

Emergency Management Response Plan

Pikeville High School

Jason Booher

Principal Signature

2019-20

Date



Kentucky Center for School Safety



Pikeville High School
Emergency Management Plan
TABLE OF CONTENTS

CONTACTS

Emergency Response Team Assignments	1
Local/Regional Emergency Response Numbers	2

EVACUATION PLANS

Drill Schedule and Log	3
1 st Floor Evacuation Routes	4
2 nd Floor Evacuation Routes	5
Students Needing Assistance	6
Outdoor Assembly for Standard Evacuation	7
Outdoor Evacuation Seating Chart	8
Off-Site Evacuation Location (Walking)	9
Off-Site Evacuation Location (Requiring Transportation)	10
School Accountability and Release	11

REFERENCE GUIDE

Accidents at School	14
Assessment of Threat	15
Bomb Threat	24
Bomb Threat Report (Post)	25
Hostage Situation	26
Missing Person	27
Rape/Sexual Abuse	28
Suicide	29
Threat of Harm (Active Shooter/Assault/Intruder/Weapon)	30
Allergic Reactions	31
Chemical Spill	32
Infectious Diseases	33
Poisoning	34
Aircraft Crash	35
Bus Accident	36
Cyber Threat	37
Fire	38
Gas Leak	39
Earthquake	40
Weather Related Emergency	41
Universal Emergency Procedures	41a

<u>RISK ASSESSMENT TOOL</u>	42
------------------------------------	----

<u>BUILDING PLANS</u>	52
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Emergency Response Team Assignments

In general, Incident Command System (ICS) or Emergency Response Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school Emergency Response Team assignments.

Title	Name Location & Numbers	Alternate Name Location & Numbers
<u>Incident Command:</u> Principal	Jason Booher Pikeville HS Principal 432-0185 (422-9019)	Shawne Wells Pikeville HS Assistant Principal 432-0185 (794-0849)
<u>Safety Official:</u> Security, Law Enforcement	Chief Chris Edmonds Pikeville City Police Chief 253-1455	Officer Tony Conn Pikeville City Police 339-7512
<u>Public Information Official:</u> Media Contact	Jerry Green Pikeville Ind Schools Superintendent 432-8161 (454-9199)	Jason Booher Pikeville HS Principal 432-0185 (422-9019)
<u>Liaison Official:</u> Liaison to Outside Agencies	Jerry Green Pikeville Ind Schools Superintendent 432-8161 (454-9199)	Jason Booher Pikeville HS Principal 432-0185 (422-9019)
<u>Planning/Intelligence:</u> Situation Analysis	Jason Booher Pikeville HS Principal 432-0185 (422-9019)	Chris McNamee Pikeville Ind Safe Schools Director 437-5713 (434-5352)
<u>Operations:</u> Student Accounting & Release	Jason Booher Pikeville HS Principal 432-0185 (422-9019)	Lois Blackburn Pikeville HS 432-0185
<u>Operations:</u> Facility & Environmental	Neil Gasparac Director of Maintenance 432-0185 (424-7921)	Chris McNamee Pikeville Ind Safe Schools Director 437-5713 (434-5352)
<u>Operations:</u> First Aid, CPR, Medical	Denise McCoy Pikeville HS Nurse 432-0185	Shawne Wells Pikeville HS Assistant Principal 432-0185 (794-0849)
<u>Operations:</u> Crisis Intervention & Response	Dawn Stewart Pikeville HS Guidance Counselor 432-0185	Jason Booher Pikeville HS Principal 432-0185 (422-9019)
<u>Operations:</u> Food, water, sanitation	Kristy Orem Director of Nutritional Services 432-0185	Neil Gasparac Director of Maintenance 432-0185 (424-7921)
<u>Logistics:</u> Communications	Jerry Green Pikeville Ind Schools Superintendent 432-8161 (454-9199)	Kathy Shurtleff Pikeville HS Office Clerk 432-0185 (434-0202)
<u>Logistics:</u> Supplies	Jason Booher Pikeville HS Principal 432-0185 (422-9019)	Kathy Shurtleff Pikeville HS Office Clerk 432-0185 (434-0202)
<u>Administration & Finance:</u> Documentation	Denise Clark Pikeville Ind Finance Officer 432-8161 (213-6308)	Vivian Bentley Pikeville HS Finance Clerk 432-0185

Local/Regional Emergency Response Numbers

Pike County Disaster Services	Doug Tackett - Director	437-4126 or 432-0210
Pikeville Fire Department	Packey Bentley - Fire Chief	437-6234 or 911
Pikeville City Police	Chief Chris Edmonds	437-6236 or 911
Kentucky State Police	<i>Donnie Shewer</i>	433-7711
Pike County Sheriff	Rodney Scott	432-6260
Pikeville Medical Center	Donovan Blackburn	218-3500
Pike County Health Department	Paul Hopkins	437-5500
Pike Co. Dept. of Social Services	Diana Thacker	432-6246
American Electric Power		800-572-1113
American Red Cross		800-886-8330
Poison Control Center		800-222-1222
KY Community Crisis Response Board		800-564-0131

Drill Schedule and Log

Special note: As of 2013, all four emergency response drills (fire, lockdown, severe weather and earthquake) must be conducted within the first 30 days of the new school year and must be conducted again in January (see Appendix D: Kentucky Department of Education Guidance For: Senate Bill 8/ House Bill 354 Emergency Management Planning For Schools and Districts).

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

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

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1st:					
2nd:					
3rd:					
4th:					
5th:					
6th:					
7th:					
8th:					
9th:					
10th:					
11th:					
12th:					

Earthquake Drills:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Severe Weather Safe Area:

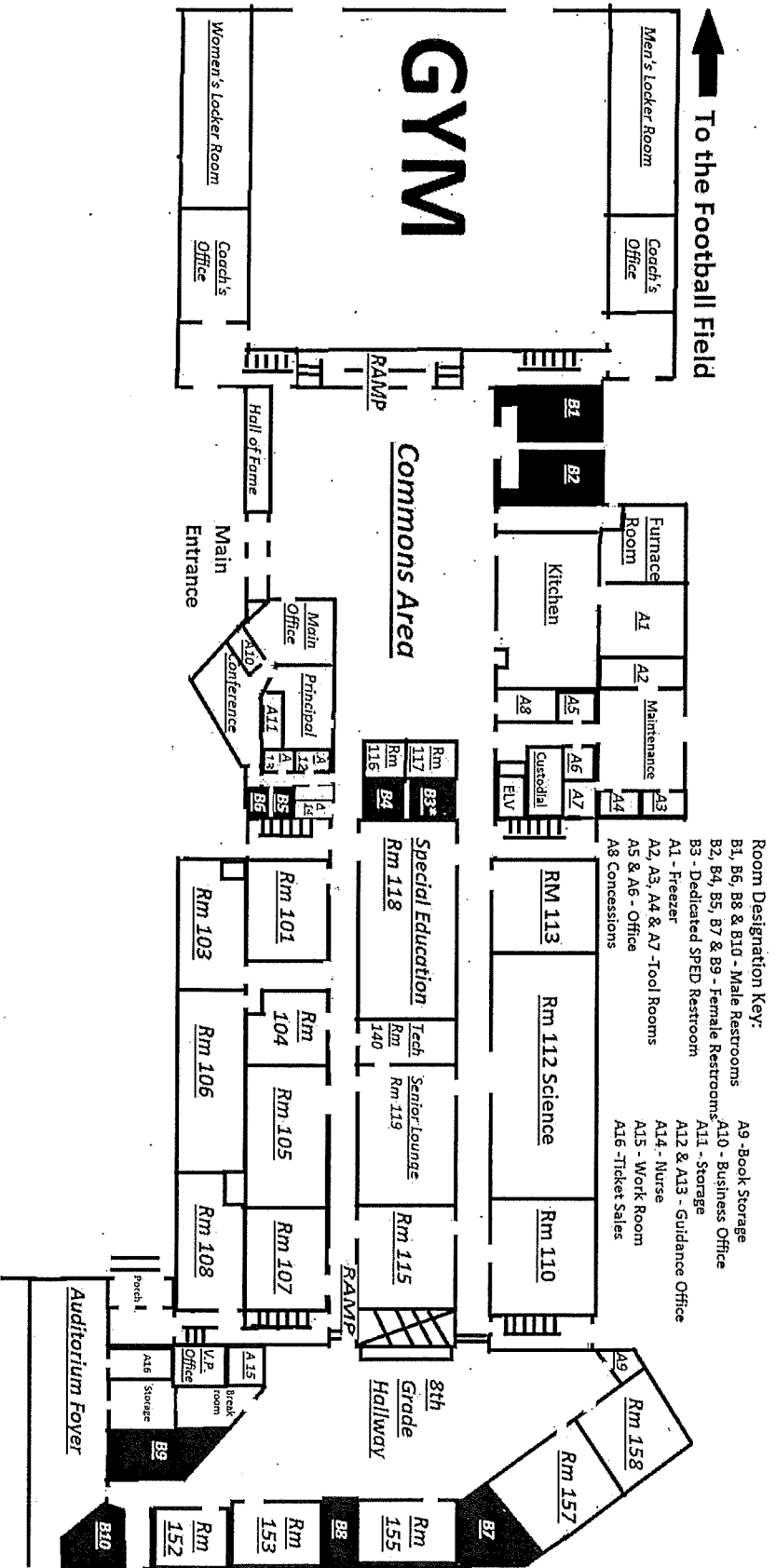
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Lockdown:

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

PIKEVILLE HIGH SCHOOL

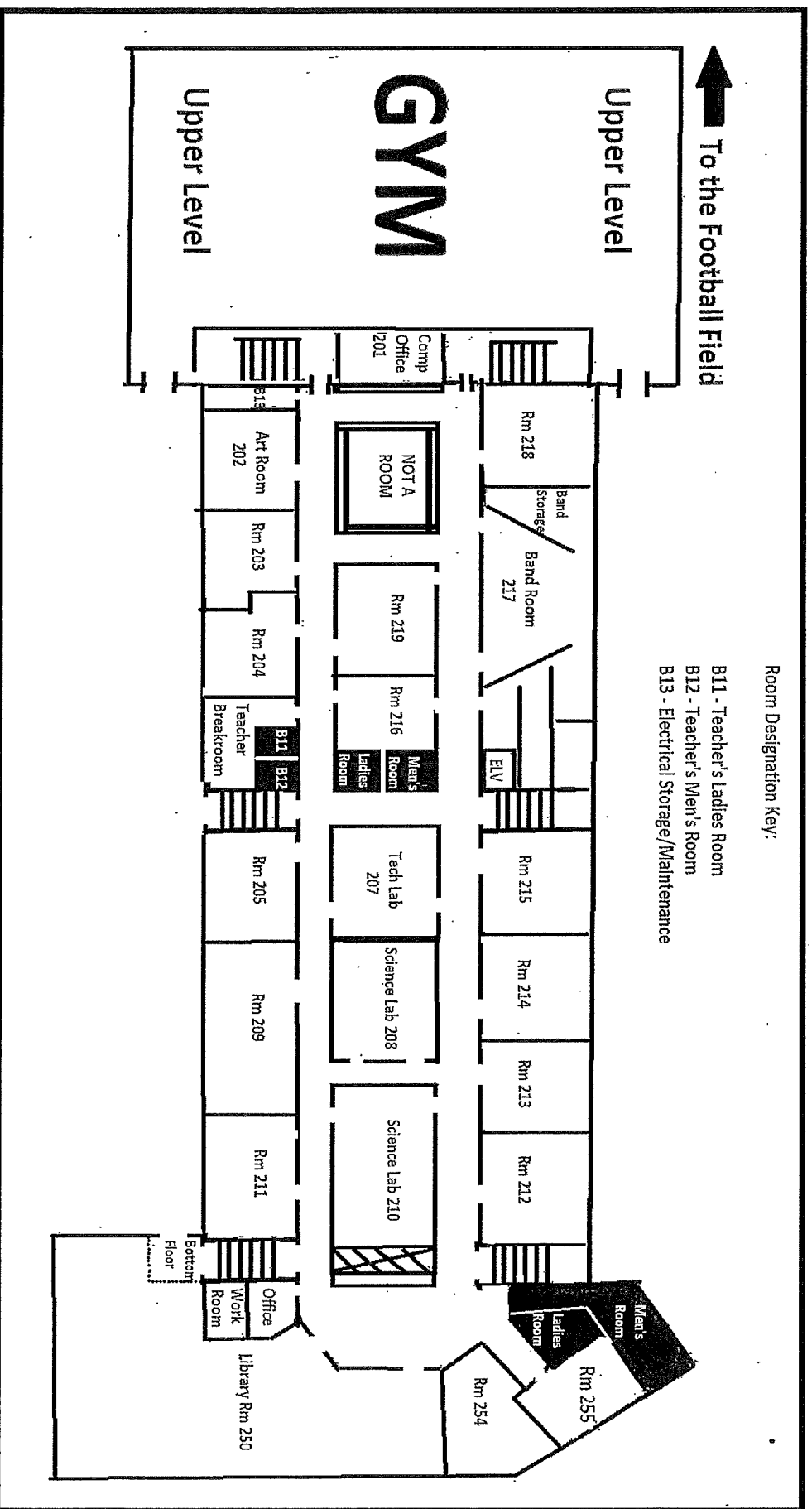
1st FLOOR EVACUATION ROUTES/PLAN



UPON EXITING THE BUILDING, PROCEED TO THE FRONT YARD OR
FOOTBALL FIELD AS INSTRUCTED

PIKEVILLE HIGH SCHOOL

2nd FLOOR EVACUATION ROUTES/PLAN



UPON EXITING THE BUILDING, PROCEED TO THE FRONT YARD OR
FOOTBALL FIELD AS INSTRUCTED

Assembly Area Outdoors, for Standard Evacuation

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

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

2. Designate each of the following in the Assembly Area:

Command Post Hambley Athletic Complex

Access for emergency vehicles Baseball Field parking lot (Jeanne Stone Way)

Student assembly areas (by grade level or team, etc.) _____

Students will assemble in the football stadium bleachers by grade (see attached diagram)

First aid area Driveway in front of football complex

Psychological first aid area Football locker room

Student release Baseball field parking lot

Media area Basketball court beside grass softball field

3. Communicate Student Accounting and Release procedures to parents.

A	B	C	Press Box	E	F	G
9 t h G r a d e	10 t h G r a d e	11 t h G r a d e	12 t h G r a d e		8 t h G r a d e	7 t h G r a d e

PHS FOOTBALL STADIUM

EVACUATION SEATING CHART

Off-Site Evacuation Location: Walking Distance

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

1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Off-Site Evacuation Locations and secure MOUs.
4. Designate each of the following:

Alternate Building Location	Lead Contact / Phone
Football Complex	Chris McNamee / 606-434-5352
_____	_____
_____	_____
(Address)	

Secondary Location	Lead Contact / Phone
Pikeville Independent Bus Garage	Chris McNamee / 606-434-5352
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, or for coordinating your school's plan with other schools or buildings on the same campus.

Off-Site Evacuation Location: Requiring Transport

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

1. Contact Director of Transportation in Central Office to coordinate and plan for transporting students and staff to an Off-Site Evacuation Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Off-Site Evacuation Location.
2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
3. Coordinate planning with other schools, community centers, businesses, churches, etc. to establish a MOU for Off-Site Evacuation Locations (schools across town may serve as alternate site for each other).
4. Designate each of the following:

Off-Site Evacuation Location

Appalachian Wireless Arena

Lead Contact / Phone

Phillip Reed - 606-422-9832

(Address)

Secondary Location

Pikeville Jr High Gym (Blue Goose)

Lead Contact / Phone

Kristy Orem - 606-616-0653

(Address)

USE SPACE BELOW for any special planning needs or for coordinating your school's plan with other schools or buildings on the same campus.

Buses will transport students to the lower level of the arena and they will enter the personnel entrance and be seated in the arena.

Teachers will communicate with the attendance clerk and let her know who is present and who is not present from their class.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

- Parents will sign out their children with the attendance clerk

[illegible]





INTRODUCTION

School emergencies are unexpected, unpredictable, and can take many forms. When developing school safety plans, Emergency Response Teams develop protocols to address threats or hazards specific to their school. *This quick and easy reference guide is for immediate response and is not a complete school safety plan.* This quick reference guide uses FEMA's four categories of school related emergencies:

- Adversarial, Incidental and Human-caused Threats (red tabs)
- Biological Hazards (yellow tabs)
- Technological Hazards (green tabs)
- Natural Hazards (blue tabs)

No one can be fully prepared for everything that may happen, but planning and practice are essential to determining how people will react in a crisis or emergency.

- Think of safety first
- Use common sense and training
- Act quickly and calmly
- Be factual and hold emotions in check when dealing with students and the community

This document is a companion to the Emergency Management Resource Guide (a template for school safety planning). Faculty, staff and students should familiarize themselves with its content and keep it readily accessible at all times.

References

Emergency Management Resource Guide. Kentucky Center for School Safety, 2016. Guide for Developing High-Quality School Emergency Operations Plans. FEMA, 2013.



ACCIDENTS AT SCHOOL

Staff actions:

- Report accident to principal, office; call 911 if warranted
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- For relatively minor events, have students taken to office or school nurse for assistance

Principal or designee actions:

- Provide appropriate medical attention, call 911 if needed, alert district office if deemed necessary
- Complete appropriate documentation
- Contact parents/guardians as appropriate to seek appropriate follow-up services if needed
- Document actions and complete incident reports



ASSESSMENT OF THREAT

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly. The process described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. They **are not** intended to encourage school-wide student profiling, labeling or stigmatizing of individuals.

In the event of an IMMEDIATE danger:

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)
- Take immediate action to move others from harm’s way
- Determine whether to implement lockdown

If “warning signs” are observed, but there is not an imminent risk:

- Have individual or team observing “warning signs” complete a Threat Assessment Referral Form (eight page assessment located in the Emergency Management Resource Guide, if not completed already)
- Activate appropriate members of Emergency Response Team
- Interview the individual of concern (employ the use of a trained counselor)
- Call 911, if necessary
- Notify superintendent, District Support Team and District Pupil Personnel
- Contact parents/guardians and obtain a release of information to exchange between agencies
- Make an immediate referral to a trained “Mental Health Care” professional, if warranted
- Develop an action plan according to the determined level of risk
- Document referrals, actions taken, follow-up plans, etc.

Assessment of Threat

(8 page section)

Introduction

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly. The processes described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. They **are not** intended to encourage school-wide student profiling, labeling or stigmatizing of individuals.

In the event of an IMMEDIATE danger:

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)
- Take immediate action to move others from harm’s way (in immediate vicinity of event)
- Initiate Lockdown procedures (determine who initiates the lockdown, keep this consistent across the school district)

If “Warning Signs” are observed, but there is not an imminent risk:

- Have individual or team observing “Warning Signs” complete a Threat Assessment Referral Form (if not completed already)
- Activate appropriate members of (School Based) Emergency Response Team
- Interview the individual of concern (consider using a trained counselor)
- Notify 911, if necessary
- Notify Superintendent, District Support Team and District Pupil Personnel
- Contact parents or legal guardian and obtain a release of information to exchange information between agencies
- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors by completing Threat Assessment Worksheet
- Make recommendations to parents to seek appropriate mental health services
- Determine level of risk using Risk for Harm Categories (page 107)
- Develop an action plan according to the determined level of risk
- Document referrals, actions taken, follow-up plans, etc.
- Develop a plan to monitor student’s response to actions taken, a “return to school plan” and to review new information as it becomes available

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

- _____
- _____
- _____
- _____

Threat Assessment Referral Form

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

Individual under concern _____ Date of birth _____

Person(s) completing this form _____ Room/phone _____

School _____ Date of referral _____

I. Reason for referral (explain your concerns) _____

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

- | | |
|---|--|
| <input type="checkbox"/> 1. Possession and/or use of firearm or other weapon | <input type="checkbox"/> 4. Severe rage for seemingly minor reasons |
| <input type="checkbox"/> 2. Suicide threats or statements | <input type="checkbox"/> 5. Severe destruction of property |
| <input type="checkbox"/> 3. Detailed threats of lethal violence (time, place, method, hit list) | <input type="checkbox"/> 6. Serious physical fighting with peers, family, others |

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

- | | |
|---|---|
| <input type="checkbox"/> 7. Social withdrawal or lacking interpersonal skills | <input type="checkbox"/> 18. Intolerance for differences, prejudicial attitudes |
| <input type="checkbox"/> 8. Excessive feelings of isolation and being alone | <input type="checkbox"/> 19. Drug and alcohol use |
| <input type="checkbox"/> 9. Excessive feelings of rejection | <input type="checkbox"/> 20. Affiliation with gangs |
| <input type="checkbox"/> 10. Being a victim of violence, teasing, bullying | <input type="checkbox"/> 21. Inappropriate access, possession, use of firearms |
| <input type="checkbox"/> 11. Feelings of being picked on | <input type="checkbox"/> 22. Threats of violence (direct or indirect) |
| <input type="checkbox"/> 12. Low school interest, poor academic performance | <input type="checkbox"/> 23. Talking about weapons or bombs |
| <input type="checkbox"/> 13. Expressions of violence in writings and drawings | <input type="checkbox"/> 24. Ruminating over perceived injustices |
| <input type="checkbox"/> 14. Uncontrolled anger | <input type="checkbox"/> 25. Seeing self as victim of a particular individual |
| <input type="checkbox"/> 15. Patterns of impulsive and chronic, hitting and bullying | <input type="checkbox"/> 26. General statements of distorted, bizarre thoughts |
| <input type="checkbox"/> 16. History of discipline problems | <input type="checkbox"/> 27. Feelings of being persecuted |
| <input type="checkbox"/> 17. History of violent, aggressive and antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12) | <input type="checkbox"/> 28. Obsession with particular person |
| | <input type="checkbox"/> 29. Depression |
| | <input type="checkbox"/> 30. Marked change in appearance |
| | <input type="checkbox"/> 31. Other _____ |

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

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

FOR OFFICE AND EMERGENCY RESPONSE TEAM USE:

Date Received: _____ School Case Manager assigned to follow referral: _____

Threat Assessment Worksheet (2 pages)

(To be completed by the School Based Case Worker and staff members who have daily contact with the student of concern)

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

Individual under concern _____ Date of birth _____

Person(s) completing this form _____

Parent/legal guardian name _____ Phone _____

School _____ Date of referral _____

I. School and Agency Involvement (past or present) *To determine if safety concerns have been noted by others. List name, contact information and date of involvement if known:*

School Law Enforcement or Discipline Referrals _____

Special Education, 504, or Under Consideration _____

School-Based Mental Health or Social Services _____

Family Resource and Youth Services Center _____

Community Social Services _____

Police, Juvenile Court, Probation Services _____

Community Mental Health Services _____

Current or prior institutionalization or foster care placement _____

Other _____

Comments/concerns expressed by any of the above _____

II. Risk Factors *(indicate if Observed, Documented, or Suspected; circle O, D, S, respectively)*

In possession or has access to weapons (O, D, S) _____

History of impulsive violent or other antisocial behavior (O, D, S) _____

Child abuse/neglect (O, D, S) _____

Isolation or social withdrawal (O, D, S) _____

Domestic violence or other family conflict (O, D, S) _____

Depression, mental illness, medical ailment (O, D, S) (list current medications) _____

Substance abuse or drug trafficking (O, D, S) _____

Fire setting (O, D, S) _____

Threat Assessment Worksheet — (Page 2)

II. Risk Factors *(continued) (indicate Observed, Documented, or Suspected, O, D, S, respectively)*

Bed wetting (O, D, S) _____

Cruelty to animals (O, D, S) _____

Preoccupation with real or fictional violence (O, D, S) _____

Repeated exposure to violence (desensitization) (O, D, S) _____

Gang involvement or affiliation (O, D, S) _____

Other _____

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

Recent public humiliation/embarrassment (whether instigated by adult or peer) _____

Boyfriend/girlfriend relationship difficulties _____

Death, loss or other traumatic event _____

Highly publicized violent act (such as a school shooting) _____

Family fight or conflict _____

Recent victim of teasing, bullying or abuse _____

Other _____

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

Effective parental involvement _____

Involved with mental health; list provider or agency (if known) _____

Social support networks (church, school, social organizations) _____

Close alliance with a supportive adult (counselor, mentor, teacher, minister, etc.) _____

Positive, constructive peer group _____

Appropriate outlets for anger or other strong feelings _____

Positive focus on the future or appropriate future events _____

Other _____

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

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

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

Risk (or Threat) Assessment Concepts

- I. **Warning Signs:** A sign or indicator that causes concern for safety.
 - A. **Imminent Warning Sign:** A sign which indicates that an individual is very close to behaving in a way that is potentially dangerous to self or others. Imminent Warning Signs call for *immediate* action by school authorities and law enforcement.
 - B. **Early Warning Signs:** Certain behavioral and emotional signs that, when viewed in a context, may signal a troubled individual. Early Warning Signs call for a referral to a school's Threat Assessment Team for assessment.
- II. **Risk Factors:** Historical or background conditions which may influence the potential for violence. These factors may include family history of violence, prior antisocial behavior, mental health background, and various social factors.
- III. **Precipitating Events:** Recent events or "triggers" which may increase potential for violence. These factors may include recent family conflict, rejection from a significant peer, serious conflict with a teacher, etc.
- IV. **Stabilizing Factors:** Support systems or networks in place for an individual which may *decrease* the likelihood for violence. These factors may include effective parental relationships, positive peer groups, strong relationship with a teacher, counselor or therapist, etc.
- V. **Threat Assessment:** The process of reviewing Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors when referring a student of concern to a mental health professional for further assessment. This information is forwarded to the mental health professional in an effort to assist in identifying the threat.

Risk For Harm Categories

Risk For Harm Categories provide a way for schools to determine and assign a level of risk based on a review of Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors. **Based on level of risk**, the Emergency Response Team develops action plans to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each Category **are not an exhaustive list**, but are provided as a frame of reference.

Category 1: Imminent Risk for Harm

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others.

Examples include:

- Detailed threats of lethal violence
- Suicide threats
- Possession and/or use of firearms or other weapons
- Hit list
- Serious physical fighting, etc.

Most individuals identified under this category will qualify for immediate hospitalization or arrest.

Responses may include:

- Immediate action to secure individual
- Facility lock down
- Security response
- Immediate referral to professional mental health provider
- Parent notification
- Background or records check
- “Return to school plans,” and/or ongoing case management

Category 2: High Risk for Harm

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.

Responses may include:

- Immediate action to secure individual
- Security response
- Parent notification
- Psychological consult/evaluation
- Background check

Category 3: Moderate Risk for Harm

An individual has displayed some Early Warning Signs and may have existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.).

Responses may include:

- Security response
- Parent notification
- Psychological consult/evaluation
- Background or records check
- Ongoing case management

Category 4: Minor Risk for Harm

An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.).

Responses may include:

- Review of school records
- Parent notification
- Psychological consult
- Security response

Category 5: Low / No Risk for Harm

Upon assessment it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc.

Responses may include:

- Investigation of the situation
- Notification and involvement of others as needed

Brief Interview Outline for Individual Under Concern

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

1. “Seems like you’ve been having a hard time lately, what’s going on?” *(to establish rapport and trust and to open dialog in a non-threatening way)*
2. “What is your understanding of why you have been asked to come to the office?” *(to review factual events)*
3. “What is your understanding of why school staff are concerned?” *(to determine if student is aware of effect behavior has on others)*
4. “What has been going on recently with you at school?” *(to look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads)*
5. “How are things going with your family?” *(to look into events such as recent moves, divorce, deaths or losses, conflict)*
6. “What else is going on with you?” *(to look into events outside of school such as community unrest, threats, police involvement, medical issues, etc.)*
7. “Who do you have to talk to or assist you with this situation?” *(to determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family supports, church groups, etc.)*
8. “Given (whatever is going on), what are you planning to do?” or, “What are you thinking about doing?” *(follow-up on appropriate leads, including the level of detail in stated plans, ability to carry out plans, etc.)* **(NOTE: If there is an IMMINENT RISK take immediate action to maintain safety by contacting school security and/or 911).**
9. Close with a statement that describes short term next steps (i.e., “I’ll need to contact your parents to talk about...”, I will also need to speak with the principal and the assistant principals for possible further action(s) and we will need to devise a plan for next steps). Try to determine student’s mood prior to his/her departure, and alert others if necessary.



BOMB THREAT

In the event of a Bomb Threat to the school or facility:

Staff actions:

Most bomb threats are called in, but some are made using e-mail, social media, a written note or as graffiti. Using the bulleted list below, gather as much information as possible:

- Notify principal
- Share all information gathered; location, type of bomb, expected time of explosion, suspected perpetrator
- Do not erase threat until it is documented (photo) and law enforcement / incident commander has directed to do so

In case if a phoned in bomb threat:

- Prolong the conversation as much as possible
- Identify background noises and voice characteristics
- Engage the caller to give description of bomb, where it is, and when it is due to explode
- Determine the caller's knowledge of the facility
- **AVOID HANGING UP THE PHONE** (use another phone to call authorities)
- Complete the Post Bomb Threat Report (**inside back cover of this document**)
- Alert the principal or person in charge (without hanging up)

Principal / Designee:

- Call 911 and District Support Team
- Using standard procedures the Incident Commander needs to make a decision on whether to evacuate the building or to stay inside. **NOTE:** If an evacuation response is initiated, modify evacuation routes if necessary based on possible location of bomb
- Instruct staff to perform a security scan* of their assigned area
- If what appears to be a bomb is found: **DO NOT TOUCH IT**; the police department will take charge
- Turn off cell phones and **DO NOT** transmit with radios
- Leave the immediate environment as it is
- Avoid altering any electrical items or systems (**DO NOT** turn on or off lights, **DO NOT** change thermostat, etc.)
- Avoid opening and closing doors
- Evacuate personnel at least 300 feet from the building; during inclement weather and a possible prolonged search, move students to an Alternate Building Location
- Check absentee list for possible clues to who might have phoned in the bomb scare
- Follow standard student accounting and reporting procedures
- Once first responders have determined that the threat is not credible, return to class
- Document actions and complete incident reports

*Security scan – visually inspecting a familiar area for an unfamiliar object(s)

POST BOMB THREAT REPORT
(Completed by person receiving the call)

Date _____ Time of call _____

What telephone number was the bomb threat received on? _____

Exact language/wording used by the caller _____

Record the following information as provided:

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

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (check/fill in):

Gender: ☐ Male ☐ Female Describe _____

Age: ☐ Adult ☐ Child Describe/estimate age _____

Speech: ☐ Normal ☐ Excited Describe _____

Speech: ☐ Slow ☐ Fast Describe _____

Did the caller have an accent? Describe: _____

Did you recognize the caller's voice? Describe: _____

Background noises: ☐ music ☐ traffic ☐ machine ☐ voices/talking

☐ airplanes ☐ typing ☐ children ☐ TV/radio

☐ other _____

Other Notes: _____

Person receiving call:

Name _____ Home Phone _____

Address _____

Notification:

School Principal _____ Time _____

Police _____ Time _____



HOSTAGE SITUATION / KIDNAPPING

Staff Actions:

- Notify principal
- Keep all students in their classrooms until further notice

Principal, team:

- Initiate Lockdown
- Call 911, superintendent, District Support Team
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances should the students be evacuated from the building without approval and/or assistance
- If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building
- Document actions and complete incident reports



MISSING PERSON

Staff Actions:

- Notify the principal with description of missing person and description of suspect if known
- Move other children (if present) away from area

Principal / Designee:

- Call 911
- Notify District Support Team, central office
- Contact the family of the missing person to establish a communication plan
- Assemble the appropriate Emergency Response Team members to manage the crisis
- If the incident occurs during the school day, classroom routine should be maintained
- Conduct immediate search of school building and grounds
- Provide a picture and obtain a full description of the missing person (including clothing) to assist the police
- In cases of kidnapping/abduction, obtain a description of the suspect from witnesses
- When the person is found, contact the appropriate parties as needed
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions
- Prepare an appropriate notice (preferably in writing) for parents/guardians
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary
- Document actions and complete incident reports



RAPE / SEXUAL ABUSE

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Response Team, the District's Support Team and school personnel must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. **It is absolutely mandatory that all information related to the incident be kept confidential.** Refer all questions to local law enforcement.

Rape / Sexual Abuse is a crisis to be addressed in the following manner:

- Confidentiality should be maintained during the investigation (by all staff members)
- Report to appropriate authorities (e.g., CFC, law enforcement)
- Ensure the physical safety of the student until authorities arrive
- Secure immediate medical treatment, if needed
- Store all records related to rape or other sexual abuse incident in a confidential file
- Document actions and complete incident reports



SUICIDE

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

The following classifications offer three (3) levels of suicide risk with students:

1) Suicidal Threat or Ideation

(Located in Emergency Management Resource Guide)

2) Suicide Attempt at School

3) Suicide Completed

(Located in Emergency Management Resource Guide)

Suicide Attempt at School

In the event of an actual suicide attempt:

Staff Actions:

- Notify principal
- Ensure the short-term physical safety of the student

Principal / designee, counselor:

- Call 911, District Support Team, central office
- School nurse, counselor or other staff administer first aid until emergency responders arrive, if necessary
- The student will be kept in the constant presence of an adult until emergency responders arrive (child shall not be left alone at any time)
- The principal, (or other designated professional) will communicate with the appropriate school personnel, parents/guardians and counselors
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)



THREAT OF HARM / Active Shooter / Assault / Intruder / Hostage / Weapon

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

Staff action:

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

Principal / Designee:

- Call 911, superintendent, District Support Team
- Attempt to determine:
 - Location of the threat and number of persons involved
 - Physical description of persons in harm
 - Number and type of any weapon being used
- Document actions and complete incident reports



ALLERGIC REACTION

Possible Symptoms:

Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough, hoarseness

Staff First Actions:

- If imminent risk, call 911
- Notify principal and school nurse
- Send for immediate help (first aid, CPR, medical) and medication kit (for known allergies)
- Assist in getting "Epi pen" (Epinephrine) for individuals who need them, and prescription medications (usually kept in office)
- Keep student/employee comfortable and move only for safety reasons

Principal / Designee:

- Call 911, depending on circumstances
- Notify parents/guardians immediately – document person contacted, time and method of contact
- If appropriate, administer medication, by order of a doctor; apply ice pack to affected area, keep victim warm
- Observe for respiratory difficulty
- Record time and site of insect sting or food ingested, name of medicine, dosage and time administered (take photo of area if appropriate)
- Document actions and complete incident reports



CHEMICAL MATERIAL SPILL

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

Accidents originating OUTSIDE the building:

Staff actions:

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

Principal / Designee:

- Initiate Shelter in Place, shut off HVAC units, seal doors and windows as needed
- Call 911, notify District Support Team
- Do not leave the building unless instructed to do so by emergency management officials
- Document actions and complete incident reports

Accidents originating INSIDE the building:

Staff actions:

- Notify principal
- Move students away from immediate vicinity of danger

Principal / Designee:

- Check the Safety Data Sheet (SDS) to determine the urgency of situation
- Call 911 if warranted, notify District Support Team, central office
- Initiate evacuation plan if appropriate; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be upwind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe
- If combustible material spill is suspected, refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Document actions and complete incident reports



INFECTIOUS DISEASES

Principal / Designee, staff:

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

Preventative Measures:

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



POISONING

Immediate Actions:

- Call 911
- Call the Poison Control Center Hotline 1-800-222-1222
- Administer first aid directed by Poison Control Center
- Notify principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. using Safety Data Sheets (SDS)
- Seek additional medical attention as indicated
- School official to notify parents/guardians
- In the event of a staff member who has been poisoned, school official should notify spouse or emergency contact
- Document actions and complete incident reports

Preventive Measures:

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building
- Make sure that Safety Data Sheets (SDS) are present



AIRCRAFT CRASH EMERGENCY

Crash **INTO** school Building

Staff Actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal / Designee:

- Call 911
- Notify District Support Team, central office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- Account for all building occupants and determine extent of injuries
- Do not re-enter building until given "all clear" from person in charge
- Document actions and complete incident reports

Crash **NEAR** school Building (but no damage to building)

Staff Actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal / Designee:

- Call 911
- Initiate **Shelter in Place** plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate reverse evacuation or go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building
- Document actions and complete incident reports



BUS ACCIDENT

Each school should maintain a bus folder (hard copy and/or digital) for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip (this procedure can be housed digitally allowing for immediate access and accountability using the district's intranet).

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

In the event of a Bus Accident:

Staff at the scene:

- Call 911, if warranted
- Notify principal, bus garage
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students will be provided to the principal

Principal / Designee:

- Notify District Support Team
- Ascertain the names of any injured students and the nearest location of any medical treatment facility and document
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents/guardians and to provide support to students, as appropriate
- Document actions and complete incident reports



CYBER / ELECTRONIC THREAT

Staff Actions:

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

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

Principal / Designee:

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



FIRE

By law, schools practice fire drills on a monthly basis. In case of an actual fire, implement the practiced evacuation procedures and the following steps:

In the event of a fire:

- Sound alarm
- Call 911, superintendent, District Support Team
- Implement evacuation procedures to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Some schools use a **card notification system**. The universal colors of a “green card” and a “red card” are used. A “green card” denotes all students are present and all is well and a “red card” signifies a problem
- Do not re-enter building until being given permission to re-enter
- Determine if arrangements need to be made for transportation to alternative location
- Document actions and complete incident reports

See drill schedule and log sample in Emergency Management Resource Guide



GAS LEAK

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

Staff Actions:

- Notify principal
- Move students from immediate vicinity of danger

Principal / Designee:

- Call 911, District Support Team
- If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Notify gas company
- Determine whether to move to alternate location
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses
- Do not re-enter building until being given permission to do so by emergency personnel
- If the gas leak is external, all students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further instructions are received
- Document actions and complete incident reports



EARTHQUAKE

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

If inside:

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- After initial shock, prepare for possible aftershock, then initiate evacuation and standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.)

If outside:

- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Some schools use "green card" to indicate when class is all accounted for, and use "red card" to indicate if a child is missing or assistance is needed with your group
- Do not attempt to enter building until authorized to do so
- Do not touch fallen wires
- Be alert for instructions from principal or first responders

Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines (which should be marked prior)
- Call 911, District Support Team
- In the event of aftershocks, students are to be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given permission from emergency personnel
- Document actions and complete incident reports



WEATHER RELATED EMERGENCY

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

Warnings: Indicate that a hazard is imminent and the probability of occurrence is extremely high. *Warnings* are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). *Warnings* usually have lead times of approximately 30 minutes or less (for thunderstorm type events), and 6-18 hours (for river floods and winter storms). The NOAA Radio should be programmed on hand held radios and/or digital Wi-Fi enabled devices. If electricity were lost weather information would still be available. If generators are not available, alternative energy sources such as solar or crank may be used.

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

Upon Issuance of a Watch or Advisory

Principal / Designee:

- Activate appropriate members of school Emergency Response Team to be alert for possible change in weather status
- Monitor weather reports for change in conditions
- Document actions and complete incident reports

Upon Issuance of a Warning

Principal / Designee:

- Implement procedure for use of Safe Zones for Severe Weather
- All students and staff proceed to designated Safe Zones for Severe Weather
- Remain quiet to hear further instructions
- Occupants of portable classrooms should move quickly to the main building to designated Safe Zones for Severe Weather
- Follow standard student accounting and reporting procedures
- Remain in the Safe Zones for Severe Weather until the "all clear" is given
- In the event of building damage, students should be evacuated to safer areas of the building or away from the building
- If evacuation occurs, do not re-enter the building until given the "all clear"
- Document actions and complete incident reports



UNIVERSAL EMERGENCY PROCEDURES

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

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

1 – Evacuation

2 – Reverse Evacuation

3 – Severe Weather Safe Area

4 – Shelter in Place

5 – Lockdown

6 – Drop, Cover and Hold

1 EVACUATION (For use when conditions outside are safer than inside)

When announcement is made or alarm sounded:

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

2 REVERSE EVACUATION (For use when conditions inside are safer than outside)

When the announcement is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET!
- Wait for further instructions

3 SEVERE WEATHER SAFE AREA (For use in severe weather emergencies)

When announcement is made or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take class roster for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the "all clear" is given
- BE QUIET!
- Wait for further instructions

4 SHELTER IN PLACE (For use in chemical release scenarios)

When the announcement is made:

- Turn off HVAC System
- Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between bottom of the door and the floor (chemical release)
- Take attendance; report according to Student Accounting and Release procedures
- Do not allow anyone to leave the classroom
- Stay away from all doors and windows
- BE QUIET!
- Wait for further instructions

5 LOCKDOWN (For use to protect building occupants from potential dangers in the building)

Note: school-specific lockdown procedures should be developed by school officials and local law enforcement officials. Please see "Considerations When Developing a School Lockdown Policy" for additional information. See www.kycss.org/lockdown.php

When the announcement is made:

- Students are to be cleared from the halls immediately and to report to nearest available classroom
- Assist those needing special assistance
- Close and lock all windows and doors and do not leave for any reason
- Stay away from all doors and windows and move students to interior walls and drop
- BE QUIET!
- Wait for an official to open the door

6 DROP, COVER AND HOLD (For use in earthquake or other imminent danger to building or immediate surroundings)

When the command "Drop" is made:

- DROP – to the floor, take cover under a nearby desk or table and face away from the windows
- COVER – your eyes by leaning your face against your arms
- HOLD – on to the table or desk legs, and maintain present location/position
- Assist those needing special assistance
- BE QUIET!
- Wait for further instructions

SCHOOL: _____

DATE: _____

Internal School Security Risk Assessment Tool for Pikeville Independent Schools

Developed by Commissioner Alex Payne

Section 1. School Emergency and Crisis Preparedness Planning		
	Yes	No
a. Is there a School Safety and Threat Assessment Team in place? In Table 1 (page 9) list the names and title of each person		
Notes:		
b. Is there an emergency plan		
Notes:		
c. How many first responder agencies have a copy of the Emergency Plan along with a diagram of the facility? In Table 2 (page 9) list the first responders who have a copy		
d. At the end of the last school year was the Emergency Plan reviewed by the school council, the principal, and available first responders?		
Notes:		
e. Have primary and secondary evacuation routes for all rooms located within the school been established?		
f. Are these routes posted in each room by any doorway used for evacuation?		
Notes:		
g. Have the best available severe weather safe zones been identified?		
h. Are the locations of these safe zones posted in each room of the school?		
Notes:		

SCHOOL: _____

DATE: _____

Section 2. Security, Crime, and Violence Prevention Policies and Procedures	Yes	No
a. Does your facility require <u>ALL</u> visitors to report to the front office of the building?		
b. Does your facility require <u>ALL</u> visitors to provide valid identification upon reporting?		
c. Does your facility require <u>ALL</u> visitors to state the purpose of their visit?		
d. Does your facility require a "visitor's badge" to be visibly displayed on the visitors outer garment?		
e. Does your facility require appointments from visitors?		
Notes:		
f. Has your school adopted a trauma-informed approach to education		
g. Does your trauma informed plan include at a minimum, strategies for; enhancing trauma awareness throughout the school community, conducting an assessment of the school climate, including but not limited to inclusiveness and diversity, developing trauma-informed discipline policies, collaborating with the Department of Kentucky State Police, the local Sheriff, and the Chief of Police, to create procedures for notification of student involved trauma and provide services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student?		
h. Does your school have a school counselor at this time and do they meet the requirements of 1 counselor per 250 students		
i. Do you currently have a trauma-informed team? List the members in Table 3 (page 10)		
j. Does the Counselor document time spent with student?		
k. Have you, the principal, provided written notice to all students, parents, and guardians of students within (10) days of the first instructional day of each school year of the provisions of KRS 508.078 and potential penalties under KRS 532.060 and 534.030 upon conviction?		
l. If yes, when?		
m. Are you aware of the program "Handle with Care"?		
n. Are you aware of the anonymous reporting tool		
Notes		

SCHOOL: _____

DATE: _____

Section 3. Physical Security Measures	YES	NO
a. Has your school developed and currently adhering to practices to control access to each school building?		
b. Is your facility controlling outside access to exterior doors during the day?		
c. Is your facility controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system?		
d. Is your facility controlling access to individual classrooms?		
e. Does your facility require classroom doors to be equipped with hardware that allows the door to be locked from the outside but opened from the inside?		
f. Does your facility require classroom doors to remain closed and locked during instructional time?		
g. Does your facility require classroom doors with windows to be equipped with material to quickly cover the window during a building lockdown?		
h. Does your facility allow students access while carrying backpacks that have not been searched or scanned?		
i. Does your facility allow for separation of personally owned vehicles and school buses during drop off and pick up times?		
j. Does your facility have access to crosswalks at main roads that could possibly be used for access by students?		
k. List any physical security measures in place in Table 4 on page 10		
Notes:		

SCHOOL: _____

DATE: _____

Section 4. Professional Development Training Needs	Yes	No
a. Has the principal discussed the emergency plan with all school staff prior to the first instructional day of each school year and has this been documented? a. DATE:		
b. Who is the professional development coordinator for your facility?		
c. Has your school provided suicide prevention awareness information in person, by live streaming, or via video recording to all students? List which method(s) was/were used:		
d. Are staff members that are hired throughout the year provided suicide prevention materials for review?		
e. Have all employees that have job duties requiring direct contact with students in grades 6-12 attended a minimum of (1) hour of high quality suicide prevention training, including signs and symptoms?		
f. Have all your school employees, with job duties requiring direct contact with students, attended training on how to respond to an active shooter situation that was at least (1) hour in length?		
g. What is your policy on training substitute teachers on suicide prevention, active shooter, and emergency plan familiarization, etc.?		
NOTES:		

SCHOOL: _____

DATE: _____

Section 5. Support Service Roles in School Safety, Security, and Emergency Preparedness Planning	Yes	No
a. Does your facility have policies and procedures for an all hazards approach including conducting emergency response drills for hostage, active shooter, and building lockdown situations?		
b. Were the aforementioned policies and procedures formulated in consultation with appropriate public safety agencies to include but not limited to fire, police, and emergency medical services for review and adoption as part of the emergency plan?		
c. Were any students involved in the development of the emergency plan?		
d. Has your school campus been toured at least once this year, in consultation and coordination with appropriate public safety agencies, to review policies and procedures and provide recommendations related to school safety and security?		
e. Have you, the principal, received training on procedures for completion of the school security risk assessment?		
NOTES:		
Section 6. School Resource Officer Staffing, Operational Practices, and Related Services	Yes	No
a. Does your school currently have an SRO program?		
b. Have your school resource officers successfully completed all required phases of KLEC approved training?		
c. Have your school resource officers completed their (40) hours of mandated in-service training this year?		
d. Are the SRO(s) in your facility armed?		
Notes		

SCHOOL: _____

DATE: _____

Section 7. School & Community Collaboration on School Security	Yes	No
a. Is the statewide child abuse (24) hour hotline number prominently displayed in your facility?		
b. Is the National Human Trafficking Reporting hotline number prominently displayed in your facility?		
c. Is the anonymous reporting tool available at your facility through telephone call, electronic email, and a mobile device application?		
d. Are you aware that the General Assembly has encouraged the organizing of foundations to receive private financial and philanthropic support from the community?		
e. Is any member of your staff dedicated to establishing a foundation for this cause?		
f. Are you aware a local board of education may directly accept gifts or donations that are restricted by the grantor to be used in furtherance of lawful school safety, security, and student health purposes to the extent allowed by applicable laws and shall use any accepted gift or donation for the purpose for which it was granted?		
NOTES:		
Section 8. An Analysis of the Cost Effectiveness of Recommended Physical Security Controls	Yes	No
a. Do you plan on implementing any new security controls that would require a cost analysis?		
b. Do you have a cost analysis of any recommended physical security controls?		
NOTES:		

SCHOOL: _____

DATE: _____

Section Summary Chart				
Section	Accommodations	Concerns	Immediate Action	
			Yes	No
1				
2				
3				
4				
5				

SCHOOL: _____

DATE: _____

6 & 7				
8				

Identification of priorities and development of plan			
Priority Concern	Action Plan	Timeline	Person Responsible

SCHOOL: _____

DATE: _____

Table 1. Threat Assessment Team Members

Name	Title	Email	Extension	Cell Phone

Table 2. List of First Responders with Emergency Plan

Agency	Individual	Contact Information

SCHOOL: _____

DATE: _____

Table 3. Trauma Team Members

Name	Title	Email	Extension	Cell Phone

Table 4. All security measures in place.

SCHOOL: _____

DATE: _____

Individuals participating in the Risk Assessment:

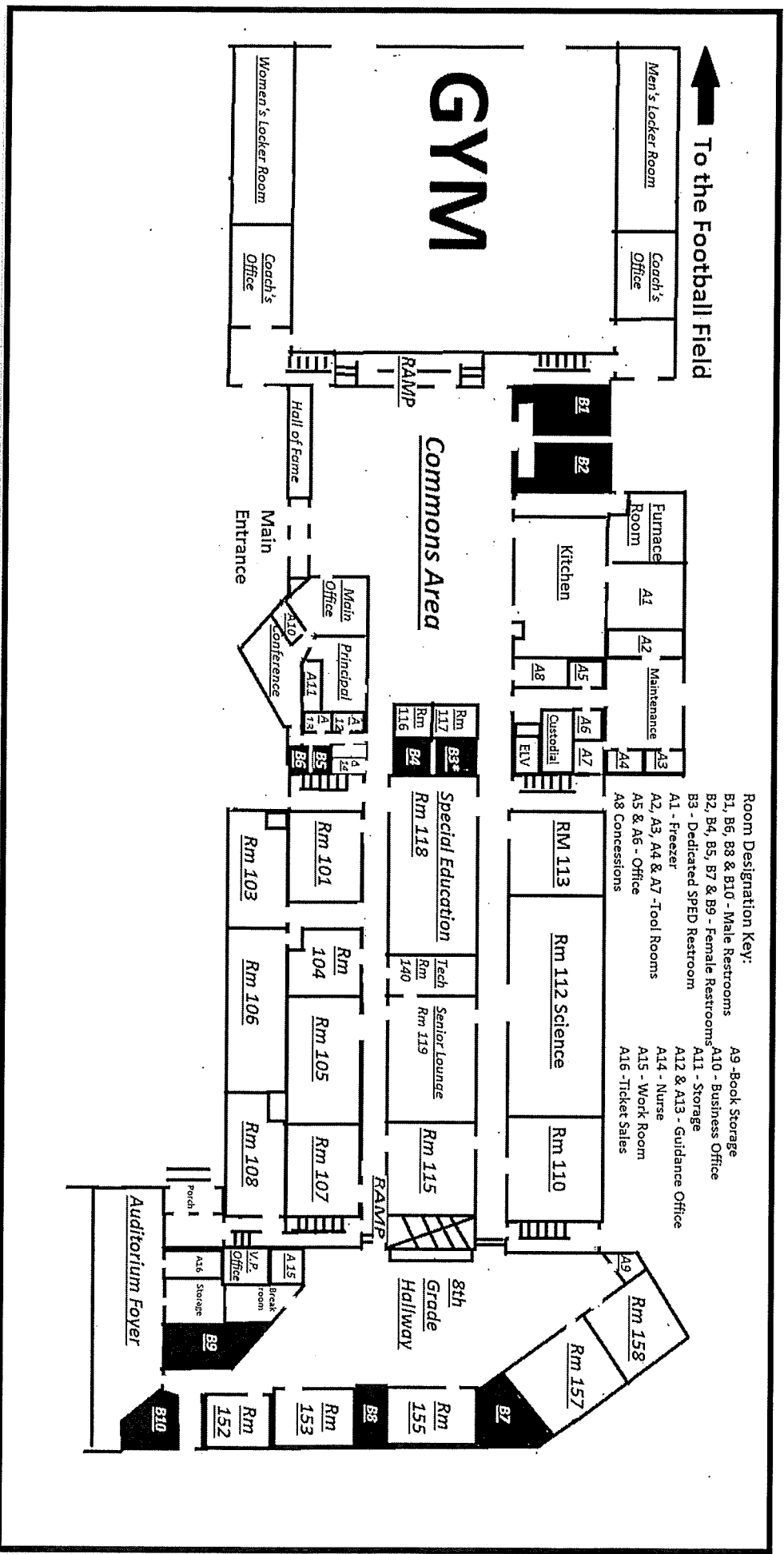
Principal Signature: _____

Date: _____

Shared at _____ SBDM meeting.

PIKEVILLE HIGH SCHOOL

1st FLOOR PLAN



- Room Designation Key:**
- B1, B6, B8 & B10 - Male Restrooms
 - B2, B4, B5, B7 & B9 - Female Restrooms
 - B3 - Dedicated SPED Restroom
 - A1 - Freezer
 - A2, A3, A4 & A7 - Tool Rooms
 - A5 & A6 - Office
 - A8 - Concessions
 - A9 - Book Storage
 - A10 - Business Office
 - A11 - Storage
 - A12 & A13 - Guidance Office
 - A14 - Nurse
 - A15 - Work Room
 - A16 - Ticket Sales

2nd FLOOR

B11 - Teacher's Ladies Room
B12 - Teacher's Men's Room
B13 - Electrical Storage/Maintenance

