is it? _____
 5. What will cause it to explode? _____
 6. Did you place the bomb? _____
 7. Why? _____
 8. What is your address? _____
 9. What is your name? _____
 10. What time was call received? _____
- Exact wording of the threat: _____

Describe the Caller

- ___ Male
- ___ Female
- ___ Unsure
- ___ Approximate Age

Emotions of Threat

- ___ Agitated
- ___ Angry
- ___ Boastful
- ___ Crazy
- ___ Distant
- ___ Excited
- ___ Happy
- ___ Matter-of-fact
- ___ Sad
- ___ Sincere

Type of Phone

- ___ Cellular
- ___ Phone Booth
- ___ Land Line

Caller's Voice

- ___ Accent (Describe): _____
- ___ Clearing Throat
- ___ Cracking Voice
- ___ Crying
- ___ Deep
- ___ Deep Breathing
- ___ Disguised
- ___ Distinct
- ___ Excited
- ___ Familiar (Who?): _____
- ___ Laughing
- ___ Lisp
- ___ Loud
- ___ Nasal
- ___ Normal
- ___ Ragged
- ___ Rapid
- ___ Raspy
- ___ Soft
- ___ Slow
- ___ Slurred
- ___ Stutter
- ___ Other: _____

Background Sounds

- ___ Animal Noises
- ___ Children
- ___ Clear
- ___ Factory/Machinery
- ___ House Noises
- ___ Motor
- ___ Office
- ___ PA System
- ___ Street Noises
- ___ Voices
- ___ Other: _____

Threat of Language

- ___ Foul
- ___ Incoherent
- ___ Irrational
- ___ Reading
- ___ Taped
- ___ Well Spoken
- ___ Other: _____

COMMUNICATION WITH THE MEDIA IN AN EMERGENCY

While the Principal/Head teacher, Superintendent, or Conference Media Representative may handle media inquiries, there may be times when speaking with a reporter is necessary or cannot be avoided. Designate a building spokesperson who can be interviewed by the media. Using the following guidelines will be helpful.

- Provide accurate information. Share only what you know to be true.
- If you do not know the answer, say something like, “I don’t know, but I’ll find out.” Then find out or let the principal, superintendent, or Conference Media Representative know.
- If the information is known, but you cannot supply it, say so and explain why (e.g., and injured student’s parents have not been contacted yet and you do not want to release the name)
- Speak clearly and briefly. Do not change or elaborate your answer. Take time to think about your answer before responding so that it is accurate and concise.
- If a reporter or media person asks more than one question at a time, ask which you should answer first. This will help you avoid sounding confused.
- If a reporter or media person asks you a personal question, share only what you feel comfortable sharing. It is ok to say, “I don’t feel comfortable talking about that.”

If contacted when no one is available to speak with the media:

If Contacted by Phone

I'm sorry, I can't talk to you right now. (Or, I'm sorry, the principal can't talk to you right now.) We're busy making sure students and staff are taken care of. Please call the superintendent's office at _____. They'll be able to help you. You can also tune to _____ at _____.

If the Media Comes to Your School

I'm sorry. I can't talk to you right now. (Or, I'm sorry, the principal can't talk to you right now.) We're busy making sure students and staff are taken care of. We really can't have any distractions in the building, so I'll have to ask you to wait outside. The principal or superintendent will be here to help you shortly. You can also tune to _____ for continuous updates. Thanks for our understanding.

Outgoing Phone Script

Hello, this is (school name). We currently have an emergency, and our staff is busy ensuring that students are safe. We understand that you may have concerns and questions, so please call the Superintendent at the Conference Office of Education at _____, for more information. The number again is _____. Thank you for your understanding.

Consider recording this message as your alternate message so that it can be quickly used during an emergency.



EDUCATION FACILITY EMERGENCY STATUS CARD SYSTEM

During a crisis, communication and accountability are crucial components to the overall response. The color card status system is used as a quick method to communicate important information regarding the welfare of students and staff during emergency situations.

Uses:

The color card system can be used in any situation to quickly ascertain the status of staff and students. The most common two are:

1. Lockdowns: placed in a location that can be visible from the hallways (ex. slid under door or placed in door/window) and placed in an exterior window. This will let administrators and public safety in the hallway and outside the building know the status of a specific area during an emergency event. **DO NOT** sacrifice time securing your area to place cards.
2. Evacuations: held high by teachers to indicate the status of their students following evacuations.

Construction:

- Three card stock papers are used in **RED**, **YELLOW**, and **GREEN**.
- Each one should be separately laminated and placed in an accessible location to teachers, preferable in an emergency folder or "go kit." Remember, two sets are needed in order to display the information to responders in the hallway and the exterior of the building. A dry-erase pen should be included to write pertinent information on the card.

Card Descriptions:

- **GREEN – Used when all students are accounted for and everything is satisfactory. No assistance is needed.**
- **YELLOW – Used when a student is missing or has been added to the class count or the teacher or students have investigative or emergency information. Teacher should indicate the situation by using the dry-erase marker on the card to write down information. For Example: One student is added and two students are missing the teacher would write +1 and -2 on the card.**
- **RED – Indicates immediate action is needed and public safety and/or administrators should direct their attention to this area. The red card can be used to indicate the location of an intruder/hostile person or to indicate that medical attention is needed in a particular room or area. Each teacher should attempt to indicate their situation on the card using the dry-erase pen.**

Points to Consider:

- All faculty and staff should be trained on the use of the card system including administrators, support staff, and all local public safety officials.
- Staff should be required to use the card system during drill events to get them accustomed to using the cards during a lockdown or evacuation situation.
- Administrators/public safety should respond to status cards in the order of their severity.
- Rooms with red cards or rooms where status cards are not visible should immediately be addressed by public safety officials in case of possible offender presence or medical injuries.

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School Safety Unit

Guidelines for responding to the death of a student or school staff

These guidelines are designed to help school administrators, teachers, and crisis team members respond to the needs of students and staff after a loss has impacted the school environment, such as after the death of a student or staff member or when deaths occur that affect many people in the community.

Bereavement is common among school children. For school personnel, this means that it is highly likely you will encounter a grieving student almost every day, even if you do not see any outward or visible signs of grief. In some communities, violent deaths may be sadly common – although students in these high-risk communities may appear to be “used to loss,” they are likely to have more difficulty adjusting to multiple losses.

Well-informed teachers and school personnel can be a source of support for students, but unintentionally they may, if not well-informed, be a source of stress. For example, not understanding reactions may lead to misinterpretation of behavioral reactions to loss as misbehavior and disrespect for others.

How long it may take for students to adjust to the loss will vary, but most children are not “over a loss” in six months or a year. As such, appropriate services should be planned for the immediate aftermath, the months following the loss, and for the long-term.

Schools can be the best setting to provide services to students (and staff) after a loss that affects the school community:

1. Schools provide a familiar environment.
2. Large numbers of students can be served.
3. Many children will benefit from supportive services that can be readily provided in a school setting.
4. Students coping after the loss can be monitored over time and referrals for clinical services can be facilitated as needed.
5. Parents may be more willing to accept services provided in school settings, where the stigma associated with mental health services may be decreased.

By the time children complete high school, most will experience the death of a family member or friend, with 5% of children experiencing the death of a parent by 16 years of age.



SCHOOL CRISIS TEAM INTERVENTIONS

Responding to a Student or Staff Death in a School Setting

When a death occurs, activate the school's crisis team and plan to address the loss. Coordinate efforts with other schools that may also be impacted.

1. First, it is extremely important to verify the information (e.g., from family members or local authorities).
2. Next, determine what information the family would like to have disclosed (or what information has already been released publicly from a reliable source).
3. Once the death has been verified, notify the school staff and students.

NOTIFICATION

1. **Notify the School Crisis Team and Develop a Plan.** Consider activating the school crisis team. If initial notification occurs outside of school hours, this may require initiating the phone tree or email to notify the school staff and to invite them to meet before school to organize a unified plan and to brief school staff. If notification occurs during school hours, this may require the distribution of a written statement or a staff meeting.
2. **Notify Teachers and Other Staff First.** Meet before school with school teachers and other staff to discuss what is known about the death. This gives teachers an opportunity to ask any questions they wish and to prepare themselves before they see their students in class. If a teacher does not feel able to talk to his/her students about the death, a member of the crisis team should be available to step in or assist with the notification.

(Continued on next page)

1-877-53-NCSCB (1-877-536-2722)
www.schoolcrisiscenter.org



NATIONAL CENTER
FOR SCHOOL CRISIS
AND BEREAVEMENT

3. **Notify Students Face-to-Face with Familiar Staff.** If a teacher has died, consider having a teacher from the same or a lower grade who is familiar with the deceased teacher's students, or a teacher from the school crisis team who is more comfortable, notify that class. Consider having this teacher remain with the class over the next couple days and have a substitute cover for the less directly impacted class.
4. **Prepare a Statement for Students.** Adults often struggle with what to say. With a prepared statement, teachers can give the same information to all students simultaneously. This should be done in small, naturally occurring groups such as homeroom or first period classes; every effort should be made to ensure that all students are present at the time this information is shared. Include information about the availability of mental health and support services and how students may access those services. Avoid use of public address systems or large assemblies to make such announcements.
5. **Prepare a Statement for Parents.** Draft a letter for parents to notify them about the death and what services are being offered to students and families. Assure parents that crisis teams have been mobilized and support services are available. *(Template letters, that schools can have in advance of a crisis so that notification statements can be quickly and easily prepared, are available at schoolcrisiscenter.org/resources/samples-templates.)*

CRISIS AND GRIEF COUNSELING AND OTHER SUPPORT SERVICES AT SCHOOL

1. **Help Students with Coping Behaviors to Support and Maintain their Attendance and Classroom Learning:** Following a loss, addressing the event with students directly may decrease the negative impact on school attendance and learning. This can be done individually and in group settings. Students may express many different emotions and feelings. The goal is to allow this expression in a safe and non-judgmental environment.
2. **Help Students Deal with Difficult Feelings:** Students may also have feelings of regret, particularly if they believe they had mistreated the individual in the past. Adolescents may be particularly vulnerable as a group with an increased risk of feeling depressed or anxious and engaging in self-blame or guilt related to the loss. If the death was a suicide (see Special Circumstances below), these feelings may be heightened.
3. **Help Younger Students:** Younger students may have more difficulty understanding death and are more likely to have literal misinterpretations in response to explanations (e.g., if told the deceased is in everlasting sleep, they may become fearful at bedtime). All students (and staff) are likely to experience some guilt feelings after a death, even if there is no logical reason.
4. **Establish Crisis Counseling or Grief Counseling Support Rooms and Protocols:**
 - » Establish procedures for leaving class (e.g., Will a pass be required? Should a student who is very distressed be escorted to the support room?) and for returning to class before the end of the period. If a student remains in the support room at the end of the period, be sure notice is provided to the classroom teacher for that period as well as the next one. Such actions ensure that the school has accurate knowledge about student whereabouts.

In the immediate aftermath of a death, limit off-grounds privileges if indicated and establish procedures to clear students prior to leaving school grounds during the school day.

- » More extensive services will be needed in the immediate aftermath of a school-wide crisis. Consider having support and counseling services available to students and school personnel before, during and after school hours in the immediate aftermath.
 - » Plan for ongoing and long-term services to be available to students. If the death was due to a school crisis, plans should be made for commemoration and memorialization, especially at the time of the anniversary of the death(s) *(Further guidelines on memorialization and commemoration can be found online at grievingstudents.org/module-section/commemoration-and-memorialization.)* Additional services should also be planned for dates and events that may serve as triggers for grief of students or staff, such as graduation, the prom, athletic events (if the deceased was an athlete), etc.
 - » Have substitute teachers available that can rotate among classes to allow teachers to seek supportive services in teacher/staff support rooms during school hours.
 - » If the death(s) are associated with a crisis that has impacted the community, consider some support services for parents at school in the immediate aftermath.
 - » School counselors, school nurses, school psychologists and school social workers can help teachers identify risk factors and signs of distress that may indicate the need for mental health services above what is offered at school. As with any counseling services, parents should be notified if additional services are recommended.
 - » Especially after traumatic losses (e.g., suicide or homicide), be proactive and set the tone for students to seek out counseling and support staff if they have troubling thoughts. Encourage students to identify friends they may be concerned about. These include students who have suicidal thoughts or have made threatening statements.
5. **Guidelines for Identifying Students Who May be at Higher Risk for Emotional Distress:**
 - » Students who were close friends of the deceased
 - » Students who shared a class with the deceased. Have a member of the crisis team follow the deceased student's schedule to help determine classmates that may benefit from extra attention.
 - » Students who shared extracurricular activities with the deceased
 - » Students who shared a similar characteristic with the deceased. This will depend on the circumstances of the death (e.g., chronic illness – other students with chronic illness; suicide after bullying – students who may be bullied or who had pre-existing depression; car accident – students that have recently received their driving licenses; or pedestrian accident – students who walk to school).
 - » Students with a troubled or strained relationship with the deceased

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- » Students from other schools if the deceased recently transferred or has siblings at another school
- » Students with a history of prior or concurrent losses and/or emotional difficulties.

6. Funerals, Memorial Services and Spontaneous Memorials

- » **Participation of Students:** Students may wish to attend the memorial services and/or funeral of the deceased student or teacher. Talk to the family of the deceased and determine their wishes. If many students or staff are likely to attend, inquire if there may be visitation hours/memorial services outside of school hours. If the services are during school hours, establish a policy for student absence that allows students who have a close relationship to the deceased to attend. Have substitute teachers available for teachers who wish to attend the services. Consider arranging for crisis counseling staff to attend after-hours services that are likely to be attended by large numbers of students.
- » **Spontaneous Memorials:** Informal memorials are likely to “spring up” after the death of a student or teacher. Plans to handle the flowers, cards, etc. should be made in advance. Determine the time period that the memorial will remain (e.g., one or two weeks), and communicate to students that the memorial will be removed after that time and indicate what will be done with the non-perishable items (e.g., stuffed animals will be sent to a local daycare center, etc.). Providing alternate commemorative opportunities for the students and engaging students early on in the response efforts or an announcement about the family’s wishes may help to minimize these spontaneous memorials.
- » **Timing of Memorial Activities at School:** Commemorative activities and memorialization efforts should not be a focus of the crisis response in the immediate aftermath of a death. If done too soon, there may be a perception that the school is trying to “close the chapter” on grieving.
- » **Equitable Policies:** In general, schools should avoid formal commemorative or memorialization activities or acts (e.g., naming a building or hanging a plaque) to mark the death of a popular student or staff member since failure to respond in the future in a similar manner to the death of a less popular student/staff may raise equity concerns; schools may be reluctant to provide similar responses after certain deaths (e.g., suicide, drug overdose) in order to minimize glamorization of the cause of death (see Special Circumstances below). Instead, less formal but thoughtful commemorative activities developed over time with active student involvement is often much more meaningful (and therapeutic) to students and staff. Such commemoration is more likely to recognize and preserve essential memories of the deceased than are more routine and reactive efforts instituted shortly after notification.

(Further information about developing appropriate commemorative and memorialization activities in schools can be found online at grievingstudents.org/module-section/commemoration-and-memorialization.)

- » **Constructive Expression of Grief:** Students may wish to write letters/draw pictures to send to the deceased student’s or staff member’s family. Be sure these are

reviewed before sending them out. Also, be careful not to interpret the drawings and writings without adequate input from mental health professionals. Avoid activities that solicit public anonymous statements, such as creating places for students to express their thoughts anonymously about the deceased, as school teachers and staff will not be able to identify students who may express worrisome thoughts (e.g., suicidal ideation or threatening statements).

- » **Handling Traumatic Reminders for Students:** School desks and lockers may serve as unwelcome reminders of the deceased student(s). Consider procedures for handling these, drawing on the input of the classmates.
- » **Personal Effects of the Deceased:** Arrange with parents/family members for the return of belongings that is at a time convenient for them, preferably after school hours. Have the personal effects available at the office so that parents/families are not presented with the emotional challenge of having to clean out a locker or desk. Have a member of the crisis team or a school counselor present when parents come to retrieve a child’s belongs.

COMMUNICATION AND OUTREACH

1. **The Role of the PIO:** Media attention is likely after a death of a student or school staff. This is best handled by the Public Information Officer (PIO) of the district or the principal at the school site. Teachers, staff, and parents should be made aware that all media requests should be referred to this individual.
2. **Protect Students from Being Re-Traumatized:** The focus of all communications, including media coverage, should be on the protection of students and the school environment from unwanted intrusive attention. Television coverage of the event should not be watched in the classroom during school hours. Information about how to handle media requests can be distributed to parents.
3. Ongoing communication between parents and school teachers and staff about how students are doing will be important to ensure appropriate support and intervention services in the immediate aftermath of a death and in the long-term. Parents of children identified as at-risk for mental health difficulties should be given information about whom to contact with concerns and about positive progress. School personnel should also keep parents informed about their children’s functioning at school (e.g., school work, peer relationships, and behaviors). Again, parents should be provided with information related to common reactions after a death as well as behaviors that may signal the need for more intensive mental health services.
4. The formal establishment of communications and liaison with community resources is important to develop prior to any type of crisis. Developing a relationship and crisis response role with community-based mental health professionals in advance of the need will allow the school to quickly and effectively activate these resources in times of need. They can provide mental health services at the school as well as be available for students and staff who may need more intensive services. Furthermore, mental health experts can assist schools in:

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- » Crisis team development
- » Crisis preparedness planning and exercises
- » In-service trainings around school crisis and bereavement
- » Consultation on issues of child development, crisis and bereavement

SPECIAL CIRCUMSTANCES

1. **Suicide of a Student:** The suicide of a student creates unique issues for school personnel.

- » Clarify with family about information they wish to disclose about the cause of death, but be aware if information has already been shared publicly by a reliable source.
- » Identify students considered at greatest risk for mental health distress. (Use the same ideas as listed above, especially any students who may have known of the plan or students who may become “scapegoats” after the death.)
- » Educate students, staff, and parents about warning signs and symptoms of suicide and distribute broadly information about hotlines and support services.
- » Encourage students to seek help; de-stigmatize and legitimize the importance of mental health services and communication with others who can help.
- » While being sure to acknowledge the individual who died, avoid romanticizing or glamorizing suicide.
- » Minimize media coverage of the suicide.
- » Be aware of any suicides in the larger community by maintaining good communication with other area schools, community mental health providers/agencies, and the police.

(Further guidelines on school and students support in the event of suicide can be found at schoolcrisiscenter.org/resources/-guide-responding-suicide/.)

2. **Other Situations When the Family May Not Wish to Disclose the Cause of Death** (e.g., driving while intoxicated or other alcohol-related death, overdose, related to self-inflicted or intentional asphyxiation): As with any death of a student, initiate the school crisis plan and support services. Like suicide, the death may present a “window of opportunity” to educate students, staff, and parents about life-threatening behaviors and their consequences. Many of the issues to consider with suicide will also apply to these circumstances.
3. **Circumstances in Which School Liability May be an Issue:** Although the circumstances of the death do not have to be discussed, the death itself will need to be addressed and support services provided to staff and students. Sending letters to parents alerting them of the death as well as available services remains important.
4. **Death of Student or School Personnel When School is Not in Session:** If a death occurs that is likely to impact broadly the school community when school is not in session, such as

over the summer or other vacation, involve the school crisis team in developing a plan including how to contact students and staff such as via telephone trees, email, and mailings.

School administrators may wish to offer the school building as a place for support services to be offered in the immediate aftermath of the event and may choose to communicate this through public media. When school resumes after the holiday or vacation, additional plans should be in place for notification of those students and staff not previously contacted. Have crisis team members and supportive services available once this information is shared with students and staff.

IMPACT ON LEARNING

Reactions after a loss can have a significant impact on learning. Students may

1. Show a decline in school performance
2. Have difficulty mastering new material
3. Become more irritable
4. Become more withdrawn
5. Become more anxious or depressed
6. Become more likely to engage in risk-taking behaviors such as substance abuse, promiscuity, reckless driving, and suicide attempts in adolescents
7. Become focused on the loss

Students should be offered additional supports, such as tutoring or participation in mentoring programs to assist them in maintaining their academic progress before academic failure occurs, which would represent an additional stressor.

WHAT TEACHERS CAN DO

1. *Listen* – to what students want to share with you. It may be difficult but just listening can be a powerful healing force.
2. *Protect* – students from becoming re-traumatized. Sometimes other students may ridicule or bully students who are highly emotional or cry.
3. *Connect* – with students who have suffered a loss by asking how they are doing; checking in with them on a regular basis; letting them know that you are available to listen; or giving them positive feedback about their attendance or classroom work.
4. *Model* – adult behavior that shows them how responsible adults react to loss and respond to a crisis. Adults may grieve, but they continue to act with consideration and maintain calm routines at school.
5. *Teach* – Crisis counselors can teach students about the common signs and symptoms of grief and/or trauma so that students can assess and understand their own behavior and learn new ways of coping.

Visit schoolcrisiscenter.org for other helpful resources.



■ Parent Responsibilities During a School Emergency and Reunification After a School Emergency

THE ROLE OF PARENTS IN AN EMERGENCY

In a school emergency, the first instinct as a parent is to pick up the telephone and start calling the school or rush up to the school and get your child/children. The truth is, this only complicates matters from a safety and security standpoint.

Parents too close to an incident often hinder the rescue attempts of police and fire officials on the scene. The best action parents can take in an emergency is to stay close to their phone and e-mail and to monitor local radio and TV reports for regular updates and instructions.

■ When and Why Are Students and Staff Asked to Lockdown, Shelter-in-Place or Evacuate?

SCHOOL EMERGENCY RESPONSE PROTOCOLS

A school crisis can take a number of forms including an environmental event, such as a chemical spill or gas leak; a weather emergency, such as a tornado warning; or an intruder in or near the school. The nature of a school crisis dictates whether school officials will put in place a lockdown, shelter-in-place, evacuation or any combination of two of these protocols, as a means to ensure the safety and well-being of students and staff.



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School Emergency Information Guide

FOR PARENTS AND GUARDIANS

**Crestwood School District
Gibraltar School District
Woodhaven-Brownstown School District
Wayne RESA**

SECTION IV - DOCUMENTS REFERENCED

The Lake Union Office of Education acknowledges the following documents cited:

Adventist Risk Management, Inc. – www.adventistrisk.org

American Foundation for Suicide Prevention – www.afsp.org

Atlantic Union Conference Manual for Emergencies – www.atlantic-union.org

Berrien Springs High School Emergency Crisis Protocol

Centers for Disease Control and Prevention – www.cdc.gov

Child Welfare Information Gateway – www.childwelfare.gov

Columbia Union Emergency Procedure Manual – www.columbiaunion.org

Cybersecurity and Infrastructure. Office for Bombing and Prevention - obp@icisa.dhs.gov

Lakeview, Montabella, MAISD, Tri County and Vestaburg Michigan School Systems

Federal Emergency Management Agency – www.fema.gov

Gema/Homeland Security- www.gema.ga.gov

Flu.Gov – www.flu.gov

National Center for School Crisis and Bereavement – www.schoolcrisiscenter.org

National Institutes of Health – www.nih.gov

National Mental Health Administration – www.nmha.org or www.mentalhealthamerica.net

Practical Information on Crisis Planning: A Guide for Schools and Communities – US Dept. of Education

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Teen Suicide. Johns Hopkins Medicine. <https://www.hopkinsmedicine.org/health/conditions-and-diseases/teen-suicide>

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