Crisis Management and Prevention Information for Georgia Public Schools

Georgia Department of Education

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This document is for general informational purposes only and should not be construed as advice concerning any specific circumstances. The templates, tips and techniques provided in this workbook are intended solely as examples of practices, do not impose or imply legal or regulatory requirements and may not apply to particular situations based upon the circumstances. This document does not substitute for any law, Georgia Department of Education policies or procedures, or any Georgia Board of Education rule or regulation.

Please see the Reference Section for more information about support sources, but a special thank you is extended to the Virginia Department of Education, National School Safety Center, Fairfax County School District, Seattle Public School District, and the Georgia Emergency Management Agency.

I. INTRODUCTION

Organization
This manual of information was developed to support and encourage the development and implementation of a systematic crisis management and prevention plan in schools and school districts. It is designed to be used as a general resource and a training tool. It is not intended to list or discuss all possible emergency situations or conditions in a school setting.

Crisis Management and Prevention in School Safety
A crisis can occur at any time, and it is unlikely that any school will escape the necessity of responding to a significant crisis, ranging from severe weather to a manmade event. A crisis can impact a single school, the entire school district, or, as the September 11, 2001 terrorist attacks demonstrated, the entire nation. For the purposes of this manual, "crisis" is defined as: *A sudden, significant event that profoundly and negatively affects a significant segment of the school population* (Virginia Department of Education). All school personnel need to acknowledge that crisis management should include prevention planning and activities. That is why sections of this manual include proactive, prevention suggestions, samples, and information.

Crisis management and prevention is a central component of any comprehensive school safety plan.

Crisis Management and Prevention Considerations
  - ❖ *Anticipate problems*
  - ❖ *Establish a communication and information network*
  - ❖ *Establish a coordinated response*

A comprehensive approach to school safety places a strong emphasis on prevention, using strategies which range from establishing communication procedures with local emergency management, building design, student management policies, and programs which improve school climate. Crisis management is that part of a school district's approach to school safety which anticipates potential problems and establishes a coordinated response to minimize stress and disruptions in the school district; thus, it is both prevention and management. It is not possible, however, to anticipate all events.

Crisis management functions as a time-limited, problem-focused intervention designed to identify, confront and resolve the crisis, restore equilibrium, and support adaptive responses.

A Sample Foundation and Framework for Action
The chances of managing a crisis are increased if there are district level policies and procedures which operate within the framework of best prevention and response practices, but are tailored to the conditions requiring a response and resources available to the school district and its schools.

Possible Benefits of Policies and Procedures for Crisis Management and Prevention
Policies and procedures for crisis management and prevention provide benefits for students, parents, and the school district.

- ❖ The procedures provide an organized, systematic method for helping staff and students.
- ❖ Staff members know under what circumstances and how to respond to an impending or possible crisis and an active crisis.
- ❖ Crisis team members operate within specified guidelines to make collaborative decisions, sharing the responsibility of these often difficult and stressful situations.
- ❖ Staff members know under what circumstances and how to refer a student for help from a prevention/intervention framework.
- ❖ Parents and other members of the community are informed that the school district has taken action to be prepared in the event of a crisis situation and to respond to a crisis.
- ❖ Interagency agreements foster stronger collaborative relationships and lead to improved communication with governmental, nongovernmental, community and public safety entities.
- ❖ The school district benefits through increased legal protection. While no set of policies and procedures can prevent a lawsuit from being filed, establishing reasonable policies and procedures based on "best practices" provides some margin of protection against liability.

Sample Framework for Development and Action
A comprehensive crisis management plan is designed to effectively address a range of existing and potential student and school crises by including provisions for (1) prevention/intervention, (2) crisis response, (3) critical incident management requiring collaboration between school and community public safety resources, and (4) crisis recovery.

Sample Prevention/Intervention Procedures
Prevention/intervention procedures provide a systematic process for identifying, assessing, and intervening in situations that may constitute a potential or imminent threat or risk to others. These procedures are designed to prevent or reduce risk to the health, safety, and welfare of students and staff and could include the following:

- ❖ Training on severe weather identification and response
- ❖ Training on staff roles and responsibilities during a crisis
- ❖ Training of students and staff to recognize warning signs of risk
- ❖ Immediate, mandatory reporting of concerns/events
- ❖ Systematic assessment of threats
- ❖ Expedited access to school and/or community resources for appropriate prevention and/or intervention

Sample Critical Incident Procedures

Critical incident procedures focus on situations which involve danger to life and limb such as natural disasters, school violence, accidents, and other situations. Such procedures emphasize a coordinated response and are designed primarily to preserve and protect life. Policy and practice should include the development of interagency agreements that specify channels of communication, types of services, and areas of responsibility. Such agreements typically are established with public safety (i.e., local or regional emergency management, police department, sheriff's office, fire department, emergency services), mental health agencies (i.e., Community Services Board), and public health.

Procedures could be time-limited, problem-focused interventions designed to determine the facts, disseminate accurate information, restore equilibrium, and support productive, appropriate responses for the following purposes:

- ❖ To train central office staff to recognize potential hazards and communicate and coordinate an appropriate response
- ❖ To protect life
- ❖ To train students and staff to recognize warning signs of risk
- ❖ To encourage timely reporting of concerns/observations
- ❖ To expedite access to school and/or community resources for appropriate prevention and intervention
- ❖ To gather accurate information about potential or actual crisis events
- ❖ To disseminate accurate information to staff, students, parents, and, if appropriate, the media
- ❖ To intervene directly with staff and students most likely to be affected
- ❖ To increase the available supportive services for students and staff
- ❖ To guide students and staff to engage in productive, appropriate responses
- ❖ To develop interagency agreements developed *in advance*, specifying
  - ✓ Channels of communication
  - ✓ Types of services and areas of responsibility
  - ✓ Agreements typically established with emergency management agencies, public safety, mental health agencies, and public health agencies

II. SAMPLE ELEMENTS OF CRISIS MANAGEMENT and PREVENTION

The elements of crisis management in schools might include the following:
- ❖ **Policy and Leadership** – Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with a district level plan and with individual school plans which operate within the framework of the district plan, but are tailored to the conditions and resources of the individual school. Leadership is necessary to ensure effective implementation of plans and maintenance of preparedness and response.
- ❖ **Crisis Response Team** – A Crisis Response Team can be a highly effective organizational unit for dealing and preparing for a variety of crises. Such teams can operate at three levels: individual school building, central office, and community. Well-functioning teams at each level provide a network that can support action whenever crises arise.
- ❖ **Central Office Crisis Management Plan –** A school district that is prepared for a wide variety of potential and active crises is in a good position to make appropriate and timely decisions. The plan should address strategies to gather information before, during and after a crisis. Additionally, the plan should enumerate the responsibilities and roles of central office staff as part of the overall coordinated plan, including communication protocols, resources allocation protocols, and recovery protocols.
- ❖ **School Crisis Management Plan** – A school that is prepared before a crisis occurs will be much more likely to deal with students and staff effectively during and after a crisis. The plan should be designed to result in a differentiated, coordinated response to crises such as severe weather, community disaster, death of a student or teacher, an in-school emergency, etc.
- ❖ **Critical Incident Management Plan (as part of a Safe School Plan)** A critical incident management plan focuses more narrowly on situations that involve imminent danger to life and limb and require a coordinated interagency response involving emergency management, public safety, and public health resources.
- ❖ **Training for Preparedness** – Preparation for and response to crises rely on people understanding policies and procedures and knowing what they are to do during a crisis and while preparing for a crisis or possible crisis. These are achieved through training. Maintaining preparedness is an ongoing process which involves debriefing following crises, periodic review, updating, table-top (practice) exercises, and ongoing training.
- ❖ **Communications** – Before, during, and after a crisis effective communication is essential within the school district, with parents and the community at large, and with the media. Effective communication can speed the restoration of equilibrium; poor communication (i.e., lack of communication, incorrect information, etc.) can make a bad situation much worse.

School district policies typically include the following elements:
- ❖ Definition of "crisis"
- ❖ Definition of prevention, intervention, and recovery
- ❖ Development of a district-wide crisis team and a plan with all elements of crisis planning and response.

❖ A requirement that each school establish a crisis management team, including guidelines on the makeup of the school crisis management team
❖ Development of a school site crisis management plan or safe school plan
❖ Specifications for issues to be addressed in the district-wide and school crisis management plans, include designation of chain of command, development of protocols for management of specific types of crises, coordination of communications, provisions for support services, staff in-service training, and periodic review of the plan
❖ Guidelines for working with local emergency management, public safety, mental health, public health and other agencies to coordinate a critical incident management plan

SAMPLE SCHOOL DISTRICT POLICY AND PROCEDURES

Crisis Management Planning
A. Definitions
    1. "Crisis incidents" include but are not limited to situations involving natural disasters, fire, use of weapons/explosives, intruders, epidemic, pandemic, student violence, etc. Such incidents typically require an interagency response involving law enforcement, emergency services agencies, mental health, and public health. At the school level, the school principal has the authority to determine if an incident or event meets the definition of a crisis and when to convene the local school crisis management team and/or ask for assistance from the districtwide crisis management team.
    2. The individual school crisis management plan will be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, minimize personal injury and/or damage to the facility, stabilize the school environment and recognize potential hazards.

B. Crisis Management Team
District-wide and school crisis management teams should be established.
    1. Membership: The crisis team shall consist of an immediately accessible core group of staff members that have the knowledge and skills to plan for and act during any emergency. As needed, local emergency management, community mental health, public health, and public safety representatives may be asked to consult with the crisis team for planning and response needs. A roster of team members is to be available at all times with updated communication information.
    2. Purposes: The crisis management team should implement and adapt appropriate action from the crisis management plan to address potential hazards and the specific circumstances of a crisis. Roles and responsibilities of team members and consultants should be established in the written crisis management plan.

C. Crisis Management Plan
Each crisis management plan should include provisions for preparation/ planning, intervention/response, and post-emergency activities, including the establishment or designation of the following:
    1. Develop explicit procedures for crisis prevention, intervention, and response

2. Develop crisis coordination and central command post, and a local school command post if the crisis is isolated to one school.

3. Chain of command is established.

4. Identify at the central office level or at the local school level a spokesperson to the media. This person is responsible for gathering and confirming all pertinent information about the crisis and for informing the school district superintendent prior to any media release. The spokesperson will also designate a media reception area when deemed appropriate.

5. Network of key communicators. It is the responsibility of these key individuals to convey approved information to others within the school or school district. This network may include phone trees to notify staff of emergency preparations or incidents and special meetings which may occur before, during or after a crisis. It may also include staff members to support groups such as students, staff, and parents.

6. Communication plan within the school district and to the community. The best means of communication may vary with the crisis. However, the plan must provide for communicating with teachers and other staff members as soon as possible. Well-informed representatives should be ready to communicate immediately. Prearranged communication modalities should be utilized to convey important information, such as through the local news media to announce the closure of schools. If a crisis is internal to a school and to ensure accuracy and avoid rumor, information to students and staff must come directly from internal memoranda or statements written specifically for that purpose and approved by the principal. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from a pre-approved fact sheet.

7. Arrangement for support services and communications for school-based crises. Crisis management team will be designated to contact the central office and to contact, as needed, other community resources such as mental health services, law enforcement, and/or public health. The central office will arrange for assistance, as needed, for additional school psychologists, school social workers, and guidance counselors. School arrangements should include the designation of meeting spaces, provisions to request on-call services to meet unexpected demand, and provision of long-term follow-up.

8. Bring closure to the crisis and begin recovery. This activity will vary depending on the crisis. But it is imperative to recognize officially the end of the crisis and the beginning of the recovery process.

9. Evaluation of the crisis plan. Response to each crisis event should be reviewed and evaluated at the conclusion of each event. In addition, the crisis management team will evaluate annually the plan and its effectiveness and make modifications in accordance with policy, as needed.

D. Critical Incident Management Plan

1. A critical incident management plan should be developed in accordance with Joint Memorandum of Understanding executed between the school district and law enforcement, emergency services, public health, and mental health.

2. Specific school procedures will reflect utilization of an incident command center protocol and specify the key school-based procedures and methods of communication.

E. Crisis Management Training

The crisis management plan, including procedures for the identification of potential threats, should be reviewed annually with the central office and local school staff and shared with all staff members at the central office and schools. Schools are encouraged to provide additional in-service training on specific crisis related topics such as emergency preparedness, community health emergencies, substance abuse, neglect and abuse, and bullying. (See Chapter "Crisis Training" for specific training modules).

School Safety Mandates and Requirements

Many states have enacted legislation to address school safety issues, and are requiring schools to develop crisis management procedures, often in the format of school safety plans. In Georgia, **OCGA 20-2-1185 - School Safety Plans** requires every public school to develop a safe school plan based on crisis prevention and management: *"Every public school shall prepare a school safety plan to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for Georgia's children, teachers, and other school personnel. The plan shall address: natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism. School safety plans shall be updated annually and submitted to the local emergency management agency. The Georgia Emergency Management Agency (GEMA) shall provide training and technical assistance to public school systems (crisis response team development, site surveys and safety audits, crisis management planning, exercise design, safe school planning, emergency operations planning, search and seizure, bomb threat management and model school safety plans."*

III. LEADERSHIP EXAMPLES IN CRISIS MANAGEMENT and PREVENTION

Leadership at the central office staff level is critical to the successful management of and prevention of school emergencies/crises. School district staff should support, participate in and encourage the development of crisis planning district-wide and in individual schools. Central office staff should encourage prevention strategies. When a major crisis occurs, the central office staff must be prepared to assist in major areas, allowing school staff to deal with the immediate needs of students, staff, and parents.

Areas of response at the school district level may be conceptualized as represented below:
- ❖ **Senior Management**
- ❖ **Public Relations/Media**
- ❖ **Student Support Services**
- ❖ **Facilities Services**
- ❖ **Transportation**
- ❖ **Technology/Information Services**
- ❖ **Instruction**
- ❖ **Finance**
- ❖ **Human Resources**
- ❖ **Operational Support**
- ❖ **School Nurses**
- ❖ **Public Safety**

Sample of Roles and Responsibilities
The possible central office functions listed below may be considered in assigning central office staff roles during an emergency.
Senior Management Roles
(Superintendent, Deputy and Assistant Superintendents)
- ❖ Direct all operations of the school district in the management of the emergency.
- ❖ Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- ❖ Assess the immediate situation and assign tasks based on the overall needs for managing the emergency.
- ❖ Stay in contact with the leaders of public health, emergency service agencies, law enforcement agencies working the emergency, as well as mental health.
- ❖ Develop, review, and authorize the release of information to the public and media.
- ❖ Keep the local school board and other local officials informed of the status of the emergency and the impact on schools.
- ❖ Receive state and local officials who come to help or gather information.
- ❖ Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate the communication among those hospitals and the school district. Assign and direct other division staff to assist at those hospitals.
- ❖ Coordinate communication between the hospital and the district office.
- ❖ If and when possible, meet and talk with the parents of students and spouses of staff members who have been impacted directly by the crisis.

❖ Establish and maintain lines of communication between the district and the emergency-site staff; for off-campus emergency, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers.
❖ Communicate with other schools in the district during the emergency period.
❖ Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
❖ Identify and when appropriate and necessary authorize immediate purchase of outside services and materials needed for the management of crisis situations.

Student Services Roles
❖ Implement plan for crisis; authorize and coordinate back-up student support personnel from other schools to assist, as needed.
❖ Maintain active file of helping agencies within the community including the names of contact person(s).
❖ Create letters (approved by central office) to notify parents of continuing care that is available to students; available care will include local and state agencies, as well as school-based care; how to talk to children during and about a crisis, etc.
❖ Develop information sheet for parents, teachers, and others; information will include topics such as the impact of crises on students, signs of stress, and guidelines for dealing effectively with crisis-related stress.
❖ Assist with planning and conducting parent/community meetings for information dissemination and post-event activities or participate in district website information development.
❖ Maintain follow-up activities such as referrals for help outside school services.
❖ Confer with staff and faculty; assist in coordination of briefings for staff and faculty.
❖ Make recommendations regarding the restarting of school and schedule of activities for the recovery phase.

Public Relations Roles
❖ Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
❖ Plan and coordinate press conferences.
❖ Create and disseminate press releases.
❖ Respond quickly to rumors through the dissemination of accurate information.
❖ Organize a network of key people within the community through which accurate information can be disseminated.
❖ Be aware of the requirements of the Freedom of Information and provide all appropriate information based on those requirements.
❖ Plan and coordinate the use of the district's website and/or cable television channel (if available) to share and update information.
❖ Coordinate information to be shared with school and district personnel during and after the crisis.

- ❖ Act as a liaison between the media and district personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruptions.
- ❖ Arrange interviews for the media with key school and district staff who are involved in the crisis or who act as spokespersons for the district.
- ❖ Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

Facilities Services
- ❖ Coordinate with transportation coordinator as needed.
- ❖ Obtain and direct the placement of generators when power must be restored for a temporary period.
- ❖ Coordinate and direct the acquisition of water when there is a disruption of water and sewer services.
- ❖ Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- ❖ Communicate with community agencies if facility services are needed.
- ❖ When appropriate and necessary, arrange for the delivery of outside services and materials needed for the management of the crisis.
- ❖ Plan and initiate arrangements for food and/or plan for the disruption of food services or supplies to schools.

Transportation
- ❖ Establish and maintain school district protocols for transportation-related emergencies.
- ❖ Provide district-wide transportation for bus drivers when needed.
- ❖ Establish and maintain plans for the emergency transport of students and staff (i.e., a chemical spill) to alternate sites or schools.
- ❖ Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- ❖ Coordinate transportation plans with local law enforcement personnel, as appropriate.

Technology/Information Services Role
- ❖ Coordinate use of technology.
- ❖ Assist in establishment/maintenance of emergency communications network.
- ❖ Assist in obtaining needed student and staff information from the computer files.
- ❖ Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- ❖ Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- ❖ Establish and maintain, as needed, stand-alone computers with access to student and staff database.
- ❖ As needed, provide district staff with updates on the status of the technology system.

SAMPLE CENTRAL OFFICE CRISIS TEAM ROSTER
Position/Role /Name /e-mail /Work Phone /Fax /Home Phone/Cell Phone
- ✓ Superintendent (or designee)
- ✓ Assistant Superintendent
- ✓ Facilities Liaison
- ✓ Human Resources
- ✓ Information Technology
- ✓ Media Liaison
- ✓ Community Relations
- ✓ Safety /Security Liaison
- ✓ Student Services
- ✓ Superintendent
- ✓ Transportation
- ✓ Community or Agency Liaison

Sample Steps for Leadership at the Local School Level

Leadership of the school principal is crucial for effective crisis management. As the highest level executive in the school, the principal bears responsibility for decisions and activities.

Preparing for Crisis Management Leadership: Steps for Principals

Step 1: Review district-wide policies related to crisis and emergency management, including any interagency agreements. Gain a clear understanding of the channels of communication, lines of authority, and roles and responsibilities of both school district and community agency personnel.

Step 2: Establish a school crisis team and work with them to develop a school crisis plan within the safe school plan and tailored to the school's unique needs.

Step 3: Establish a clear chain of command within the school. Clearly designate who is in charge in case of an emergency when the principal is away from the school.

Step 4: Make a point of meeting, in *advance of a crisis*, local law enforcement, emergency responders, and public health officials who will respond to a crisis. Consult with them in developing the school's plan and maintain the collaborative relationships.

Step 5: Become thoroughly familiar with the school building and grounds, including the mechanical infrastructure, as well as the local community.

Step 6: Ensure that all staff members understand the school's crisis management plan and particularly their specific responsibilities in the event of a crisis.

Step 7: Prepare students to assume an appropriate role by enlisting their vigilance and conducting practice drills.

Step 8: Assure parents and the community that the school has a crisis plan in place.

IV. ESTABLISHING A CRISIS RESPONSE TEAM

A school crisis response team can be a highly effective organizational unit for dealing with a variety of crises such as accidents, drug overdoses, suicides, incidents of violence, weather emergencies, an epidemic, etc. Crisis response teams in a school district can operate at three levels: (1) individual school, (2) school district, and (3) community response teams. Well-functioning teams at each level provide a network capable of a comprehensive, coordinated response.

Sample of a School Level Crisis Response Team
The building-level team can be led by the principal, with an alternate leader designated to assume the leadership role in the principal's absence. In addition to teachers, the team may include guidance counselor(s), the school nurse, school psychologist and/or school social worker, school secretary, and custodian. School resource officers can also serve on school crisis response teams. When school resource officers are assigned to a school, they should be consulted in the development of the school's crisis management plan and involved in response to any crisis involving a violation of law or threat to public safety. The school nurse should take a lead role during a public health crisis. The school level crisis response team typically has responsibility for the following:
- ➢ Establishing a written protocol for dealing with crises.
- ➢ Establishing a systematic approach for identifying, referring, and addressing a crisis (and isolating students who may pose a risk or who are at risk).
- ➢ Orienting staff to procedures and training to fulfill designated roles, including conducting table-tip simulations and practice drills.
- ➢ Providing information to students, staff, and community on crisis management referral procedures.
- ➢ Providing assistance during a crisis in accordance with designated roles and providing follow-up activities.
- ➢ Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's crisis management plan.
- ➢ Conducting periodic reviews and updating of the crisis management plan and conducting related updated staff training.

Sample of a Central Office Crisis Response Network
In addition to individual school crisis response teams, the crisis network should include a crisis response team at the district central office level. This team may include the district superintendent or designee and senior administrators in key school division areas of operation. The central office team consults with emergency management, law enforcement, emergency responders, mental health, and public health officials and takes the lead in developing and maintaining interagency memoranda of understanding defining interagency responses to crises. The central office crisis network would typically have responsibility for the following:
- ➢ Issuing critical communications and decisions.
- ➢ Overseeing and coordinating the school level teams.
- ➢ Authorizing resources for areas where they are most needed. As an example, providing more counselors to a school whose staff may be overburdened in dealing with a crisis.

- Collecting and disseminating educational materials to schools for training crisis team members and faculty.
- Establishing a central library of materials on severe weather, sheltering, violence, suicide, and other crisis management issues for use by faculty, staff, and students.
- Conducting mock crisis events to practice and test the crisis management procedures.
- Preparing and maintaining information that contains communications protocols, floor plans, telephone line locations, computer locations, and other facilities essentials.
- Evaluating responses to crises.
- Establishing a community support team and encouraging input and support from its members.

Sample Community Crisis Response Support Network
Crisis Response: The district crisis network is community-based and involves community agencies and organizations such as emergency management, mental health, public safety, public health and social services that can be instrumental in restoring equilibrium and supporting appropriate adaptive responses to crisis events. Schools should maintain regular contact with community agencies and organizations in the community support network and invite them to participate in meetings with school and central office crisis management teams.

Sample School Crisis Response Team Roles and Responsibilities Duties of Members of the School Crisis Response Team
The **Principal** coordinates and supervises crisis management activities at the school. Duties include:
- Continuity of administration.
- Development of a comprehensive school emergency management program.
- Designation and training of a school crisis management team.
- Designation and training of teachers on roles and responsibilities during a crisis.
- Designation of a command post (may be changed by responsible county public safety officials).
- Monitor developing situations (i.e., weather conditions, an epidemic, incidents in the community that may impact the school, etc.)
- Implement procedures and measures to control access to school.
- Communicate with district office, law enforcement, public health, etc. during a crisis.
- Coordinate use of building as public shelter for major emergencies occurring in the area.

Teachers are responsible for implementing appropriate procedures to protect students. These responsibilities include:
- Evacuation - Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
- Classroom lockdown – Conduct classroom lockdown procedures in accordance with established procedures.

- Student accounting - Verify the location and status of students. Report to the principal or designee on the condition of any student who needs additional assistance.
- Student assembly/holding areas - Maintain order while in student assembly/holding areas to facilitate orderly student accounting and release or transport.
- Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
- Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official student release process.

Assistant Principal - Tasks related to student accounting and student release.
- Follows procedures for assessing and reporting status of students in a crisis or any event that results in evacuation or relocation of students.
- Provides instruction and practice to all teachers and staff in the student assessment and reporting process.
- Follows procedures for communication with teachers and other school staff during a crisis.
- During a crisis - receives reports from all teachers on the condition and location of every student, when appropriate.
- Assigns persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
- Implements student release procedures.

Maintenance Head - Maintenance staff are familiar with the operations and infrastructure of the school building and are responsible for the stabilization of the building, controlling access, and securing the school facilities:
- Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
- Follow procedures for isolating hazardous areas.
- In an crisis, survey any damage and structural stability of buildings and utilities and report to the principal.
- Search the sections of the school for students or staff that may be confined, injured, sick.
- Implement building access control measures.
- Secure student assembly areas.
- Assist local officials in damage assessment.
- Assist administrators in recovery procedures.

Sample Characteristics of the Effective Crisis Response Team Member:
You will want members of the crisis response team to have. . .
- A willingness to participate in the planning and action stages of a crisis
- Familiarity with the specific characteristics of the school, its student body and its community
- Willingness to problem-solve cooperatively
- An ability to anticipate multiple consequences

- ➢ An ability to think clearly under stress
- ➢ Strong communication, problem-solving, and conflict resolution skills

A Crisis Response Team is in trouble if it has . . .
- ➢ No plan
- ➢ Inflexible people
- ➢ Outdated plan
- ➢ No leader or too many leaders
- ➢ No clearly delineated chain of command
- ➢ Unmanaged news media
- ➢ Rushed response
- ➢ Turf battles
- ➢ Gossip, rumors
- ➢ Secrets

SAMPLE SCHOOL CRISIS TEAM ROSTER
Position /Name /e-mail /Work Phone /Home Phone /Cell Phone
Principal
Assistant Principal*
Team Coordinator
Guidance Director**
School Secretary
School Psychologist
School Resource Officer
School Social Worker
School Nurse
Teacher/Counselor
Teacher/Counselor
Custodian /Facilities
Transportation
Food
Service
Others
* Designated back-up person in the absence of the Principal
** Designated back-up person in the absence of the Crisis Response Team Coordinator.

V. A SAMPLE CRISIS MANAGEMENT PLAN

A school that is prepared before a crisis occurs will be much more likely to deal with students and staff effectively.

In setting up a crisis management plan, the following activities should be considered:

1. Decide who will be in charge during a crisis.
A crucial first step in crisis management planning is to decide who will be in charge during a crisis. Assign one person to provide leadership during crisis situations, to organize activities, and to disseminate information. Usually the person in charge at the district level is the superintendent, or his/her designee, and at the school level it should be the principal or assistant principal. Designate a substitute in the event that the designated person is unavailable at the time of the crisis. It is extremely important that all staff are aware of the lines of authority during a crisis.

2. Establish the Crisis Response Team.
A second important step is to recruit members for the Crisis Response Team. Typically at the district level, the Crisis Response Team is the superintendent's central office staff, while at the school level the Crisis Response Team consists of an administrator, nurse, psychologist, school social worker, teachers, counselors, and others with skills appropriate to the tasks to be performed, including school resource officers, when available. Sometimes forgotten, but important in crises are the school level are the secretary/office manager, the head custodian, and bus drivers. Most, if not all, of the team members must be present full time at the school (or able to respond immediately to come to the school).

3. Develop clear and consistent policies and procedures.
It is absolutely critical to develop procedures that provide all staff with clear guidelines for tasks and responsibilities during crises. This also ensures that all staff will respond consistently in each situation.

4. Provide training for the Crisis Response Team.
Training, such as from GEMA and/or FEMA, local emergency management, fire services, and public safety is essential. Also, local staff such as school psychologists, school resource officers, school nurses, etc. can provide training.

5. Establish a media liaison and identify suitable facilities where reporters can work and news conferences can be held.
Many school districts have a community or public relations spokesperson who receives all media requests and establishes procedures for responding to the media in times of crisis.

6. Establish a working relationship with community mental health, emergency management, public health, public safety, and other resource groups.
To facilitate quick and collaborative responses, strong relationships with community agencies must be established prior to a crisis.

7. Set up a communications network.
Critical information needs to be communicated as quickly as possible to those in need. The network should utilize multiple methods of communications.

8. Develop a plan for physical space management.
In a large-scale crisis, a district office or school may not be able to accommodate the influx of emergency staff, parents and news media. Crisis management planning should anticipate the potential space needs and designate space for media, public safety operations, public health, parents, and others. The physical plant will dictate choices; however, it is wise to take into account access to telephones, water, restrooms, food and drink. Staff members who are to direct people and supervise these areas need to be identified in advance and trained.

9. Develop necessary forms and information sheets.
Develop record-keeping forms to assist in the management of crisis situations. Some materials may need to be translated for families into languages appropriate for your school community. Also, accurate and clear record-keeping is essential for resource identification, resource restoration, and possible resource compensation.

10. Develop a plan for emergency coverage of classes.
Teachers who will play significant roles in a crisis response need to be assured that their classrooms will be covered. Consider central office and the PTA as possible sources of assistance in coverage.

11. Establish a system of codes to alert staff.
Establish a system of codes to alert district office staff and the same for school staff as to the nature of a crisis without unduly alarming the rest of the school.

12. Develop a collection of readings.
It is helpful for media services to develop a bibliography of books or web-based resources pertinent to crisis situations for students, staff, and parents. Such resources are valuable in assisting the school community to achieve a positive resolution and recovery.

13. Have school attorney review crisis response procedures and forms.
Adjust procedures to comply with any liability concerns. Remember to include procedures for documenting crisis activities.

14. Conduct practice "crisis alert" sessions with staff and students.
Prepare staff members for their responsibilities in a real crisis. Practice severe weather events, evacuations and lockdowns so that students and staff will know what to expect. Through table-top simulations and other practice sessions, staff can become more proficient in responding to a variety of crises. Avoid sensationalized simulations, particularly any activities involving students.

15. Conduct training in the school crisis response procedures at least annually and make it part of any new employee orientation.
Training in crisis response procedures is needed at least annually. Include crisis response procedures in new employee orientations. Additional in-service training sessions on crisis-related topics are necessary.

Samples of Assessing Needs and Assigning Tasks
Crisis response teams must identify needs and match them with available resources. As a starting point, it is important to --
Identify Needs:
- ✓ Areas of responsibility / tasks requiring attention in a crisis/emergency
- ✓ Physical space needs
- ✓ Communication needs
Identify Resources:

- ✓ Staff skills, particularly in responding to emergencies
- ✓ Physical space availability (i.e., command center space, potential off-campus sites such as other schools, community centers, churches, etc.)
- ✓ Communications capabilities in the school

Match Needs and Resources
- ✓ Assign responsibilities for specific activities/tasks; designate back-up person(s) in the event of absences.
- ✓ Identify physical spaces for specific types of activities and assign staff to direct persons to the appropriate space and staff to supervise the spaces.
- ✓ Develop a communications plan with back-up strategies.

Sample inventories and rosters to assist in "getting organized" are provided on the following pages.

SAMPLE STAFF EMERGENCY SKILLS INVENTORY

A form such as the following can be used to inventory skills which may be helpful in a crisis:

Name:_____ Room #:_____

Please check any of the following in which you have expertise or training:

EMERGENCY RESPONSE SKILLS
- ✓ First aid
- ✓ Fire Safety / Firefighting
- ✓ CPR
- ✓ Search & Rescue
- ✓ EMT
- ✓ Critical Incident Stress Debriefing
- ✓ Law Enforcement
- ✓ Post Traumatic Stress Training
- ✓ Other (Please specify)

_____

(Using information gathered in the inventory above, lists such as the one below can be developed.)

STAFF WITH MEDICAL CARE SKILLS
- ✓ Name Room#:
- ✓ Intercom:
- ✓ Extension:
- ✓ Training/Certification:

COMMUNICATIONS INVENTORY
- ✓ Cellular Phone / Pager Number(s) _____
- ✓ Bi/multilingual Languages _____
- ✓ Sign Language

(Using information gathered in the inventory above, lists such as the one below can be developed.)

STAFF WITH CELL PHONES or WALKIE-TALKIES
- ✓ Name Room#
- ✓ Intercom
- ✓ Extension
- ✓ Cell Phone / Pager Numbers/Walkie-Talkie ID

BI-/MULTI-LINGUAL STAFF
- ✓ Name Room#
- ✓ Intercom
- ✓ Extension
- ✓ Languages

STAFF WITH SIGN LANGUAGE SKILLS
- ✓ Name Room#
- ✓ Intercom
- ✓ Extension

STUDENTS/STAFF WHO NEED SPECIAL ASSISTANCE IN AN EMERGENCY STUDENTS WHO MAY NEED ASSISTANCE
- ✓ Name Homeroom #
- ✓ Bus #
- ✓ Description of
- ✓ Assistance Needed
- ✓ Person(s) Assigned to Assist

STAFF MEMBERS WHO MAY NEED ASSISTANCE
- ✓ Name Room # Description of
- ✓ Assistance Needed
- ✓ Person(s) Assigned to Assist

SAMPLE STAFF ASSIGNMENT ROSTER
Assignment Position/Name Operations Site(s)
Decision/Control Principal:
Assistant Principal (s):
Main Office:
Crisis Team Coordinator:
Back-up Coordinator:
Guidance Office:
Guidance Secretary:
Media Center:
Family Contact Guidance staff:
School Social Worker:
Career Guidance Conference Room:
School Nurse:

Support Counseling for Students/ Staff
Guidance staff:
School Psychologist:

SAMPLE PLANNING FOR OFF-CAMPUS ACTIVITIES

Off-campus activities, including field trips, should follow an emergency protocol with the following information and essentials:

- ✓ **Use name tags / personal identification** – note that these need to be worn on blouses or shirts rather than outer garments such as sweaters and coats which may be removed on long bus trips. Write-bracelets might be considered, particularly for younger children.
- ✓ **A route map and itinerary should be left at the school.**
- ✓ **A manifest of riders in each vehicle should be left at the school before departure** - Students, staff, and chaperones should travel to and return from the activity site in the same vehicle. Riders should be verified against the manifest when departing from the school or site and verified when loading for the trip back to the school or site.
- ✓ **Determine who has cell phones.** It is desirable for someone in each vehicle to have a phone.
- ✓ **Bus Emergency Kit**
  - Cell phone or other emergency communications equipment.
  - Rider roster (students, staff, chaperones)
  - Signs to display bus numbers
  - Route maps
  - Area maps
  - Pencils
  - Paper
  - Stick-on name tags (or write-bracelets for younger students)
  - First aid kit
  - Emergency telephone numbers list
  - District office (including cell phone numbers)
  - Emergency medical services
  - Law enforcement (State Police)
  - Local hospital

SAMPLE CRISIS RESPONSE TEAM REPORT FORMAT ("Incident Report")
Example of report to document Crisis Management response; typically submitted to Superintendent/district-level designee:

Crises Response Team Report

Date of Report_____

School _____

Student's(s) Name(s): Parent/guardian

_____ _____

_____ _____

_____ _____

Description of incident (include date, time, place)

_____
_____
_____
_____
_____
_____
_____
_____

Intervention/Response Activities

_____
_____
_____
_____
_____
_____

Follow-up procedures (with student, with student body [if appropriate], with faculty)

_____
_____
_____

Follow-up with parent(s)/guardian(s) of student(s) involved

_____
_____
_____

Other Information

_____
_____

Reviewed by Principal: _____

Date: _____

VI. SAMPLE: MANAGING A CRISIS OFF CAMPUS OR OFF SCHOOL HOURS

Crises occurring during the weekend, holiday, summer, or other school breaks
If a school administrator or other crisis response team member is notified of a crisis when school is not in session, the following *sample* steps could be taken:

- ✓ Institute the phone tree to disseminate information to appropriate staff.
- ✓ Notify general faculty/staff by letter or telephone with appropriate information.
- ✓ Be alert for repercussions before, during, and after school between and among students and/or staff.

VII. SAMPLE: POST-CRISIS INCIDENT MANAGEMENT/RECOVERY

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

Short-term
- ✓ Gather faculty members and update them on any additional information/ procedures. Allow staff opportunity to discuss feelings and reactions, with support staff available.
- ✓ In case of death, provide funeral/visitation information if affected family has given permission.
- ✓ Identify students in need of follow-up support and, in accordance with the school's crisis response plan, assign staff members to monitor vulnerable students.
- ✓ Coordinate any ongoing counseling support for students on campus.
- ✓ Announce ongoing support for students with place, time, and staff facilitators.
- ✓ Develop academic recovery plans, based on the nature of the crisis and duration of the crisis (NOTE: If the situation required a long-term school closure, questions may need to be directed to the Georgia Department of Education.)

Long-term Follow-up and Evaluation
- ✓ Provide list of suggested readings to teachers, parents, and students.
- ✓ Write thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.
- ✓ Be alert on crisis anniversaries and holidays. Some students or staff may experience "anniversary" reactions the following month or year on the date of the crisis, or when similar crises occur that remind them of the original crisis.

Crisis Response Team Post-Incident Debriefing
Post-incident debriefing is a process that reviews the school's and/or school district's response to the crisis and how it may be improved.

SAMPLE CRISIS RESPONSE DEBRIEFING REVIEW
The systematic process of debriefing should include a review of each of the following:
- ✓ **Initial understanding of crisis.**
  Was the information accurate? Was the information complete? Were there misunderstandings? Was there confusion?
- ✓ **Initial strategies and tactics.**
  Were the first steps after the crisis appropriate? What else could have been done? What worked well? What could be done differently?
- ✓ **Results of strategies and tactics.**
  Were the intended results achieved? Were there any unintended consequences?
- ✓ **Obstacles encountered.**
  What? Who? Why? When? How? Were obstacles dealt with appropriately? Can anything be done to prevent obstacles in the future?
- ✓ **Staff members.**
  Was appropriate staff notified in a timely manner? Was staff properly prepared to respond in an appropriate manner? Did staff respond in an appropriate manner? Does staff need additional training?
- ✓ **Recommendations for improvement.**
  What lessons were learned? Are there policies and/or procedures that need to be amended? Does communication procedures and equipment need to be reviewed or updated?
- ✓ **Academic Recovery Review.**
  If the crisis required school closure for several days or weeks, how well did the academic recovery plan work? What was learned from implementing the academic recovery plan? What, if any, resources could have been better utilized? What resources should be gathered in preparation for a future crisis? Did students benefit from the academic recovery plan/strategies?

VIII. SAMPLE: MAINTAINING CRISIS PREPAREDNESS

It is critically important for schools and school districts to maintain a high level of crisis preparedness throughout the year. One of the most effective means of maintaining awareness and preparedness is to annually review the Crisis Plan. The following is a sample checklist for an annual review of the Crisis Plan.

SAMPLE CHECKLIST FOR ANNUAL REVIEW OF CRISIS PLAN
- ✓ Print updated crisis referral information in student handbook.
- ✓ Print updated crisis referral information in faculty handbook.
- ✓ Confirm membership of Crisis Response Team, filling vacancies that have occurred.
- ✓ Review assigned roles and responsibilities of team members and revise, as needed.
- ✓ Review overall Crisis Response Plan/Safe School Plan and update in light of changes in conditions and/or resources at the school or in the community.
- ✓ Review Critical Incident Management procedures and update in light of changes in conditions and/or resources at the school or in the community.
- ✓ Update faculty of any changes in Crisis Response Team membership and procedures including identification/intervention referral, for crisis response, critical incident response, and post-event.
- ✓ Include review of Crisis Management Plan/Safe School Plan and related procedures in new staff orientation.
- ✓ Hold an all-faculty in-service on Crisis Management Plan/Safe School Plan annually and training in related topics on a regular basis.
- ✓ Provide training locally or from the Georgia Emergency Management Agency and/or the Georgia Department of Education on prevention and crisis management.

IX. EXAMPLES OF CRISIS MANAGEMENT TRAINING

Schools and school districts can greatly benefit from established crisis management concepts and training modules.

The National Incident Management System (NIMS) is the national standard for crisis training and response. School staff can be trained in the NIMS standards and learn to apply the Incident Command System (ICS) protocol as the organizing structure for their Critical Incident Response Plan. NIMS established procedures for priority-setting, interagency cooperation and the efficient flow of resources and information. NIMS established common standards of organization, procedures, communications and terminology among agencies. This unified command structure functions under the direction of the ICS and all agencies and organizations work together under this system to more effectively respond to any major critical incident. By adopting and utilizing this system, schools will respond to any critical incident with better communication and coordination with other responding agencies and organizations.

Incident Command System (ICS)
The Incident Command System provides a unified command in a multi-responder emergency in which all agencies which have a jurisdictional responsibility for multi-jurisdictional incident contribute to the process of:
 - ➢ Determining the overall objectives to gain control of the incident
 - ➢ Selecting strategies to achieve their objectives
 - ➢ Planning jointly for tactical activities
 - ➢ Integrating appropriate tactical operations
 - ➢ Making maximum use of all assigned resources

If school district or local school staff needs training in incident management and planning, the Federal Emergency Management Agency's Federal Management Institute offers National Incident Management System (NIMS) *on-line training*. Several modules are available on-line, but the following provide the basic understanding of incident command and communications.

IS-100: Introduction to Incident Command System, I-100
As an introduction to the Incident Command System (ICS), this course provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

IS-242: Effective Communication

The ability to communicate effectively is a vital part of every emergency manager, planner, and responder's job. This course is designed to improve your communication skills. It addresses:

- Basic communication skills;
- How to communicate in an emergency;
- How to identify community-specific communication issues;
- How to use technology as a communication tool;
- Effective oral communication; and,
- How to prepare an oral presentation

IS-362: Multi-hazard Emergency Planning for Schools

This course describes emergency management operations, roles and duties; explains how to assess potential hazards that schools may face; and explains how to develop and test an Emergency Operations Plan that addresses all potential hazards. The course is designed for school administrators, principals, and first responders.

IS-700: National Incident Management System (NIMS), an Introduction

In 2003, Homeland Security developed the National Incident Management System (NIMS). The NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to interact during domestic incidents. This course explains the purpose, principles, key components, and benefits of NIMS.

X. SAMPLE: THE "CRISIS RESPONSE BOX" CONCEPT

The concept of a Crisis Response Box is for the purpose of a quick response to a crisis by housing all essential information and guidelines in one place and in a container that is mobile or stored digitally so it can be retrieved remotely. Some school districts are now loading all of the following information onto laptop or notebook computers. The Crisis Response Box may contain the following items.

Aerial Photos of Campus
An aerial perspective of the campus and the surrounding area is very helpful to all agencies involved in a critical incident, including police, fire and paramedic personnel. Your local municipality may be able to provide you with an aerial photo of your school and surrounding campus, or you may download one from Google Earth (typically these aerial photos are one year old).

Map
Crisis response planners need to review the traffic patterns and intersections that will be affected in a major crisis. Through this process, sites and locations can be identified where parents or guardians can retrieve their children after an incident. Also, this will assist in the identification and anticipation of traffic safety issues that school transportation staff and other staff and law enforcement will have to consider when directing youth to safe areas. Several copies of the map should be available, preferably laminated, for emergency and school personnel. Establish an emergency traffic plan capable of protecting emergency response routes and accommodating traffic and parking needs for parents, students and the media. The map should illustrate these planned routes as well as:
- ✓ The streets surrounding the school
- ✓ Intersections near the school
- ✓ Vacant lots near the school
- ✓ Possible relocation sites and buildings for students and staff
- ✓ Location of major utilities

Campus Layout
It is important to maintain current, accurate blueprints, classroom layouts and floor plans of the building and grounds, including information about main leads for water, gas, electricity, cable, telephone, alarm and sprinkler systems, hazardous materials (e.g. science labs, storage areas, boiler room) location, elevators and entrances. This information is extremely helpful, especially during a "shelter-in-place" situation when students are safely locked in a classroom and/or other locations in the building. Information should be available on the layout of the building, including room numbers and whether or not there is a phone, intercom, cable television, e-mail, computers or cell phones in the classroom. On the campus layout diagram, it is also helpful to highlight areas that could pose a possible threat, e.g., the chemistry laboratory, biology laboratory or any welding and wood shop areas that could also become a location for items as weapons. It is also helpful to show the location of the fire alarm turn-off, sprinkler system turn-off, utility shut-off valves, cable television shut-off and first aid supply boxes. These items can be designated by color or symbol on the campus layout.

Blueprint of School Buildings

Architectural blueprints of the school building(s) are important to a SWAT team and fire department, and provide additional -- and more detailed – information than the simple classroom layout diagram. This information may be critical, especially in the event of a bomb threat or unidentified odor or smoke. The plant manager for the school site and the principal should be the custodians for the blueprints. Grounds and maintenance staff and assistant principals of the school should be familiar with these blueprints and their location.

Teacher/Employee Roster

A teacher/employee roster should go into the Crisis Response Box. Teachers' names on the classroom layout diagram can help first responders. If this is not possible, match each teacher's name with his or her classroom and identify whether or not each teacher has a cell or land phone. This roster should identify any teacher/employee with special medical needs (e.g., diabetes) who will require medications during a prolonged period and those with a disability who may require assistance in an evacuation. Someone in the front office should be assigned to pick up the visitor/volunteer/substitute teacher list in the event of a critical incident.

Keys or Card Access

The Crisis Response Box should also contain a master key and an extra set of keys for those rooms for which a master key cannot be used. The keys must be clearly tagged. Consider placing the keys in a locked container within the box to assure added security in case the box should end up in the wrong hands. Some schools have found it advantageous to keep the master key in a Key Box (rapid entry system) outside of the school. This is a secured metal box that can easily be accessed by a code or a key without having to enter the building. This can prove especially helpful when it is not safe to enter the school or if a first responder needs access to the building. Further information on a Key Box can be obtained from your local fire department. School districts and schools with a card access system should have a very specific card distribution system protocol that includes procedures for card distribution, for appropriate use of the cards, and for card retrieval when an employee leaves the school or school district.

As school districts move to key-less and card-less access to schools and other facilities using, instead, digital access mechanisms, they should develop digital access procedures for crisis situations, as well as develop safeguards that signal when the digital system or systems have been compromised

Fire Alarm Turn-off Procedures

One of the lessons learned from Columbine was to make it easier to turn off the alarm. The loud alarm made it very difficult for responders to hear directions. It took considerable time before someone who knew how to turn it off was able to do so. School officials learned that you can't assume that the person who knows how to turn off the alarm will be logistically able to do so. If that person is inside the building, he or she might not be able to get to the shut-off mechanism; if that person is outside, it is possible

that he or she might not be able to safely re-enter the school. As a result, a number of people need to know how to shut off the alarm. Some schools have installed a secure alarm shut-off system outside the school that can control the fire alarm and sprinklers.

Sprinkler System Turn-off Procedures
Sprinkler systems may go on during an emergency. During the incident at Columbine, no one was readily available who knew how to immediately turn off the sprinkler system. As a result, hallways quickly filled with water, making it difficult to escape. In some places, the water reached dangerous levels in proximity to the electrical outlets -- water reaching such outlets could have caused many more injuries and possibly additional deaths. At least two people need to be trained and assigned responsibility for turning off the sprinkler system. As backup, the Crisis Response Box needs to provide information on where shutoff valves are located in the building and the necessary procedures for shut-off.

Utility Shut-off Valves
Shut-off and access points of all utilities -- gas, electric and water – need to be clearly identified and their locations listed on the Campus Layout and Floor Plans so they can be quickly shut off in a crisis. If there is not a fire, the water should be shut off immediately to prevent flooding from the sprinkler system. Unless open electric or gas lines pose an immediate threat to life, the decision on whether to shut off these lines should be made by the Incident Command Officer or first responders.

Gas Line and Utility Line Layout
Include a diagram that shows where gas and other utility lines are located throughout the campus.

Cable Television, Satellite, Digital Feed Shut-off
If a school has a feed for an internal surveillance system or classroom television-like monitors, using cable, satellite or a digital format, school staff should be prepared to disable the system in an emergency. Several of the police officers involved in nationally televised shootings recommend that the feed be shut off so that the perpetrators on the inside will not be able to view the whereabouts of the SWAT team by turning into live coverage of the inside of the school. If there is an intruder in the building, the decision to utilize or disable the system should be made by the first responders. On the other hand, in some other situations, the system can be helpful to provide those who are sheltered-in-place with up-to-date information.

Student Photos
Photos can help in the essential task of identifying students injured, missing or killed. In addition, in those instances where the perpetrators' identities are known while the crisis is still in progress, photos can be of great assistance to law enforcement and SWAT teams who must enter the building and make split second decisions amidst a sea of student faces. Staff members should have access to copies of student and staff photo IDs, the most recent school yearbook (along with the additional photos of the newest incoming class) or a digitally stored file of student and staff photographs. If photos are digital, it would assist first responders if the photos were available on a CD, which can be included

in the Crisis Response Box. Many law enforcement agencies bring laptops to the crime scene and can thereby gain instant access to such photos, print them out, make copies and distribute them to other officers. ***Be very mindful of FERPA restrictions on sharing student information.***

Incident Command System (ICS) Key Responders' Contact Information
Names and phone numbers for all team participants involved in coordinating with your local emergency response system should be in the Crisis Response Box. Also, include the names, phone numbers, email addresses of other key staff members. Be sure to place the information on mobile electronic devices or on several cards so that more than one person can begin calling them.

Designated Command Post and Staging Areas
First responders involved in several of the recent school crisis situations recommend that schools and first responders plan for three distinct staging areas, in addition to the Command Post for the Incident Command Officer. Among other things, separate staging areas will prevent the press from converging upon parents or parents from converging upon police. The areas should be:
- ✓ A *First Responders Staging Area* for law enforcement and emergency personnel
- ✓ A *Media Staging Area* away from the school, at a location that can accommodate a large number of vehicles
- ✓ A *Parent Staging Area* located away from the Command Post, where parents can retrieve their children

Maps of all command posts, listing each corresponding main phone number, should be included in the Crisis Response Box.

Emergency Resource List
A list of individuals and organizations that can assist in an emergency should be prepared on a separate sheet of paper and placed in the Crisis Response Box so that the person assigned can immediately begin to make phone calls to those on the list. The local emergency management agency can recommend agencies to call during an emergency. Please note that any volunteer enlisted for a critical incident response must be pre-screened and that the volunteers on the list must receive training, prior to becoming a responsible member of the emergency response team. This is a *sample* list of phone numbers to have on hand:
- ✓ Local emergency management and state emergency management
- ✓ Local law enforcement
- ✓ Local fire and rescue
- ✓ Community counselors (A cadre of trained crisis intervention counselors should be identified to provide mental health a first aid during and following the crisis, including counselors from the Community Service Board)
- ✓ Local health department
- ✓ Local television and radio channels
- ✓ National Organization for Victim Assistance (NOVA)
- ✓ Parent representative(s) (The parent representatives should be trained to help fellow parents receive information, answer questions and maintain calm at the Parent Staging Area.)

Evacuation Sites

Maps with evacuation and alternate evacuation routes should be stored in the Crisis Response Box and should also be posted on classroom doors. It is where students and staff will likely be headed (following the route) in order to identify them, or, if they are missing, to determine where along the route they might be found. Be aware, however, that during some emergencies the evacuation routes may have to be altered. All classrooms at Columbine, for example, had evacuation plans, but with two students shooting throughout the entire school, evacuating the building was itself a dangerous venture. In the Jonesboro, Arkansas incident, two boys opened fire while students evacuated the building during a false fire alarm. Other factors may alter evacuation routes. In a chemical spill, for instance, how the winds are blowing will determine where to evacuate. Thus, it is important to have at *least two predetermined evacuation* sites identified.

Student Disposition Forms and Emergency Data Cards

Imagine hundreds of parents descending upon a school to retrieve their children while the school is trying to account for each student's whereabouts. Schools will need forms to keep track of who has been released and to whom: parents, relatives, emergency personnel or the hospital. It is suggested that a set of release forms (enough to cover the entire school census) be stored in the Crisis Response Box, or a laptop or other digital means of collecting and storing this information. Additionally, if possible, it is helpful to have a set of student emergency data cards placed in the box or the same information in a digital format. Having all the data stored on a CD or laptop/notebook is the most convenient way of containing the information. Optimally, the cards and disks or laptop/notebook information should be updated every three months to remain current as possible. Emergency information can also be stored, updated and retrieved electronically either from the school office or a remote site, such as the office.

Student Attendance Roster

One of the most difficult challenges in a crisis is accounting for all students. Teachers should have readily accessible, when on duty, a listing of all pupils in their charge, either in a written format or an accessible digital format. Teachers should also be instructed to take their classroom attendance list (printed or digital) with them during an evacuation. A system should be developed to retrieve these lists from teachers when it is safe and feasible. Someone should be assigned to place that day's attendance roster into the Crisis Response Box or digitally *each morning*. This critical information can then be available for school staff and first responders during an emergency. Some schools store all student attendance and information data digitally, thus making remote access to the data possible.

Inventory of Staff Resources

Survey certificated and classified staff to build an inventory of special skills and training they possess. Document findings and place the list in the box or digitally under the ICS heading. For instance, experience can include prior medical and triage experience, bilingual capabilities, grief counseling background, search and rescue training, hostage negotiations, first aid/CPR certification and volunteer firefighter or reserve police officer/deputy. These skills could prove to be very helpful in a critical incident.

List of Students With Special Needs

A list should also be included in the Crisis Response Box that identifies those students who need special assistance (e.g., blind and deaf students and those who need wheelchairs, crutches and braces) and/or with special medical needs (e.g., diabetes) that will require medications during a prolonged period and those with a disability that will require assistance in an evacuation.

First Aid Supplies Location

Sets of first aid supplies should be located throughout the campus. Storage locations should be included in the Crisis Response box.

Emergency First Aid Supplies

Though the following list of supplies are not contained in the Crisis Response Box, the FBI Academy recommends that schools be aware of information from the *Lessons Learned Summit* regarding first aid supplies. In the Jonesboro, Arkansas shooting, large bins of first aid supplies were readily accessible on the school grounds and are credited with saving two children's lives and preventing others from going into shock. These supplies were situated in and out of the school building in anticipation of an earthquake because the school property is located on a fault line. The accessibility of these supplies proved to be lifesaving. Some schools have stationed first aid boxes in every classroom with basic emergency aid instructions to treat various injuries.

SAMPLE SCHOOL CRITICAL INCIDENT INFORMATION INVENTORY
Map
  ✓ Streets surrounding school
  ✓ Intersections near school
  ✓ Vacant lots
  ✓ Possible evacuation hazards or impediments
  ✓ Location of nearby buildings that can be used for temporary housing (e.g., community gym, church, auditorium, etc.)
Campus Layout and Blueprint of School Building
  ✓ Room numbers, phone numbers, computers, e-mail, cable TV
  ✓ Threat areas (e.g., chemistry and biology labs, shops, gasoline storage areas, boiler rooms)
Teacher/Employee Roster
  ✓ Room and cell phone numbers
  ✓ Staff directory
  ✓ Copy of employee photo Identifies
Fire Alarm Turn-off Procedures
  ✓ How and where located
Sprinkler System Turn-off Procedures
  ✓ How and where located
Utility Shut-off Valves
  ✓ Electric
  ✓ Gas
  ✓ Water

✓ Where and how to shut off

Gas Line and Utility Lines Lay-Out
  ✓ This information can be provided by school district service center or local utility departments

First Aid Supplies
  ✓ Location and how to access

Designated Command Posts
  ✓ Identify Area for Law Enforcement, Emergency Personnel
  ✓ Receiving Area for Parents
  ✓ Receiving Area for Press

Cable Television or Surveillance Camera Shut-off or Monitoring
  ✓ Identify where and how

Student Photos
  ✓ Copy of photo IDs of students
  ✓ Current yearbook

Evacuation Sites
  ✓ Maps with routes to at least two evacuation sites; should also be posted in classrooms.

Disposition Forms
  ✓ Set of forms for parents/guardians/hospitals/ER personnel to sign when a student has been released to them.

Student Attendance Roster
  ✓ Roster should be entered in the box daily
  ✓ Teachers bring their classroom attendance sheet to evacuation site

List of Students with Special Needs
  ✓ List of students with special medical needs requiring medications
  ✓ List of students with a disability requiring assistance in an evacuation
  ✓ Student emergency card data

XI. SAMPLE: CRISIS THREAT ASSESSMENT
(From *A Threat Assessment* - Federal Bureau of Investigation)

What is a Threat?
A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic – for example, motioning with one's hands as though shooting at another person. Threat assessment rests on two critical principles: first, *that all threats are not equal*; second, *that most students are unlikely to carry out their threat*. However, all threats must be taken seriously and evaluated. Most threats are made anonymously or under a false name. Because threat assessment relies heavily on evaluating the person's background, personality, lifestyle, and resources, identifying the person is necessary for an informed assessment to be made -- and also so criminal charges can be brought if the threat is serious enough to warrant prosecution. If the person's identity cannot be determined, the response will have to be based on an assessment of the threat alone. That assessment may change if the person is eventually identified: a threat that was considered low risk may be rated as more serious if new information suggests the person is dangerous, or conversely, an assessment of high risk may be scaled down if the person is identified and found not to have the intent, ability, means, or motive to carry out the threat.

Motivation
Threats are made for a variety of reasons. A threat may be a warning signal, a reaction to fear of punishment or some other anxiety, or a demand for attention. It may be intended to taunt; to intimidate; to assert power or control; to punish; to manipulate or coerce; to frighten; to terrorize; to compel someone to do something; to strike back for an injury, injustice or slight; to disrupt someone's or some institution's life; to test authority, or to protect oneself. The emotions that underlie a threat can be love; hate; fear; rage; or desire for attention, revenge, excitement, or recognition. Motivation can never be known with complete certainty, but to the extent possible, understanding motive is a key element in evaluating a threat. A threat will reflect the person's mental and emotional state at the time the threat was made, but it is important to remember that a state of mind can be temporarily but strongly influenced by alcohol or drugs, or a precipitating incident such as a romantic breakup, failing grades, or conflict with a parent. After a person has absorbed an emotional setback and calmed down, or when the effects of alcohol or drugs have worn off, his motivation to act on a violent threat may also have diminished.

Signposts and Signals
In general, people do not switch instantly from nonviolence to violence. Nonviolent people do not "snap" or decide on the spur of the moment to meet a problem by using violence, according to the FBI report. Instead, the path toward violence is an evolutionary one, with signposts along the way. A threat is one observable behavior; others may be brooding about frustration or disappointment, fantasies of destruction or revenge, in conversations, writings, drawings, and other actions.

Types of Threats

Threats can be classed in four categories, according to the FBI report: *direct, indirect, veiled*, or *conditional.*

> ➤ *A direct threat* identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."
>
> ➤ *An indirect threat* tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!" While violence is implied, the threat is phrased tentatively -- "If I wanted to" – and suggests that a violent act COULD occur, not that it WILL occur.
>
> ➤ *A veiled threat* is one that strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.
>
> ➤ *A conditional threat* is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school."

Factors in Threat Assessment

Specific, plausible details are a critical factor in evaluating a threat, according to the FBI. The following includes details and guidelines from the FBI Threat Assessment protocol. It is provided here only for information purposes and not as guiding principles for decision-making in threat circumstances, because each threat situation is different.

Threat assessment

Threat assessment details can include the identity of the victim or victims; the reason for making the threat; the means, weapon, and method by which it is to be carried out; the date, time, and place where the threatened act will occur; and concrete information about plans or preparations that have already been made. Specific details can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the person will follow through on his threat.

Similarly, a lack of detail suggests the person may not have thought through all of the contingencies, has not actually taken steps to carry out the threat, and may not seriously intend violence but is "blowing off steam" over some frustration or seeking to frighten or intimidate a particular victim or disrupt a school's events or routine. Details that are specific but not logical or plausible may indicate a less serious threat. For example, a high school student writes that he intends to detonate hundreds of pounds of plutonium in the school's auditorium the following day at lunch time. The threat is detailed, stating a specific time, place, and weapon. But the details are unpersuasive. Plutonium is almost impossible to obtain, legally or on the black market. It is expensive, hard to transport, and very dangerous to handle, and a complex high explosive detonation is required to set off a nuclear reaction. No high school student is likely to have any plutonium at all, much less hundreds of pounds, nor would he have the knowledge or complex equipment to detonate it. A threat this unrealistic is obviously unlikely to be carried out.

The emotional content of a threat can be an important clue to the person's mental state, according to the forensic studies enumerated by the FBI. Emotions are conveyed by melodramatic words -- "I hate you!" "You have ruined my life!" "May God have mercy on your soul!" Though emotionally charged threats can tell the assessor something about the temperament of the person, they are not typically a measure of danger.

Precipitating stressors are incidents, circumstances, reactions, or situations which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless becomes a catalyst. For example, a student has a fight with his mother before going to school. The argument may have been a minor one over an issue that had nothing to do with school, but it sets off an emotional chain reaction leading the student to threaten another student at school that day -- possibly something he has thought about in the past. The impact of a precipitating event will obviously depend on *"pre-disposing factors"* such as underlying personality traits, characteristics, and temperament that predispose an adolescent to fantasize about violence or act violently. Accordingly, information about a temporary "trigger" must be considered together with broader information about these underlying factors, such as a student's vulnerability to loss and depression.

Levels of Risk
Low Level of Threat: A threat which poses a minimal risk.
Threat is vague and indirect.
> ➢ Information contained within the threat is inconsistent, implausible or lacks detail.
> ➢ Threat lacks realism.
> ➢ Content of the threat suggests person is unlikely to carry it out.

Medium Level of Threat: A threat which could be carried out, although it may not appear entirely realistic.
> ➢ Threat is more direct and more concrete than a low level threat.
> ➢ Wording in the threat suggests that the person has given some thought to how the act will be carried out.
> ➢ There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
> ➢ There is no strong indication that the person has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility -- an allusion to a book or movie that shows the planning of a violent act.
> ➢ There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!" or "I really mean this!"

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others.
> ➢ Threat is direct, specific and plausible.
> ➢ Threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the person has acquired or practiced with a weapon or has had the victim or school under surveillance.

Example: *"At eight o'clock tomorrow morning, I intend to shoot the principal. That's when he is in the office by himself. I have a 9mm. Believe me, I know what I am doing. I am sick and tired of the way he runs this school."* This threat is direct, specific as to the victim, motivation, weapon, place, and time, and indicates that the person knows his target's schedule and has made preparations to act on the threat.

Students Who May Represent a Potential but Not Immediate Threat to Others
In the event that a staff member has reason to believe that a student may represent a potential threat to others, the following is a list of possible actions. These steps apply only to situations in which the student is presenting *no immediate threat*.
- ✓ Take all comments about doing harm to others seriously, especially if details about how the acts are to be carried out are shared.
- ✓ Immediately report concerns to an administrator.
- ✓ Under no circumstances should an untrained person attempt to assess the severity of the risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

NOTE: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. *It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions*.

XII. EARLY WARNING, TIMELY RESPONSE

It is not always possible to predict behavior that will lead to violence. However, educators, parents, and even students can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult – whether at home, in school, or in the community -- the potential for violence is reduced significantly.

Excerpts from the booklet *Early Warning, Timely Response* (a publication from the United States Department of Education) provide valuable insight into early assessment of signs that a student is struggling with many personal issues.

None of these signs enumerated below alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate – and potentially harmful – to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes – only trained professionals should make diagnoses in consultation with the child's parents or guardian. The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- ➢ **Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

- ➢ **Excessive feelings of isolation and being alone.** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- ➢ **Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy

peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

➢ **Being a victim of violence.** Children who are victims of violence, including physical or sexual abuse, in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

➢ **Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways, including possible aggression or violence.

➢ **Low school interest and poor academic performance.** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations, such as when the low achiever feels frustrated, unworthy, chastised, and denigrated, acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

➢ **Expression of violence in writings and drawings.** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an over representation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional, such as a school psychologist, counselor, or other mental health specialist, to determine its meaning.

➢ **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

➢ **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

➢ **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

➢ **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

➢ **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance – when coupled with other factors – may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

➢ **Drug use and alcohol use**. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

➢ **Affiliation with gangs.** Gangs that support anti-social values and behaviors, including extortion, intimidation, and acts of violence toward other students, cause fear and stress among other students. Youth who are influenced by these groups -- those who emulate and copy their behavior, as well as those who become affiliated with them -- may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

➢ **Inappropriate access to, possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability

of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

➢ **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs
Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. *Imminent warning signs require an immediate response*. No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member, as well as to the child's family.

Imminent warning signs may include:
  ✓ Serious physical fighting with peers or family members.
  ✓ Severe destruction of property.
  ✓ Severe rage for seemingly minor reasons.
  ✓ Detailed threats of lethal violence.
  ✓ Possession and/or use of firearms and other weapons.
  ✓ Other self-injurious behaviors or threats of suicide.
*When warning signs indicate that **danger is imminent**, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and law enforcement officers is needed when a child:*
  ✓ Has presented a detailed plan (time, place, method) to harm or kill others - particularly if the child has a history of aggression or has attempted to carry out threats in the past.
  ✓ Is carrying a weapon, particularly a firearm, and has threatened to use it. In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health.

XIII. SAMPLE CRISIS RESPONSE PROCEDURES

On the following pages are *sample* response procedures for several crisis situations that may arise in school settings and/or in communities near schools. The sample procedures do not include all possible crisis situations, and they represent only examples of basic procedures. More detailed procedures may be required in certain crisis situations. Each school is urged to include local risks situations that may be unique to the community and location of the school in the community. As mentioned earlier in this manual, local emergency responders, law enforcement, mental health and public health officials should be included in the development of crisis response procedures.

Note: For information on pandemic planning for schools, see the Georgia Department of Education's Pandemic Planning Information for Schools manual.

Emergency Kits

All schools should develop at least two Emergency Kits. These should be readily available during an emergency evacuation or during other types of emergencies. One kit should be kept in the administrative offices and the others at an easily accessible but secure location in another part of the building. An administrator and two designated staff members should take the kits whenever the building is evacuated. One kit should be taken to the Family Reunification Site. **Remember: the kits should be stored in safe and secure locations so as not to be readily accessible by an offender such as a burglar or hostage taker.**

SAMPLE OF EMERGENCY KIT CONTENTS
- A copy of this manual
- A copy of the Safe School Plan
- 10 writing tablets and pens/pencils
- 10 magic makers
- 500 plain white peel-off name tag stickers (used to identify injured students or staff)
- Student release/sign-out sheets
- List of students on off-campus trips
- Five sets of safety gloves
- Floor Plan of the building
- Site Plan of the grounds and surrounding areas
- Copies of photographs of the building (interior and exterior)
- Copies of student and staff emergency contact/release information
- Information regarding any students with medical problems that may be impacted by the evacuation or emergency
- Most recent yearbook
- Flashlight and extra batteries
- Bullhorn and extra batteries
- Cell phone and/or walkie-talkie
- Basic First-Aid kit

The kits should quickly be taken to the area where emergency responders (fire, emergency medical and police) will arrive. The principal or designee should provide the kit contents to emergency personnel as soon as possible upon their arrival.

During an evacuation, administrators should proceed to the pre-designated **Family Reunification Site** with a kit. This will facilitate the efficient transferring of custody of students to parents and guardians. Evacuation routes should be posted in each classroom.

<u>**SAMPLE EMERGENCY PROTOCOLS**</u>

EMERGENCY EVACUATION and FAMILY REUNIFICATION PROTOCOL
In some situations, it may be necessary to evacuate a school building. The only safe evacuation is an orderly, well-planned evacuation. It is imperative that each school staff understands **Preparedness** and **Response**.

➲ *Preparedness*
- Identify more than one outside assembly point at least 1,000 feet away from school in the event it becomes necessary to evacuate the school campus. Where the surrounding terrain, buildings, streets, etc. make it impossible to assemble 1,000 feet away from the school, make sure all alternative assembly points are as far away from the school as possible (e.g., athletic fields, parks, businesses, etc.)
- Establish the evacuation routes to the assembly points on an evacuation plan.
- Provide for the special evacuation needs of the disabled.
- Maintain a copy of the evacuation plan at the administrative offices and other areas of the school, as well as digitally, so that teachers and administrators can evacuate with it and be able to refer to it once outside.
- Orient staff, faculty and students to the evacuation routes, specific duties, requirements, and responsibilities during an evacuation.
- Periodically test the public address system as the primary means of notifying building occupants. Establish alternate means of announcing an evacuation in the event of public address system failure.

➲ *Response*
- Maps indicating primary and secondary evacuation routes should be posted in all classrooms (for security reasons, only staff members should know assembly points).
- Teachers should bring their classroom record books with them to the assembly area (s).
- Teachers should ensure that their students are out of the classrooms and restrooms and workrooms.
- The first student in line should be instructed to hold open the exit door(s) until all persons in the class have evacuated.
- Classes should proceed to the designated holding areas/assembly areas. Once there, teachers should make a note of students who are not present and furnish those names to school administrators as soon as possible.
- Teachers should remain with their class until administrators sound the "all clear" signal.
  - *Some schools use the "card" system, which includes giving all teachers three color-coded cards: Green Card-all students are present; Yellow Card-students are missing but the teacher knows where they can be found; Red Card-teacher needs immediate assistance.*
- Assign personnel at the assembly site to collect critical information and to manage and monitor students at the assembly site(s).

- Administrators should collect lists of unaccounted for students from staff members and compare with the daily attendance absentee list.
- Identify the location of classes in the assembly area(s) to facilitate an orderly transfer of students to their parents.
- Direct parents to the assembly site(s) to pick up students.
- The principal and/or executive director should notify school transportation to begin routing school buses to the assembly area(s).
- Designated persons should notify local emergency agencies and the School Police and/or local police Department to proceed to the identified site and set up a management center and to set up traffic routing procedures.
- A media area should be identified and media provided with detailed instructions to be read to the public in order to direct concerned relatives to the assembly site(s).
- When students begin loading unto buses, a manifest should be established to account for all students riding buses. This manifest should be taken to the assembly area(s) to account for every student.
- At the assembly site(s), designated personnel should identify all students and identify all non-uniformed personnel.
- Set up a sign-out area at the assembly site(s) and release students only to pre-determined authorized persons using the sign-out procedure.
- Instruct parents or guardians to leave the site to make room for others once they have signed out their student.
- Students not riding buses and not picked up by parents or guardians should remain in the assembly area(s) until an authorized person arrives to pick them up.
- Maintain contact with police/fire department(s) to stay informed about conditions at the school site.

NOTE: When an off-campus evacuation is called (e.g., a field trip to a museum) administrators and teachers should follow the same basic steps as outlined in evacuating the school building.

ACCIDENT, ILLNESS, INJURY

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be readily available at all times.

➲ *Response:*

In Non-Critical Situations:
- Administer first aid by a trained staff member, if necessary
- Send someone to the office for assistance
- Call family members

➲ **In Critical Situations:**
- Notify administrative staff
- Notify local police or sheriff
- Call emergency medical services **(911)**
- Administer first aid by a trained staff member
- Limit activity in the vicinity of the affected student(s)
- Call family members
- Call the school district central office
- Call the *Crisis Management Team*
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **In Critical Situations with Several Injured or Ill:**
- Notify administrative staff
- Call **(911)**
- Ask other staff members to help control and contain the area
- Administer first aid by a trained staff member
- Limit activity in the vicinity of the affected student(s)
- Call family members
- Call the *Crisis Management Team*
- Call the school district central office
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

BOMB THREATS/SUSPICIOUS PACKAGES

 ⮑ *Daily Precautions*
- Each morning, all school personnel should check their areas for any suspicious packages or items. Suspicious items should never be moved or touched. School administrators should be immediately notified of the item and the area should be isolated until law enforcement personnel have made an assessment of the item.
- All rooms should be locked when not in use.
- Cleaning and maintenance personnel should lock all doors after cleaning them.
- Persons who handle mail and packages should be alert to unusual packages or letters (i.e., excess postage on a small package or letter indicates that the object was not weighed by the Post Office; no postage or non-canceled postage; handwritten notes such as "to be opened by Mr. Smith;" leaks, stains or sharp points, wires, etc.).

 ⮑ *Bomb or Bomb Threat Response* *(See Emergency Evacuation Procedures)*
- Immediately contact the School Police and/or Local Law Enforcement.
- A Bomb Threat Analysis is conducted by appropriate personnel.
- If evacuation is warranted based on the analysis, school personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the alleged location of the bomb or device).
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the *Emergency Kit* to the assembly area (s).
- Use classroom telephones (where available), bullhorns or adult runners to communicate and confirm that the building has been cleared. <u>DO NOT</u> USE WALKIE-TALKIES OR CELLULAR PHONES since radio transmissions may cause detonation of electric blasting caps in certain types of bombs. HOWEVER, walkie-talkies may be used outside for outside-to-outside communication.
- Designated staff should look for suspicious items and report such items to emergency personnel <u>without</u> touching or handling the items.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Call the *Crisis Management Team*, if necessary.
- Call the school district central office.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

Bomb Threat Call Checklist
*(**IMPORTANT:** Place a copy of the checklist next to each school phone)*

Ask the Caller:
1. Where is the bomb right now?
2. What does the bomb look like?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?

Exact Wording of Bomb Threat:

Caller Information: Sex: Race: Age: Length of Call:

Caller's Voice (check appropriate descriptions): Calm   Nasal   Slurred   Soft
Angry   Whispered   Stutter   Loud   Accent   Excited   lisp   Disguised
Laughter   Slow   Cracking   Raspy   Crying   Normal   Familiar Voice?   Who?

Background Sounds: Traffic   Voices   Music   House Noises   Static   Clear
Office Noises   Factory   Long Distance   Machinery   PA System   Other:

Threat Language: Well-Spoken   Incoherent   Offensive Words   Message Read
Taped   Irrational

Notifications: 911/School Police/Local Police/Central Office   Other

Calls Received By:
Name:
Title/Position:
Telephone Number:
Date:

Notes/Comments:

CLOSING OF SCHOOL – SHELTER-IN-PLACE

➲ *Precautions Before the School Day*
- Listen to local radio and television broadcasts.
- Verify on school district voice recording system for parents.
- Verify by use of school district phone tree.

➲ *During the School Day* *(See Emergency Evacuation)*
- Check on condition of building and surrounding neighborhood.
- Inform executive director of building, neighborhood, and weather conditions.
- Keep students and staff away from possible hazardous conditions, such as sidewalks and steps.
- Keep emergency phone numbers close to the phones.
- A hotline early school closing phone message will be sent to each principal.
- Notify staff of early school closing.
- Students will remain in classrooms until buses arrive.
- School staff will ensure that all persons have left the building.
- School staff will secure the building and grounds.
- School staff will leave the building as necessary.

➲ *Shelter-in-Place*
If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.

Preparation:
- Each school should be prepared for shelter-in-place by planning for such an event. Access to food, water, first-aid, sleeping areas, and communications are absolutely essential. Depending on conditions, it may be too late to secure these essential elements for sheltering AFTER the event occurs.

Response:
- The decision to provide overnight housing will be a joint decision between the building administrative staff, central office staff, and emergency personnel.
- When the decision is made to have overnight housing, the school's administrative staff will contact the central office and the news media will be informed.
- If the HVAC and other systems are centralized, the school's administrative staff should contact the *Service Center* to ensure that the school's climate control system is **not** turned off.
- Designated school staff members will help contact family members and will continue to do so throughout the night.
- Students and staff will be routed to the safest part of the building.
- The administrative staff and other staff members will be assigned supervision duties and shifts and will set up an indoor security perimeter to ensure the safety and supervision of the students. Also, shifts to answer the phones will be established.
- Roll should be taken to account for every student and appropriate next day (or release day) checkout procedures should be followed.
- Contact Service Center to inspect building for possible damage.

- Administrative staff, with assistance from the School System Information Office, should prepare a written statement to be sent home with students.

DEATH OF A STAFF MEMBER OR STUDENT OR
SUICIDE AT SCHOOL (or Threat)

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

➲ *During School Hours*

- Contact *Crisis Management Team*
- Central office
- Administrative and counseling staffs should begin informing staff members and finally students.
- Administrative staff and/or the Crisis Management Team should prepare a written statement to be sent home with students.

➲ *Before or After School Hours*

- Superintendent or designee
- Information Officer

➲ *Suicide at School*

- Call **911**
- Call central office.
- Secure the area and keep all students away.
- Send notes and runners to staff members informing them that a medical emergency has occurred. Include any additional instructions (e.g., "The bell schedule will be changed and will be manually sounded at an appropriate time.")
- Call the *Crisis Management Team*
- Call central office
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **NOTE: If a student <u>threatens</u> suicide, the counseling and administrative offices must be informed immediately. Also, the *Crisis Management Team* must be contacted as soon as possible. The student should be taken to the counseling office and someone should remain with the student at all times until the parents and/or the *Crisis Management Team* arrives.**

FIRE

A fire or smoke in the building requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices.

➲ *Response* *(See **Emergency Evacuation**)*

- Call **911**
- Ring fire alarm bell.
- Pull fire alarm.
- Use intercom to start the evacuation.
- Close all windows and doors to confine fire.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the fire or smoke areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the *Emergency Kit* to the assembly area (s).
- Use walkie/talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- Designated staff should survey students at the assembly point (s) to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Call the *Crisis Management Team*
- Call central office
- Contact Service Center to inspect building for possible damage.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

In Georgia schools, one fire drill must be conducted each month that school is in session. The Georgia State Fire Code also permits schools to substitute a severe weather drill for its required monthly fire drill during the months of February and November.

HAZARDOUS MATERIALS/NUCLEAR
Chemical/Biological/Nuclear Threat or Accident

⮕ *Preparation*
- Determine transportation routes (e.g., highway, rail, pipeline), storage areas and industrial use of potentially dangerous materials which are in the vicinity of the school. School chemicals should be under lock and key.
- Determine logically safe routes and assembly areas for staff and students **inside** and **outside** of the building.

⮕ *INSIDE Building Hazardous Materials Accident or Threat*   *(See Emergency Evacuation)*
- **Call 911**
- Immediately remove all students and staff from the area.
- **DO NOT TOUCH THE HAZARDOUS MATERIAL**.
- Seal off the area (s) around and near the accident.
- Shut down air-conditioning and ventilation units or contact the Service Center to do so.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hazardous material accident site).
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the *Emergency Kit* to the assembly area (s).
- Use walkie/talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the "all clear" signal is sent.
- Call the *Crisis Management Team*
- Call central office
- Contact Service Center to inspect building for possible damage.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

⮑ *OUTSIDE Building Hazardous Materials Accident or Threat*

NOTE: Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from *non-emergency sources*, the school administrative staff should contact emergency personnel at **911** and the Department of School Police or Local Police to confirm or refute the report. If the notice comes from *emergency sources*, the following procedures should be immediately initiated.

- Return all students and personnel from athletic fields and playground areas into the school.
- Assign designated staff to ensure that students and staff do not leave the building.
- Contact Transportation to keep school buses out of the hazardous material accident/threat area.
- Use intercom to inform students and staff that precautionary measures are being taken due to a report of an accident near the school.
- All teachers should make sure all students are accounted for.
- Close all windows and outside doors to the school.
- Shut down air-conditioning and ventilation units or contact the Service Center to do so and prepare to move students away from windows and doors.
- Call the *Crisis Management Team*
- Call central office
- Be prepared to quickly evacuate the facility, **based on the directions of emergency personnel**.
- Have first aid trained staff members on alert.
- Remain in lockdown mode until the "all clear" signal/message is received from emergency personnel.
- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response.
- Contact Transportation when the "all clear" signal/message is received.
- Contact Service Center to inspect building for damage.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTE: IN THE EVENT OF A NATIONAL NUCLEAR WARNING, USE THE SAME PROCEDURES ABOVE AND TUNE TO THE CIVIL DEFENSE WARNING SYSTEM RADIO AND TELEVISION NETWORKS.

INTRUDER/SUSPICIOUS PERSON
HOSTAGE/BARRICADE

An intruder/suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building. An intruder/suspicious person situation may escalate into a hostage/barricade emergency.

➲ **INTRUDER/SUSPICIOUS PERSON**

Preparation

Being prepared often discourages outsiders from attempting to intrude upon the school environment.

- Restrict free access to the building to as few doors as possible.
- All exterior doors locked during the day should have signs that provide directions to visitors advising them to use the main entrance.
- Discourage students and staff from opening locked doors for others, because this will breach school security.
- Schools should use a visitor identification name-tag system. Visitor tags should be disposable.
- Designate a school employee to periodically check all exterior doors that have been designated as secured doors.

Response

- When a lockdown is necessary to protect students and staff, it is essential that the lockdown take place immediately – delaying a lockdown may be dangerous.
- When a lockdown is deemed necessary, use the intercom system to announce school-wide lockdown.
- Call **911**.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches the school or grounds.
- Monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie/talkies.
- Allow no one to leave the classrooms.
- Close all windows and blinds.
- Encourage students to remain calm and quiet.
- Remain in lockdown mode until the "all clear" signal/message is received.
- Call the *Crisis Management Team*
- Call central office
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ **HOSTAGE/BARRICADE:** *(Staff SHOULD NOT attempt to negotiate with the hostage taker.)*

- Call **911**.
- Make sure the hallways are clear of students and staff.

- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Use the intercom system to announce school-wide lockdown.
- Be prepared to initiate evacuation procedures.
- Have first aid trained staff members on alert.
- Remain in lockdown mode until further communications from emergency personnel.

➲ **EVACUATION** *(See Emergency Evacuation)*

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near the hostage/barricade area.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the *Emergency Kit* to the assembly area (s).
- Use walkie/talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation.
- Contact Service Center to inspect building for possible damage.
- Call the *Crisis Management Team*
- Call central office
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.
- For more information about responding to an active shooter situation, please refer to the *Guide For Developing High-Quality School Emergency Operations Plans* on page 63.

STUDENT DISRUPTION/CIVIL DISTURBANCES

- ➲ **Level 1 Disturbance** - Disruption is confined to one area, but no threat to students or staff.
- ➲ **Level 2 Disturbance** - Disruption forces are mobile and/or pose a threat to students and/or staff.
- ➲ **Level 3 Disturbance** – Disruption is widespread with large-scale student participation and is a serious threat to students and staff.
- When available, notify the School Resource Officer.
- Use intercom system to signal level and location of disturbance (e.g., "We have a Level 3 in third hall) and specific instructions.
- Isolate the disruption.
- Clear the immediate area, including restrooms and hallways.
- Use walkie/talkies to monitor and assess the situation in order to provide instructions for staff members.
- Keep students in classrooms by announcing building lock-down.
- For **Level 2** or **3**, call **911**.
- For **Level 2** or **3**, staff members trained in CPR and First Aid should go to the area (if they are supervising students, a staff member should be designated to relieve them when they move to the area).

NOTES:
1. *Teachers should not leave students unsupervised.*
2. *Staff members should not approach the disturbance area alone.*
3. *Staff should clearly communicate simple instructions to students.*
4. *When approaching a crowd, remove the crowd one "layer" at a time from the outside in; do not push through the crowd toward the center or point of the disruption.*
5. *Do not allow students removed from the disturbance area access to lockers.*

- Use intercom to inform students and staff of the "all clear" signal/message and to give a brief explanation of the reason for the lockdown response
- Plan close supervision of students during dismissal and boarding of buses. Coordinate with police to ensure adequate protection of students until they have left the premises.
- Contact Service Center to inspect building for possible damage.
- Call the *Crisis Management Team*
- Call central office
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

STUDENT RUNAWAY/ABDUCTION/
MISSING STUDENT

➲ *Preparation*
- Ensure that student accountability procedures are in place and strictly followed at all times:
  1. Daily attendance kept and parents notified of absences.
  2. Daily tardies recorded and parents notified.
  3. Field-trip student rosters are kept on each bus and a copy at the school.
  4. At field-trip destination, all students are accounted for upon arrival and prior to departure.
- Maintain accurate up-to-date student files, which include:
  1. Emergency medical information
  2. Emergency contact numbers
  3. Contact information for guardians and individuals authorized to make decisions on behalf of the student and individuals authorized to assume custody of the student.
- Inform staff to report any intruders/suspicious persons loitering on or near the school campus.
- Enforce identification and accountability procedures for adults who enter the school while the school is in session.
- Ensure that procedures are followed when releasing students to parents or guardians.

➲ *Response* *(State law prohibits the exchange of child custody on school property.)*
- Notify administrative staff immediately.
- Call **911**.
- Have a description or picture of the child ready to give law enforcement.
- Notify the parents/guardians.
- Notify Transportation if the student normally rides the bus.
- Conduct a room-by-room search for the student. Also, search grounds and other potential hiding areas.
- Survey students from the missing student's class for information.
- Siblings of the missing student should be ***closely monitored*** at all times. If the siblings attend a different school, the administrator of that facility should be notified immediately.
- Secure the perimeter of the building. Make sure students do not leave.
- Curtail outside activities until the situation has stabilized.
- Call the *Crisis Management Team*
- Call central office.

REPORT OF A WEAPON ON CAMPUS

➲ *Response*

- Immediately inform the School Resource Officer or call 911.
- Administrator and School Resource Officer (or other law enforcement officer) should proceed to the classroom or area where the weapon may be located.
- While the School Resource Officer and an administrator escort the suspected student (or person) to a private area, another administrator or designated staff member should carry all of the student's belongings at a safe distance.
- The student should always walk in front of the escort; never allow the student to walk behind any member of the escort.
- At no time should the student be allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- The student should be asked to empty his/her pockets and take off his/her shoes.
- The belongings should be thoroughly searched.
- Any weapon found should be immediately secured. If found by an administrator or teacher or other staff member, the weapon **must** be turned over to the police. **NEVER ATTEMPT TO UNLOAD A FIREARM.**
- At least two administrators or staff members should search the student's locker. If a weapon is found in the locker, the area should be secured and a police officer should remove the weapon.
- Administrators or school staff **should not** confront or attempt to disarm anyone who is in possession of a weapon.

NOTE: If the suspected person is in a classroom or other crowded area, the approach to the student should be carefully planned. The person should be asked to leave the area before asking him/her to follow to private area for the search. If the person runs, he/she should not be chased. Secure the building and contact the local police jurisdiction.

WHEN SHOTS ARE HEARD IN OR NEAR THE SCHOOL

- ➢ Immediately lockdown the school.
- ➢ Contact staff outdoors with students to take refuge in a predetermined site.
- ➢ Call **911**.
- ➢ View surveillance monitor to determine location and nature of the incident.

OTHER CONTACT

- Central office

TORNADO

➲ *Definitions*

➢ **Tornado WATCH:** Indicates that weather conditions are present that **may** develop into a tornado. *Move students from all mobile classrooms to the main building.*

⇒ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area. *Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.*

➲ *Preparedness*

• Evaluate the physical plant, and develop plans for the use of secure areas by student and staff. CLEARLY identify the areas for all staff members.

• Plan for the use of lower floors and/or interior areas such as hallways.

• Do not use gyms and other areas with wide roof spans.

• Inform staff and students what signal means a **Tornado WARNING** (it is imperative that students and staff know the signal for a tornado warning).

• Keep First Aid supplies current and convenient.

• At least twice a year, inform staff and students about severe weather and the appropriate response.

• Designate the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.

• Prepare diagrams of the building, and mark the tornado shelter areas thereon. Include the quickest route to access those shelters, and post the diagrams in each room.

• Conduct drills/exercises so that everyone knows tornado warning procedures.

• Designate staff members to monitor weather reports on the radio.

➲ *Response to WARNING*

• Move students from all temporary or mobile classrooms to the main building (multi-purpose buildings do not provide safe shelter during severe storms).

• Take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).

• Secure the building by closing windows and doors.

• Direct everyone to seek cover in the hallways and to take a protective seated position with hands/arms covering the head, neck and face.

• If possible, secure or store articles that may become missiles indoors.

• Students in unsafe locations will go to a pre-determined location.

• Students should not be allowed to leave the building during a **WATCH** or **WARNING**. ***If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school or a safe haven.*

• Teachers should keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.

• **The National Storm Prediction Center recommends that schools DO NOT RELEASE STUDENTS AT DISMISSAL TIME DURING SEVERE WEATHER. WAIT UNTIL CONDITIONS ARE SAFE.**

• Staff members trained in CPR and First Aid should be assigned to the sheltered areas.

• Students and teachers should remain in the secured areas and safety positions until the "all clear" signal is given.

- The administrator should contact **911**.
- Contact Service Center to inspect building for damage.
- Call the *Crisis Management Team*.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTES:

⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. Also, if the school day ends early due to the storm, activate the early dismissal procedures. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ If the storm damaged the building, the decision to open or close the school the next school day should be made jointly by:
- Superintendent's Office
- Principal and staff
- School System Service Center
- Local Police Department
- Local County Emergency Personnel

⇒ The School District central office will inform the local news media to announce the decision to the public.

➲ **SEVERE THUNDERSTORM WARNING:**
- Move students from all temporary or mobile classrooms to the main building (multi-purpose buildings to not provide safe shelter during severe weather).
- Bring all students into the building from outside activities and keep students from leaving the building until the warning is cancelled.
- Where possible, all electronic equipment should be unplugged.
- Keep students and staff away from glassed areas.
- Closely monitor weather developments and announcements.
- Contact above-listed phone numbers and initiate above-listed procedures if damage occurs.

NOTE: Each school shall keep its Digital Weather Hazard Alert Monitor turned on and located where alerts can be heard.

FLOODING

⮞ *Preparedness*

- Know the local history of flooding near the school.
- Know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.
- Know local elevations.
- Plan alternative transportation routes to avoid flood-prone areas.
- Make provisions for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.

⮞ *Response*

- Monitor weather conditions in the affected areas via radio or television broadcasts.
- Evacuate students immediately in accordance with emergency early dismissal procedures.
  ⇒ *Contact central office to issue news release regarding early dismissal.*
- If the situation, according to emergency personnel, does not permit an evacuation, keep the students at school or in an alternate safe location.
- Closely monitor dismissal to keep students away from flooded, flooding, or possible flooding areas.
- Warn students walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.
- Shut off the water at mains so that contaminated water will not back up into the school water supply.

NOTE: If flooding approaches the building or if a flash flood warning area includes the building,

⇒ Students and staff should be relocated from low-lying levels and all electrical equipment should be unplugged.
⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.
⇒ The decision to open or close the school the next school day should be made jointly by:
  - Superintendent's Office
  - Principal and staff
  - School System Service Center
  - Local Emergency Personnel and/or GEMA

EARTHQUAKE

Parts of Georgia are a "MODERATE-EXPECTED EARTHQUAKE DAMAGE ZONE." Therefore, schools should be prepared.

⮱ *Response*
- Movement during the actual tremors is not recommended. **Inside** the building, inform staff and students to take cover under desks, when possible, and cover their heads and necks. They should stay away from glass, outside windows and doors, shelves, and any objects that may fall. Students and staff in classrooms with windows should relocate to the hallways or stairwells. **Outside** the building, staff and students should move away from buildings and avoid utility lines.

⮱ *After the Tremors Stop* (*See **Emergency Evacuation***)
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE**: administrators must re-direct classes if the predetermined routes pass near damaged areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the ***Emergency Kit*** to the assembly area(s).
- Use walkie/talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma and alert staff members trained in CPR and First Aid.
- **DO NOT REENTER BUILDING**
- Call the *Crisis Management Team.*
- Call central office.
- Contact Service Center to inspect building for possible damage.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

HURRICANE

➲ *Preparedness*
- Monitor weather reports and be available to receive calls from emergency personnel, central office, GEMA, and/or the National Weather Service.
- Bring all outdoor equipment inside of the building.
- Move equipment away from doors and windows.
- Unplug all electrical equipment.
- Remove all objects that may fall to floor level.
- Contact the Service Center and GEMA for more information on building preparations.
- If the building has been designated as an evacuation shelter, determine its "structural integrity" with the help of the GEMA.
- With the assistance of GEMA, identify and designate the most appropriate protective areas within the school building.
- Work with GEMA to develop a plan to provide provisions for temporary shelter and for checking-in and checking-out evacuees.
- Check school activity calendar to identify school activities or events that conflict within the estimated time period for the hurricane warning area. Reschedule those activities in time to announce to students, staff, and public.
- If a hurricane or storms related to the hurricane move through the area of the building, carefully survey the building after the danger has passed, but do not enter the building if it appears structural damage has occurred. Instead, immediately report the damage to the central office and local county emergency personnel. Do not approach downed electrical lines near or on the building.
- Any and all damage, even minor damage, should be immediately reported to the Service Center.

➲ *Response (See Sheltering)*
- Monitor weather conditions in the affected areas via radio or television broadcasts.
- Evacuate students immediately in accordance with emergency early dismissal procedures.
  ⇒ *Contact central office to issue news release regarding early dismissal.*
- If the situation, according to emergency personnel, does not permit an evacuation, keep the students at school or in an alternate safe location.
- Warn students walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.
- Shut off the water at mains so that contaminated water will not back up into the school water supply.
⇒ The decision to open or close the school the next school day should be made jointly by:
  - Superintendent's Office
  - Principal and staff
  - School System Service Center
  - Local Emergency Personnel and/or GEMA

UTILITY EMERGENCY/AFTER-HOURS EMERGENCY
Electrical power failure, gas line break or leak, water main or sewer break

➲ **Should building need to be evacuated** *(See Emergency Evacuation)*
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits.
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the *Emergency Kit* to the assembly area (s).
- Use walkie/talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- Everyone should remain in assembly areas until the "all clear" signal/message is given. Once students are in the building, use intercom to explain situation.
- Contact Service Center to inspect building for possible damage or danger.
- Call the *Crisis Management Team.*
- Call central office.
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➲ *Electrical Power Failure*
During and After School Hours:
- **Local Utility Provider Hotline Number**

➲ *Gas Line Break*
During or After School Hours:
- **Local Utility Provider Hotline Number**

➲ *Water Main Break or Sewer Break*
During or After School Hours:
- **Local County Watershed Management**

BACTERIA OR MICROORGANISM THREAT
Receipt of or threat to receive a bacteria-laced or microorganism-laced letter, box,
container, envelope

➲ *Preparedness*

- Persons who handle mail and packages should be alert to unusual packages or letters (e.g., excess postage on a small package or letter indicates that the object was not weighed by the Post Office, no postage or non-canceled postage, handwritten notes such as "to be opened by Mr. Smith," leaks, stains or sharp points. Students and volunteers should NOT be allowed to open or handle school mail.

➲ *Response* (*See* **Emergency Evacuation***)

- Call **911**
- Isolate letter or package.
- Place letter or package in a plastic bag that can be sealed.
- Evacuate and seal off the area of building.
- Assign staff to prevent others from entering the area.
- Isolate victim or victims who have come into contact with letter or package.
- Identify victims fully with name, address, and telephone number for first responders and health officials.
- Decontaminate as instructed by medical/health personnel.
- Contact Service Center to inspect building for danger.
- Call the *Crisis Management Team*
- Call central office
- Administrative staff, with assistance from the School System Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

HELPFUL TIPS AND INFORMATION

➲ **INFORMATION NEEDED WHEN CALLING THE CENTRAL OFFICE:**
- Name of person calling
- School name
- Description of the incident
- Names of people involved
- Grade of students involved
- Injuries (if applicable)
- Damage (if applicable)
- What action the school has taken thus far
- Other information that impacts the school or school system
- Provide phone numbers to school, including private number
- If incident necessitates someone coming to the school, give specific instructions (e.g., where to park, who to meet, what door to use, etc.)

➲ **HOW TO DEAL WITH THE NEWS MEDIA**
- Greet the reporter/crew politely. Tell them to wait in the press car/truck or designate an area for them to sit in the school office away from students and the incident or incident area.
- Call the central office. Ask the School System Information Office for advice or request that someone come to the scene as the official spokesperson.
- Tell the reporter/crew that students interviewed and photographed during a crisis, controversial, commercial, or political situation must have permission slips signed by a parent or guardian.

➲ **LIST CPR AND FIRST AID STAFF PERSONS**
- Names:

➲ **QUICK REFERENCE PHONE NUMBERS**
- Superintendent's Office:
- Central Office:
- Crisis Management Team (or Support Services):
- Local Utility Provider Hotline Phone Numbers:
- Local County Department of Watershed Management:
- School district maintenance staff:
- Police Department:
- Transportation:

- **POISON CONTROL/EMERGENCY 1-800-222-2222**

XIV. SAMPLE CRISIS PREPAREDNESS AND RESPONSE PROTOCOLS FOR OTHER SITUATIONS

SAMPLE STADIUM EMERGENCY EVACUATION PROTOCOL
(The following protocol is on posters and in the pre-game announcements.)

♦ In all stadiums, the primary route of evacuation is to the playing field and then to outlying areas adjacent to the field.
♦ In the event of an emergency, all persons shall move to the exits leading to the playing field in an orderly fashion.

Persons shall <u>not</u> exit to the parking lot, unless directed to do so by law enforcement officers.

♦ Once on the playing field, all persons shall move to the fence exits, as directed by law enforcement officers.
♦ If you are in the concession area during an emergency evacuation, move to the closest exit, as directed by law enforcement officers.

> *Please note that the family and friend reunification point after the emergency situation has abated is the playing field. At that time, law enforcement personnel will determine and announce when persons may return to the parking lots.*

NOTES:

1. *All persons entering the stadium must clear through the metal detector.*
2. *No coolers, book-bags, or large containers are allowed in the stadium.*
3. *No persons may leave the stadium area and re-enter.*
4. *Anything suspicious should be reported to a law enforcement officer.*

Please know that an emergency evacuation is very unlikely, however, it is imperative for all persons to be prepared.

In addition to these procedures, other measures and strategies have been implemented to support safety and security at all stadiums

SAMPLE SCHOOL EMERGENCY SHELTER PROTOCOL

In the event of an emergency, based on the GEMA emergency protocol, local school district schools may become temporary shelters. In the event of an emergency activation, the following protocol will be followed:

- ✓ GEMA, the American Red Cross and the school district will determine which schools are in the emergency response area(s).
- ✓ The Superintendent will assign staff to determine the status of schools in the area(s) in which shelters are requested.
- ✓ The school police and/or local police department will proceed to the designated schools to open the facility as soon as possible.
- ✓ The Superintendent will contact the principal(s) of the designated schools.
- ✓ The principal(s) will take appropriate steps to make necessary arrangements to continue the operation of the shelter at the school.
- ✓ If food service is requested in the operation of the shelter, the principal will notify the Director of Finance for Food Services for the school system. The principal will also be responsible for contacting cafeteria personnel to help staff and operate the kitchen in the preparation of food.
- ✓ The Director of Finance for Food Services will contact the State Department of Education to inform them that USDA-provided and purchased foods are being used to feed displaced people during the emergency. The Director will follow-up with the State to request replacement of foods used for feeding.
- ✓ The principal and cafeteria manager of the school shall maintain operational control over the kitchen and dining facilities.
- ✓ The Service Center will be notified to be on standby for possible maintenance or food deliveries.
- ✓ The cafeteria manager will take an inventory of all foods and supplies on hand and will plan menus based on what foods are available and will make requests for additional foods if needed. For reimbursement purposes, a careful inventory of food used during the emergency should be kept.
- ✓ No school personnel or volunteer is authorized to use school system kitchen equipment, except school district food services staff.

OTHER POSSIBLE HAZARDS

Is the school near an airport? If "yes," does the school have an evacuation plan based on the location of the airport and flight patterns? Does the airport staff know how to communicate with the school in the event of an emergency at or near the airport? Does the school have a way to communicate with the airport staff? Does the local fire department have an airport emergency plan; if so, does it include the school?

Is the school near above-ground chemical storage tanks or an industrial park? If "yes," does the school have an evacuation plan based on the location of the storage tanks or industrial park? Does the chemical storage company or companies in the industrial park know how to communicate with the school in the event of an emergency? Does the school have a way to

communicate with companies with the chemical storage tanks or with companies in the industrial park? Does the school have identified staff that can turn off the HVAC fresh-air mix? Does the local fire department have an emergency plan? If so, does it include the school?

Is the school near railroad tracks? If "yes," does the school have an evacuation plan based on a possible derailment? Does the local fire department have an emergency plan? If so, does it include the school?

IN THE EVENT OF A FULL-SCALE SCHOOL EVACUATION EMERGENCY, DOES THE LOCAL FIRE DEPARTMENT AND LAW ENFORCEMENT AGENCIES KNOW HOW MANY STUDENTS AND STAFF MEMBERS ARE IN THE SCHOOL? DO THE FIRST RESPONDERS HAVE A COPY OF THE SCHOOL DISTRICT SCHOOL CALENDAR?

REFERENCES AND RESOURCES

- *Early Warning, Timely Response: A Guide to Safe Schools*, United States Department of Education
- *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education
- *The School Shooter: A Threat Assessment Perspective*, Federal Bureau of Investigation
- *Review of School Safety Research*, National School Safety Center
- *Model School Crisis Management Plan*, Virginia Department of Education
- *Crisis Management Workbook*, Fairfax County Public Schools
- *Crisis Management Guide*, United States Department of Defense Education
- National Clearinghouse for Educational Facilities
- *School Crisis Management,* Washington State Government
- Georgia Emergency Management Agency – Safe Schools Unit
- Seattle Public School District, *All-Hazards Plans*
- DeKalb County School District (Georgia)

Office of Safe and Drug-Free Schools Emergency Planning Web Site: Emergency planning is part of the Department's Lead and Manage My School series, a group of Web sites designed to support administrators. It offers emergency planning resources, grants, publications, and more. Accessible at http://www.ed.gov/emergencyplan

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center: The REMS TA Center Web site offers additional school-based resources addressing emergency management through its four phases. Resources include three major publications series, archived training materials, referral links and the opportunity to pose direct technical assistance questions. http://rems.ed.gov

Tips for Helping Students Recovering From Traumatic Events: This brochure provides practical information for parents and students who are coping with the aftermath of a natural disaster, as well as teachers, coaches, school administrators and others who are helping those affected. Accessible at http://www.ed.gov/parents/academic/help/recovering/index.html

The Department of Homeland Security and the Department of Education hosted a virtual town hall on K–12 school preparedness to provide an overview of grant opportunities, planning, training and other preparedness tools available to school districts nationwide. Information is accessible at http://www.vodium.com/goto/dhs/schoolprep.asp

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Appendix

Sample

Crisis Management Checklist

Crisis Planning Checklist

Building and Grounds

School Interior	Yes	No	N/A
1. If a classroom is vacant, students are restricted from entering unsupervised			
2. The bathroom walls are free of graffiti			
3. The entrance lobby is visible from the main office			
4. Chemical storage areas are locked			
5. Hallways are free of travel impediments			
6. Boiler room is clean, free of debris, is not used for storage, access is controlled, and is inspected.			
7. Restrooms are inspected for cleanliness and safety on a regular basis			
8. Surveillance cameras and monitors are installed in strategic locations			
Lighting			
1. The hallways are properly lighted			
2. Bathrooms are properly lighted			
3. Access to electrical panels is restricted			
4. Hallways have emergency lighting			
Doors			
1. Faculty members are required to lock classrooms upon leaving			
2. Multiple entries to the building are controlled and supervised			
3. Doors accessing internal courtyards are locked to prevent outside entry			
4. Mechanical rooms/hazardous material storage areas are kept locked			
5. School has a record of maintenance work orders on doors/windows			
6. Areas accessible to intruders are secure			

1. Exit signs are clearly visible and lighted			
2. Visitor signs are posted			
3. Weapons law signs/stickers are posted			
4. Tobacco free campus signs/stickers are posted			
5. Choking guidelines posted in cafeteria			
6. Lab safety procedures are posted and reviewed			
7. Fire extinguisher locations are clearly marked and regularly inspected			
8. School staff is trained on the use of fire extinguishers.			
9. Stadium evacuation procedures are posted			

School Exterior	**Yes**	**No**	**N/A**
Extracurricular/Play Areas			
1. Play areas are fenced			
2. Good visual surveillance of play equipment is possible			
3. Vehicular access to play areas is restricted			
4. Bleachers are in good condition			
5. Play/extracurricular areas are supervised			
6. The school ground is free of obstacles, graffiti, trash and debris			
7. Emergency vehicles can access play and athletic fields easily			
8. Surveillance cameras are installed in strategic locations			
Signage			
	Yes	**No**	**N/A**
1. School Safety Zone signs are posted			
2. Clearly marked visitor entrance to main office			
3. Visitor and handicapped parking areas are clearly marked			

Lighting			
	Yes	**No**	**N/A**
1. There is adequate lighting around the building			
2. Lighting is provided at the entrances			
3. Directional lights aimed at the building			
Windows and Doors			
1. Windows and doors are in good repair			
2. Windows and doors are adequately secured after hours			
Student Transportation Issues			
1. Staff members are assigned to bus area during loading/unloading			
2. Access to bus loading/unloading areas is restricted during arrival/ dismissal			
3. An area is designated as the pick-up/drop-off zone for non-bus riders			
4. An emergency dismissal procedure is in place			

School Policies

Procedures/Guidelines	Yes	No	N/A
Security			
1. Unused areas of the school can be closed off during after school activities			
2. There is two-way communication possible with administrators/SRO's			
3. Teachers have the capability of communicating to office from classroom			
4. There is a central alarm system			
5. Photo ID cards/badges are issued to all employees and are visible			
6. Visitors are required to sign in and out			
7. Visitor/guests badges are issued			
8. Shrubbery and trees do not block sight lines of campus			

9. Law enforcement monitors schools grounds after regular school hours and can contact school administrator(s)			
10. Security alarms are tested on a regular basis			
11. Proper photo ID is required of vendors, repairmen, etc.			

Law Enforcement Role			
1. A School Resource Officer is assigned to the school			
2. Incidents of crime that occur on school property/events are reported to law enforcement and other appropriate agencies			
3. Law enforcement personnel are involved in the development of school safety plan			
4. The school and law enforcement have an agreement of understanding that defines the roles and responsibilities of each group			
5. Local law enforcement provides after hours patrols of the school site			

Emergency/Crisis Plan			
	Yes	**No**	**N/A**
1. The school has an Emergency/Crisis Plan			
2. The plan includes all categories as required by Georgia law			
3. The Emergency/Crisis Plan is reviewed and updated each year			
4. The staff has received training on emergency procedures			
5. The staff has access to the Emergency/Crisis Plan			
6. The Emergency/Crisis Plan has been approved by GEMA			
7. Primary and secondary evacuation sites have been pre-determined for fire (500') & bomb threat (1000')			
8. Table top exercises and/or practices have been conducted with staff			
9. A reunification site has been established in case of emergency evacuation			
10. School staff is aware of proper response to blood and body fluid spills			
11. An appropriate number of staff members are trained in CPR			
12. Fire/tornado drills are conducted as required by Georgia law			
13. Intruder alert drills are conducted			
14. Evacuation routes are posted			

Administrative Procedures			
1. The principal and administrative staff are highly visible			
2. The Student Code of Conduct is revised and reviewed annually (students/staff)			
3. Students and/or parents sign for receipt of Student Code of Conduct			
4. Behavioral expectations and consequences for violations are clearly outlined			
5. A chain-of-command has been established when the principal is away			
6. Disciplinary consequences are fairly and consistently enforced			
7. Security measures/administrative supervision is established for extracurricular activities			
8. Staff members are assigned to supervise students (halls/bus/restrooms/cafeteria)			
9. Student medicines are secured (locked cabinet/desk)			
10. Student check-out procedures are in place; only to an authorized adult			
11. Teachers/administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.)			
12. Federal/state laws regarding students with disabilities are followed			
13. Policies and procedures have been developed to allow students to transfer to another school if they are a victim of a violent criminal offense			
14. School personnel know the location of shutoffs for gas, water, HVAC, etc.			
15. School files and records are maintained in locked, fireproof containers or vaults			
16. There is a control system in place to monitor keys and duplicates and/or card access systems			
Data Collection and Reporting			
1. An incident reporting database has been established			
2. Discipline incidents are accurately recorded			
3. Discipline incidents are regularly monitored			
4. Administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.)			
	Yes	No	N/A
5. Chronic discipline procedures have been developed concerning students with recurring problems			
6. Students are referred to a disciplinary tribunal hearing for serious violations of school rules			

7. The outcome of disciplinary tribunal hearings are recorded in the student's discipline record			
8. Unsafe School Choice Option (USCO) offenses are accurately reported in the end-of-year data collection			

Prevention, Intervention, Planning, Communications, Collaboration

1. Students have access to conflict resolution/peer mediation programs			
2. Diversity awareness is emphasized			
3. Academic programs are available for "at risk students"			
4. Students and parents are aware of school student support resources			
5. Counselors facilitate student assistance programs/groups			
6. Students have opportunities to be actively involved			
7. Parents are encouraged to volunteer and play an active role in the school			
8. Bullying prevention programs or strategies are in place			
9. Connect with community emergency responders to identify local hazards.			
10. Determine who is responsible for overseeing violence prevention strategies in your school.			
11. Review incident data.			
12. Determine the major problems in your school with regard to student crime and violence.			
13. Assess how the school addresses these problems.			
14. Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.			
15. Mitigation requires assessment of local threats. Work with the local emergency management director to assess surrounding hazards.			
16. Determine what crisis plans exist in the district, school, and community.			
17. Identify all stakeholders involved in crisis planning.			
18. Develop procedures for communicating with staff, students, families, and the media.			
19. Establish procedures to account for students during a crisis.			
20. Gather information that exists about the school facility, such as maps and the location of utility shutoffs.			
21. Identify the necessary equipment that should be assembled to assist staff in a crisis.			

	Yes	No	N/A
22. Identify the stakeholders to be involved in developing the crisis management plan (the people who are concerned about the safety of the school and the people who will be called upon to assist when a crisis occurs). Ask stakeholders to provide feedback on sections of the plan that pertain to them. For example, ask families to comment on procedures for communicating with them during a crisis.			
23. Create working relationships with emergency responders. It is important to learn how these organizations function and how you will work with each other during a crisis.			
24. It is essential to work with city and county emergency planners. Know the kinds of support municipalities/counties can provide during a crisis, as well as any plans the city/county has for schools during a crisis.			
25. Is the administrative staff aware of Incident Command protocols?			
26. Address how the school will communicate with all of the individuals who are directly or indirectly involved in the crisis. One of the first steps in planning for communication is to develop a mechanism to notify students and staff that an incident is occurring and to instruct them on what to do.			
27. Consider whether there are enough master keys for emergency responders so that they have complete access to the school. Get phones and radios necessary for communication.			
28. Maintain a cache of first aid supplies, food, water, etc. for staff and students during the incident. Prepare response kits for secretaries, school nurses, and teachers. For nurse's kit consider students emergency medications as well as first aid supplies.			
29. The evacuation plan should include backup buildings to serve as emergency shelters such as nearby community center, religious institutions, businesses, or other schools. Agreements for using these spaces should be negotiated or reconfirmed prior to the beginning of each school year.			
30. All staff members understand Lockdown procedures. Lockdown is called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy. All exterior doors are locked and students and staff stay in their classrooms. Windows will be covered.			
31. Shelter-in-Place plans have been developed. Shelter-in-Place is used when there is not time to evacuate or when it may be harmful to leave the building. Shelter-in-Place in commonly used during hazardous material spills. Students and staff are held in the building and windows and doors are sealed. There can be limited movement within the building.			
32. In a crisis, emergency responders will need to know the location of everything in the school. School floor plans will be available and multiple copies will be made for school staff and for first responders during an emergency situation.			

	Yes	No	N/A
33. Be sure to inform families of release procedures before a crisis occurs. Accurate and practiced procedures for tracking student release and ensuring that students are only released to authorized individuals must be developed.			
34. Staff understands they should <u>not delay calling 911</u>. It is better to have emergency responders on the scene as soon as possible, even if the incident has even resolved by the time they arrive, than to delay calling and risk further injury and damage.			
35. Designate a location for EMS to treat the seriously injured. The school plan should identify qualified staff to determine who needs emergency first aid.			
36. All information released to the media and public should be funneled through a single public information officer.			
37. Has staff been told to write down every action taken during the response? This will provide a record of appropriate implementation of the crisis plan. Also necessary is recording damage for insurance purposes and tracking financial expenditures related to the incident. ***Keep all original notes and records, these are legal documents.***			
Recovery			
1. Staff has been identified to check condition of building before re-opening.			
2. Plans are in place for the Crisis Team to aid recovery.			
3. Plans are in place to inform staff and parents of support services available for crisis recovery.			
4. Following a crisis, buildings and surrounding grounds may need repairing. Assign staff to conduct safety audits to determine what parts of the buildings can be used and plan for repairing those that are damaged.			

For more information and/or questions about this manual, please contact:

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Notes