



**GARRARD COUNTY SCHOOLS**

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# **Emergency Procedure Guide**

**322 West Maple Avenue**

**Lancaster, KY 40444**

**(859) 792-3018**

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## **ALL PERSONNEL RESPONSIBILITIES**

All personnel have two essential jobs in the aftermath of disasters:

1. To make plans for the practical aspects of how the disaster will be handled.
2. To understand and cope with student reactions.

Plans for coping with the disaster should include the following:

1. Help control panic through a calm demeanor and a take charge attitude. It is okay for students to know you are upset as long as you can maintain your composure and control of the situation.
2. Disseminate accurate information at an appropriate developmental level. The same information needs to be given to all groups as quickly as possible to prevent rumors.
3. Decisions concerning major schedule changes will be made by administrators. If students seem very unsettled, returning to the normal routine may not be the best choice. Possible immediate responses to disaster may include discussing what has happened, clarifying information and facts, and listening carefully to student concerns.
4. In cases where evacuation may be required, teachers must take their roll books with them.

**PRINCIPAL/Designee**

The principal/designee will be responsible for the overall direction of disaster procedures at the school site by doing the following:

- \*Direct evacuation of building when necessary in accordance with established procedures.
- \*Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- \*Take any other steps deemed necessary to ensure the safety of students, staff, and other individuals.
- \*Assist as directed by the superintendent.

**TEACHERS**

Teachers will be responsible for supervision of students and will remain with students unless directed otherwise. They will:

- \*Direct evacuation of students according to established procedures. Teachers must have their roll books with them.
- \*Render first aid if necessary. Identified school staff shall be trained and certified in First Aid and CPR.
- \*Report missing students and staff to principal.
- \*Assist as directed by the principal.

**CUSTODIANS**

Custodians are to ensure the proper use of emergency equipment, handling of supplies, and safe use of all utilities. They will:

- \* Survey and report damage to the principal.
- \*Assist rescue operations as required.

<p>*Assist fire-fighting efforts until regular fire-fighting personnel take over.</p> <p>*Control main shut-off valves for gas, water, electricity and assure that no hazards result from broken downed lines.</p> <p>*Assist in the disbursement of supplies and equipment.</p> <p>*Conserve usable water and other supplies.</p> <p>*Assist as directed by the superintendent or principal.</p>
<p style="text-align: center;"><b>SCHOOL SECRETARY</b></p> <p>The school secretaries will:</p> <p>*Provide for the safety of essential records and documents in the event of an emergency.</p> <p>*Assist as directed by the principal.</p>
<p style="text-align: center;"><b>BUS DRIVERS</b></p> <p>Bus drivers will:</p> <p>*Supervise the care of students if disaster occurs while students are on the bus.</p> <p>*Transfer students to a new location when directed by their supervisor or authorized authority.</p>
<p style="text-align: center;"><b>FOOD SERVICE WORKERS</b></p> <p>Food service workers will:</p> <p>*Use, prepare and serve on a rationed basis, cafeteria stock and water supply when the feeding of students and staff becomes necessary during a disaster.</p> <p>*Assist as directed by the principal.</p>
<p style="text-align: center;"><b>CENTRAL OFFICE STAFF</b></p> <p>Central office staff will assist in all emergencies. If necessary, a command post will be set up and manned by school and central office personnel.</p>

## **Accidents at School**

### **Staff actions:**

- ✓ Report accident to principal, office; call 911 if warranted
- ✓ Provide for immediate medical attention including performing necessary life-sustaining 🚑 measures (CPR, AED, etc.), until trained Emergency Medical Services arrive

(For relatively minor events, have students taken to office or school clinic for assistance)

**Principal or Team actions:**

- ✓ Provide appropriate medical attention, call 911 if needed
- ✓ Complete appropriate documentation
- ✓ Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

**Other suggested preventive/supportive actions:**

- Provide staff with a list of emergency procedures in case of an accident or injury on the playground or in the building.
- Post in the office or school clinic the names of building staff who have completed first aid or CPR training.
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional).
- Provide a standard location for placement of classroom emergency procedure guides .
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

## **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
- ✓ Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)
- ✓ Assist in getting “Epi pen” (Epinephrine) for individuals who carry them (usually in backpack), and prescription medications (kept in office)
- ✓ Keep student/employee comfortable
- ✓ Move only for safety reasons

**Principal, Staff:**

- ✓ Call 911, depending on circumstances
- ✓ Notify parent or guardian
- ✓ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated
- ✓ Observe for respiratory difficulty
- ✓ Record time & site of insect sting or food ingested, name of medicine, dosage & time administered

**Preventive/Supportive Actions:**

- ✓ Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel
- ✓ Bus drivers should have emergency sheets for all known acute reactors
- ✓ Encourage employees with special health considerations to alert principal and staff

## **Alternate School Sites**

**The decision to move to an alternate site will be made by the Superintendent or his/her designee in conjunction with building principals and emergency personnel (e.g. police, fire fighters, EMS)**

**First Option Sites**

<b>School</b>	<b>Alternate Site</b>
Camp Dick Robinson	Lancaster Elementary
Lancaster Elementary	Garrard Middle School

Garrard Middle School	Garrard Educational Center
Garrard Educational Center	Garrard ATC
Garrard ATC	Garrard Educational Center
Garrard County High School	Garrard Middle School
Paint Lick Elementary	Lancaster Elementary

**Second Option Sites**

In the event the first option alternate site was unavailable, CDR, PLE, GMS and GCHS would relocate to Lancaster Baptist Church.

Contacts for this facility are: 859-792-1924 and 859-792-2993

Lancaster Elementary School would relocate to First Presbyterian Church.

Contact # for this facility is: 859-792-2841

**Bomb Threat to School or Facility**

**(Bomb Threat Report on Next Page)**

**Staff Actions:**

The person receiving the call should make every attempt to:

- Prolong the conversation as much as possible
- Identify background noises & 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 Bomb Threat - School Report (next page)
- Alert the principal or person in charge (without hanging up)

**Principal, Team:**

- 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
- 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.
- After an "all clear" is given, return to class.

## **Bomb Threat School Report**

(Completed by person receiving the call)

Date /Time of call: \_\_\_\_\_

Bomb threat was received on telephone number: \_\_\_\_\_

Exact language/wording used by the caller: \_\_\_\_\_

**Record the following information as provided:**

What time is it set for? \_\_\_\_\_ Where is it? \_\_\_\_\_

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

Why are you doing this? \_\_\_\_\_

What is your name? \_\_\_\_\_

**Additional Information (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 \_\_\_\_\_

## Bus Accident

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. Any other person on the bus should have a medical emergency form on file with the bus driver. The teacher in charge of a trip

should prepare trip bus folders, one copy of the student list should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

**In the event of a Bus Accident:**

**Staff at the Scene:**

- ✓ Call 911, if warranted
- ✓ Call principal(s)
- ✓ Help implement basic first aid until emergency medical services and/or law enforcement arrive and take charge of the emergency
- ✓ Move all uninjured students to a location that is a safe distance from the accident
- ✓ The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

**Principal, Team:**

- ✓ Notify District Support Team, Central Office
- ✓ Ascertain the names of any injured students and the nearest location of any medical treatment facility
- ✓ 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 and to provide support to students, as appropriate
- ✓ Complete appropriate documentation

## **Cardiac Emergency Response Plan**

The Cardiac Emergency Response Plan (CERP) should include the following:

1. **Developing a Cardiac Emergency Response Team**
  - (a) Who will comprise the Cardiac Emergency Response Team?
    - a. Should include individuals who have current CPR/AED training.

- b. Should also include someone who can call 9-1-1 and direct EMS to the location of the SCA.
- c. Designate one person as the Cardiac Emergency Response Team Coordinator.
- d. Receive and maintain nationally recognized training, which includes a course completion card with an expiration date of not more than 2 years.
- e. Include as many other people (staff, faculty, coaches, parents, etc.) who can receive additional CPR education and awareness of the plan.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

(a) Minimum recommended number of AEDs for:

(1) *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 2 minutes of being notified of a possible cardiac emergency.

(2) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 2 minutes of being notified of a possible cardiac emergency.

(3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use when traveling to off-site locations.

- (b) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity.
- (c) Designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (d) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads.
- (e) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (f) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both day and night sports activities, after-school or work activities, in accordance with this CERP. Each AED should have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

**4. Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol should be *posted* broadly in places such as (but not limited to):
  - (1) In each classroom, cafeteria, restroom, health room, break room and in all offices.
  - (2) Adjacent to each AED.
  - (3) Adjacent to each public telephone.
  - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
  - (5) At other strategic location such as school campus locations, including outdoor physical education and athletic venues and facilities.
  - (6) Attached to all portable AEDs.

(b) The Cardiac Emergency Response Protocol should be *distributed* to:

(1) All staff and administrators at the start of each school year, with updates distributed as made. In workplace and recreation centers, the CERP should be made available annually and when updates are made.

(c) A copy of the Cardiac Emergency Response Plan should be provided to any organization using the school/workplace/athletic facility. Consider a modified Cardiac Emergency Response Plan which takes into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on-site after standard business hours.

## **5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use**

(a) Staff Training:

(1) A sufficient number of staff (in addition to the school nurse or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff in schools should have current CPR/AED certification.) Training shall be renewed at least every two years.

(2) The school/workplace/sports facility should designate the person responsible for coordinating staff training as well as the medical contact for AEDs, if available.

(3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.

(4) Consult local regulations to ensure your plan meets any additional local requirements.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. The site should perform a minimum of 2

successful Cardiac Emergency Response Drills each year with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less.

**6. Local Emergency Medical Services (EMS) integration with the school/workplace/athletic facility plan**

- (a) Provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.
- (c) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

**7. Annual review and evaluation of the Plan**

Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools, workplaces, and/or sports facilities (indoor/outdoor). The annual review should focus on ways to improve the response process, to include:

- (a) *A post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person who is responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
  - (2) Determine the procedures for the release of information regarding the cardiac emergency.
  - (3) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
  - (4) The identification of the person(s) who responded to the emergency.
  - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
  - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
  - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.



## 8. Protocol for Cardiac Emergency Responders

### Cardiac Emergency Response Team PROTOCOL

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

**(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:**

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

**(b) Facilitate immediate access to professional medical help:**

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.

- Immediately contact the members of the Cardiac Emergency Response Team (CERT).

Give the exact location of the emergency. (“Mr. /Ms. \_\_\_\_ Classroom, Room # \_\_\_\_, gym, football field, cafeteria, etc.”). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

The closest team member should retrieve the automated external defibrillator (AED) in route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.

Acquire AED supplies such as latex-free gloves, razor, scissors, towel, antiseptic wipes, a barrier mask and consider an extra set of AED pads.

### **.(c) Start CPR**

- Begin continuous chest compressions and have someone retrieve the AED.
- Here is how:
  - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
  - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3<sup>rd</sup> the depth of the chest for children under 8 years old).
  - Follow the 9-1-1 dispatcher’s instructions, if provided.

### **(d) Use the nearest AED:**

- When the AED is brought to the patient’s side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED’s audio and visual instructions. If

the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.

*Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

**(e) Transition care to EMS:**

- Transition care to EMS upon arrival so that they can provide advanced life support.

**(f) Action to be taken by Office / Administrative Staff:**

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform “Crowd Control” – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient’s emergency information for EMS.
- Notify the patient’s emergency contact (parent/guardian, spouse, etc.).
- Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.

·Contact school district administration, human resources and/or sports facility management.

### Building Location Information

#### Name & Address

---

Emergency Phone# *Insert #s for operating -hours & after-hours, may be office during operating hours*\_\_\_\_\_

#### Cross Streets

---

AED Location \_\_\_\_\_

AED Location \_\_\_\_\_

AED Location \_\_\_\_\_

AED Location \_\_\_\_\_

AED Location \_\_\_\_\_

AED Location \_\_\_\_\_

### Dangerous or Irate Person on Campus

#### School staff :

- ✓ Alert school security or Resource Officer.
- ✓ Check identification if possible. Determine whether the person has a legitimate reason to be on campus.

- ✓ If the person cannot or will not give identification or a legitimate reason for being on campus, notify the police. Ask the person to leave or, if necessary have the person removed by law enforcement.

**The situation would become an emergency if:**

- ✓ The personal safety of the students, faculty, or staff is threatened.
- ✓ The orderly management of the instructional program is disrupted.
- ✓ The school order and discipline are disturbed.

**Other considerations**

1. If the person is identified as a parent or person with legitimate reason to be there, utilize a combination of extreme politeness, courtesy, and firmness to structure and de-escalate the behavior. If the person is coherent, listen to him/her and try to understand the concerns. Do not permit a classroom to be disrupted and do not permit person to board a bus.
2. If the situation was witnessed by students or staff, inform them of the facts once the situation is resolved.
3. Document all decisions and actions taken.

## **Chemical/Hazardous Material/Mercury 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, team
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Observe wind direction by observing flags or leaves and move students appropriately

**Principal, Team:** Call 911

- Initiate Shelter in Place, shut off HVAC units
- Notify District Support Team, Central Office
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

**Accidents originating inside the building:**

**Staff Actions:**

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

**Principal, Team:**

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

## **Death or Serious Illness**

**(off campus)**

## **In the event of a reported death or serious illness outside the school setting:**

### **Staff Actions:**

- ✓ Notify principal

### **Principal, Team:**

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

## **Disaster-Need to EVACUATE the Building**

Fire, Explosion, Gas Leak, Fallen Aircraft

### **School staff:**

- ✓ Sound the fire alarm.
- ✓ Notify the Principal and/or call 911. Principal notifies Superintendent.
- ✓ Principal directs teachers to follow emergency procedures to move students to an area of safety, take roll, and maintain control of students. Students and staff must not return to school until fire department officials declare the area safe.
- ✓ Principal determines the need to activate School Crisis Team.
- ✓ Principal/designee notifies School Nurse and directs staff to render first aid as necessary.
- ✓ Principal or Superintendent notifies the Director of Maintenance of any break or suspected break in utility lines that might present an additional hazard.
- ✓ Principal/designee works with local law enforcement, **attempts** to keep access road open to emergency vehicles.
- ✓ Principal directs/authorizes communications to parents/guardians of the general student population regarding emergency procedures for maintaining student safety.
- ✓ Superintendent notifies board members.

## **Disaster- Requiring IN-PLACE PROTECTION**



## Wind, Storm, Tornado

*Warning of impending weather disaster is usually received via school emergency radio monitor, AM FM radio, television, or from warning sirens. If high winds develop during school hours without sufficient warning, follow emergency procedures.*

### **When advised by the principal:**

1. Take Cover:
  - a. Students and staff will be directed to designated assembly areas.
  - b. Remain near an inside wall on a ground floor.
  - c. Duck-Cover-Hold
  - d. Keep students away from outside doors and windows.
  - e. Teachers take roll.
2. Principal/staff member calls 911 if injuries have occurred.
3. If any break or suspected break in power lines presents hazards, Principal notifies utility companies and determines need for evacuation of building.
4. Principal/designee determines the need to activate School Crisis Team.
5. Principal/staff contacts School Nurse and directs qualified staff to administer emergency first aid if needed. Principal directs/authorizes communications to parents/guardians of the general student population regarding emergency procedures for maintaining student safety.
6. Principal notifies Superintendent, who notifies Board members.
7. Students and staff should remain at the school until winds have subsided and it is safe to return to classrooms or exit the building.

# Earthquake

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

## **If inside:**

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

## **If outside:**

- \_\_ Move quickly away from building and overhead electrical wires
- \_\_ Lie flat, face down, and wait for shocks to subside
- \_\_ Use school system for reporting students who may be missing, (i.e. "green card" to indicate when class is all accounted for "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 light fires or touch fallen wires
- Be alert for instructions from principal

## **Assembly Areas:**

Earthquake safe areas will be away from the building and overhead power lines

Keep everyone away from underground gas and sewer lines

Call 911, District Support Team, Central Office  
In the event of after shocks, students will be encouraged to remain calm  
and remain sitting on the ground  
Administer emergency first aid as needed  
Do not re-enter building until given “all clear” from person in charge.

## Fire

### In the event of a fire:

- ✓ Sound alarm
- ✓ Call 911, Superintendent, District Support Team (at Central Office)
- ✓ Implement evacuation procedures to outside Assembly Area  
(each teacher takes a class roster or list of students in his/her care)
- ✓ Implement plan for any students needing special assistance
- ✓ Follow standard student accounting procedures.  
(example: **card notification system** with universal colors of green and red : Green denotes all students are present and all is well and red signifies a problem).
- ✓ Do not re-enter building until the “all clear” signal is given.
- ✓ Determine if arrangements need to be made for transportation to Alternate Building Location or if school is to be dismissed.

## Gas Leak

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

**Staff Actions:**

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

**Principal, Team: Call 911**

- ✓ If the gas leak is internal, implement evacuation procedures (each teacher takes a class roster)
  
- ✓ Notify District Support Team, Central Office
  
- ✓ Notify gas company
  
- ✓ Determine whether to move to Alternate Building Location
  
- ✓ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses
  
- ✓ Do not re-enter building until being given the “all clear” to do so.

## **Hostage Situation**

**Staff Actions:**

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

**Principal, Team: Call 911**

- \_\_\_ Initiate Lockdown
- \_\_\_ Notify 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 shall the students be evacuated from the building without approval and/or assistance.
- \_\_\_ If the hostage taker or armed person can be contained in one section of the building, students should be moved from exposed areas or classrooms to a safer part of the building
- \_\_\_ As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside the building to warn approaching visitors of the danger.

## **Kidnapping**

Kidnapping or lost child, actions to take:

**Staff Actions:**

- \_\_\_ Notify the principal with description of suspect and the missing student(s).
- \_\_\_ Move other children (if present) away from area of abduction.

**Principal, Team:**

- \_\_\_ Call 911.
- \_\_\_ Notify District Support Team, Central Office.

- Contact the parents of the child involved; establish a communication plan with them.
- 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 school picture and obtain a full description of the child (including clothing) to assist the police.
- In cases of kidnapping, obtain a description of the suspect from witnesses.
- When a child 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.
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary.

## **Poisoning**

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

### **Staff Immediate Actions:**

- Call 911
- Call the Poison Center Hotline 1-800-222-1222
- Administer first aid directed by poison information center.
- Notify principal.
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. (Material Safety Data Sheets).

- School official to notify parents.
- In the event of a staff member who has been poisoned, school official should notify spouse or next of kin.
- Seek additional medical attention as indicated (this should precede notification of next of kin)

**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 Material Safety Data Sheets (MSDS) are present.

## **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. School staff will follow all proper reporting procedures. News of the incident should be contained as much as possible. The services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children's advocacy center, or hospital emergency room.

- **Rape / Sexual Abuse becomes a crisis to be managed by school staff and other appropriate personnel when one or more of the following conditions exist:**

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

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

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

## **Suicide (multi- page section)**

### **INTRODUCTION**

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



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

- 1) **Suicidal Threat or Ideation**
- 2) **Suicide Attempt**
- 3) **Suicide Completed**

### Do's and Don'ts Regarding Suicidal Ideation

- **DO LISTEN** to what the student is saying and take the suicidal threat seriously.
- **DO GET HELP** by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- **DO OBSERVE** the student's nonverbal behavior. Facial expressions, body language, and other overt signs often are often telling than what the student says.
- **DO ASK** whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken.
- **DO ASSURE** the person that you care and you will find help that will keep her/him safe.
- **DO STAY** with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.
  
- **DON'T** leave the student alone for even a minute.
- **DON'T** act shocked, don't allow yourself to be sworn to secrecy, or don't ignore the threat.
- **DON'T** let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).

- **DON'T** take too much upon yourself. Your responsibility to the student in this situation is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist immediately.

# Suicidal Threat or Ideation

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

- Keep the student under continuous adult supervision
- Notify the principal, counselor, social worker or school psychologist, but do not leave the student alone.

**Principal, Counselor or Team:**

After meeting with the student, as advised by the principal, the counselor or other mental health professional should:

- Immediately contact the student's parents/guardians and make appropriate recommendations for treatment.
- Recommend that parents make an immediate contact with a mental health professional. If requested, provide the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.) If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Community-Based Services to intervene on behalf of the student (potentially a medical neglect referral).
- It is recommended that a follow-up call to the family be made expressing the school's concern and willingness to cooperate with the appropriate medical agencies as requested.
- In collaboration with a specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the identified risk(s) and to request that they assist in monitoring the student's behavior.
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up

# Suicide Attempt

## In the event of an actual suicide attempt:

### Staff Actions:

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

### Principal, Counselor or Team:

- Call 911, District Support Team, Central Office
- School nurse, counselor or other staff should administer first aid until emergency responders arrive
- The student should be kept under constant observation at all times.
- The school principal, (or other designated professional) should communicate with the appropriate school personnel, parents/guardians and counselors to establish an immediate plan of action.
- The school counselor, social worker or school psychologist should refer the parents/guardian to seek immediate health care intervention.
- Follow-up should be made by counselor with parent/guardian to determine that treatment services were obtained.
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

# **Suicide Completed**

## **(off-campus)**

School staff should exercise caution when discussing an “apparent suicide” with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students.

If news of death by suicide is received, the principal or designee should initiate efforts to address emotional reactions within the school community.

### **Staff Actions:**

- ✓ Notify principal
- ✓ Avoid spreading rumors
- ✓ Watch for warning signs in other students (such as “copycat” actions)

### **Principal, Counselor and Team:**

- \_\_ Once the death has been confirmed notify District Support Team and the FRYSC who should notify the State Crisis Team
- \_\_ Identify any family member(s) that may be at school and provide crisis counseling
- \_\_ Do not release the names of other family members who attend the school
- \_\_ If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students.
- \_\_ Consider calling a faculty meeting to disclose all relevant facts.
- \_\_ Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions.
- \_\_ Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support.

Outline procedures for the remainder of the school day.

\_\_ Provide support meetings for school personnel if the need exists.

\_\_ Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district's commitment to responsible follow-up and recovery.

\_\_ Allow students to leave class during the day to receive support offered from school personnel, the District Support Team or other designated volunteer resources or community faith-based persons who have received this specific training.

\_\_ If the school based Emergency Response Team (ERT) and the District Support Team (DST) deem it appropriate, consider avoiding any large group meetings or assembly of students (in an effort to maintain order and control).

\_\_ Consider an after school faculty meeting to:

Debrief the events of the day.

Provide emotional support for staff.

Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day.

Announce the plans made by the family for services.

To the extent possible, make efforts to ensure that regular routine is followed.

In general, recognize a tragic loss of life, without emphasizing the means of death.

**Activities to be avoided include:**

Special memorial services within the school building

Flying the school flag at half staff

Special yearbook notices

Large student assemblies

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

# Threat of Harm (multi-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.

### **In the event of an IMMEDIATE danger (threat of harm):**

- 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 following guidelines about who initiates the lockdown and following district guidelines for lockdown.

### **If Warning Signs are observed, but there is not an imminent risk, Principals/Staff should:**

- Have individual or team observing Warning Signs complete a Threat Assessment Referral Form (if not completed already)
- Activate members of School Emergency Response Team and State Crisis Team
- Interview the individual of concern (consider using a trained counselor)
- Notify 911, if necessary
- Notify Superintendent, District Support Team and District Pupil Personnel
- Notify the Board Attorney
- Contact parents or legal guardian and obtain a release of information to exchange information between agencies if the person is a student.

- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors by completing Threat Assessment Worksheet
- Make an immediate referral to a trained “Mental Health Care” professional.
- Determine level of risk using Risk for Harm Categories.
- 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.



# 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 \_\_\_\_\_ Date of referral \_\_\_\_\_

Person(s) completing this form \_\_\_\_\_

School \_\_\_\_\_ Room \_\_\_\_\_ Phone \_\_\_\_\_

## 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 & appropriate school personnel.

\_\_\_ Possession and use of firearms

\_\_\_ Severe rage for seemingly minor reasons

\_\_\_ Suicide threats or statements

\_\_\_ Detailed threats of lethal violence (time, place, method, hit list)

\_\_\_ Severe destruction of property

\_\_\_ Serious physical fighting with peers, family, others

III. Early Warning signs (mark each that applies and elaborate below)

- Social withdrawal or lacking interpersonal skills
- Excessive feelings of isolation & being alone
- Excessive feelings of rejection
- Being a victim of violence, teasing, bullying
- Feelings of being picked on
- Low school interest, poor academic performance
- Expressions of violence in writings & drawings
- Uncontrolled anger
- Patterns of impulsive & chronic, hitting & bullying
- History of discipline problems
- History of violent, aggressive, antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12)
- Intolerance for differences, prejudicial attitudes
- Drug & alcohol use
- Affiliation with gangs
- Inappropriate access, possession, use of firearms
- Threats of violence (direct or indirect)
- Talking about weapons or bombs
- Ruminating over perceived injustices
- Seeing self as victim of a particular individual
- General statements of distorted, bizarre thoughts
- Feelings of being persecuted
- Obsession with particular person
- Depression
- Marked change in appearance
- Other \_\_\_\_\_

**IV. Explain checked items; describe known events leading up to this event. (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 & EMERGENCY RESPONSE TEAM USE:**

Date Received: \_\_\_\_\_ Principal or designee assigned to follow referral:

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## **Threat Assessment Worksheet (2 pages)**

(To be completed by the School Based Administrator 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 & Agency Involvement (past or present)** *To determine if safety concerns have been noted by others. List name, contact information & 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 institution or foster placement**

\_\_\_\_\_ **Other (List)** \_\_\_\_\_

**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)

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 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)
- \_\_\_\_\_ 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) circle one:

**Imminent - High - Moderate - Minor - Low/No**  
\_\_\_\_\_ (date & 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.

## Threat Assessment Protocol

### Introduction

These materials offer a starting point when addressing possible school based acts of 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 discernment in assessing and addressing potential threats to safety.

Any Threat Assessment Protocol used should be a systematic process that is designed to:

- Identify persons of concern
- Gather information/investigate
- Assessment the person and the situation

- Manage the person/situation

**According to the 2019 School Safety and Resiliency Act (p. 10 of 44)** “The district’s school safety coordinator (SSC) shall designate a school safety and security threat assessment team at each school of the district consisting of two (2) or more staff members in accordance with policies and procedures adopted by the local board of education to identify and respond to students exhibiting behavior that indicates a potential threat to school safety or security.” Members of a threat assessment team may include school administrators, school counselors, school resource officers, school-based mental health services providers, teachers, and other school personnel.

**KRS 158.1559** Superintendent of each local school district shall require the principal of each school within the district to provide written notice to all students, parents, and guardians about the provisions of KRS 508.078, and the potential penalties for terroristic threatening -- Notice shall be given within ten days of the first instructional day of each school year. The superintendent of each local school district shall require the principal of each school within the district to provide written notice to all students, parents, and guardians of students within ten (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.

**KRS 158.4412(3) provides Immunity from Civil or Criminal Liability.** “A school District, School Safety Coordinator, and any school employees participating in the activities of a school safety and security threat assessment team enjoy immunity from civil and criminal liability regarding their participation in the threat assessment process as provided in KRS 158.4412(3).”

**Threat Assessment Procedures include:**

- Receive Report of Possible Threat (written, social media, verbal, etc.)
- Screen Report
- Gather Information
- Organize and analyze information
- Make Assessment
- Develop and Implement Case Management

# Threat Assessment Protocol

## Threat Assessment Screening Tool

This Threat Assessment Screening Tool is used in the initial screening of cases to determine (a) whether an **imminent threat or danger** to a school or persons within a school exists; and (b) to determine if there is a need to run a threat assessment

**NOTE: If the Threat Assessment team believes there to be an imminent threat or danger, immediately CALL 911 to alert law enforcement and follow established safety procedures.**

Person administering this initial screening tool: \_\_\_\_\_

Person (s) of concern: \_\_\_\_\_

Person of concern's relationship to the target/school: \_\_\_\_\_

Date of Initial Report: \_\_\_\_\_

Content of Initial Report: \_\_\_\_\_

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## Screening Questions:

Using information from the initial report and any other information that is readily available or quickly obtainable, answer the following questions:

- 1. Is this an emergency? Does this situation pose an immediate danger or imminent safety concerns?**

**YES** it is an emergency/immediate danger. Take the following steps:

- IMMEDIATELY NOTIFY LAW ENFORCEMENT** – Local law enforcement should be notified immediately in order to take immediate steps to respond and contain the threat. Law enforcement will determine next steps (such as executing a



search, make an arrest, and/or get the person to an emergency room.)

**MAKE OTHER NOTIFICATIONS** – Notify anyone that is/may be directly impacted so as to inform and keep others safe (i.e., parents of a targeted victim, the targeted victim, teachers/staff supervising the targeted victim and the person of concern, parents of the person of concern, etc.)

**RUN a Threat Assessment INQUIRY/INVESTIGATION** – Once the emergency has been contained, the Threat Assessment team should run a threat assessment.

**NO, it is not an emergency. Answer Screening Question 2 below.**

**2. Is there a need to run a threat assessment?**

Answer each of the following questions based upon the initial report and a review of readily available information.

**2A. Has the person threatened violence or made any other communications about intent or plans for violence?**

**2B. Have there been other behaviors that raised concern about violence to others/self & others?**

**YES to either 2A or 2B—Answer sub-questions below:**

Did the person understand that they made a threat?

Did the person mean/intend the threat?

Did the person refuse to apologize/take back the threat?

If the person has an IEP or 504 Plan, is the behavior inconsistent with baseline behaviors and/or cannot be managed with an existing behavior plan or other interventions already in place?

**If there is a YES to any of these sub questions, the team should run a threat assessment.**

**PROCEED TO FULL THREAT ASSESSMENT.**

**NO to both 2A and 2B – Follow the steps below:**

**DOCUMENT INITIAL REPORTING AND SCREENING  
ADD INFORMATION TO DATABASE**

The Threat Assessment Case Worksheet is used to assist in determining whether the person/situation poses a threat of violence to others (or poses no threat of violence).

### **Gather Additional Information About the Person/Situation**

Assessing whether there is a threat posed will generally be based on the information that is obtained from various knowledge sources, such as parents, students, teachers (former teachers), faith-based staff, school staff/employees, etc. The Threat Assessment Team should gather as much information on the person/situation of concern as possible.

### **Answer Investigative Questions To Analyze Available Information**

The investigative questions are designed to assist a Threat Assessment Team with understanding the specific concerns regarding the person/situation of concern, any motive and potential target(s), and ultimate likelihood of the ability to carry out an act of violence. The responses obtained will then be considered and used to answer the assessment questions in the full protocol (see note below).

### **Make The Assessment**

The Threat Assessment Team should review and discuss the responses obtained during the full \*Threat Assessment Protocol. Using that information, the Team should then determine whether the person/situation **poses a threat of violence.**

## **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 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 may 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 and 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 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. *(to establish rapport and trust and to open dialog in a non-threatening way)*

“Seems like you’ve been having a hard time lately, what’s going on?”

2. *(to review factual events)*

“What is your understanding of why you have been asked to come to the office?”

3. *(to determine if student is aware of effect behavior has on others)*

4. *(to look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads)*

“What is your understanding of why school staff are concerned?”

5. *(to look into events such as recent moves, divorce, deaths or losses, conflict)*

“What has been going on recently with you at school?”

6. *(to look into events outside of school such as community unrest, threats, police involvement, medical issues, etc.)*

“How are things going with your family?” “What else is going on with you?”

7. (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.)

“Who do you have to talk to or assist you with this situation?”

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

Close with a statement that describes short term next steps (i.e., “I’ll need to contact your parents to talk with them about this).

## Trespasser/Intruder

### Staff Action:

- ✓ Notify the principal and give description and location of the subject
- ✓ If possible keep students away from the subject

### Principal, Team:

- \_\_\_ Call 911, Superintendent, District Support Team
- \_\_\_ Give description and location of subject
- \_\_\_ Determine whether to initiate lockdown procedures
- \_\_\_ Attempt to keep subject in full view until police or law enforcement arrive while maintaining a safe distance
- \_\_\_ If possible take measures to keep subject away from students and

buildings

\_\_\_ Advise subject that they are trespassing and need to leave the school property

## Weapons

### Staff Actions:

- ✓ If danger exists staff and students should seek immediate shelter
- ✓ Notify the principal
- ✓ Be certain that at least one administrator is aware of the situation, but limit information to staff and students on a need to know basis.

### Principal, Team:

\_\_\_ Call 911, Superintendent, District Support Team

\_\_\_ Give location, identity and description of the individual

\_\_\_ Give description and location of weapons

- If weapon is on an individual (but not displayed), isolate the Individual
- If the individual is displaying the weapon:

\_\_\_ remain calm and avoid sudden moves or gestures

\_\_\_ do not attempt to take the weapon from the individual

\_\_\_ using a calm and clear voice, instruct the individual that they need to place the weapon down

\_\_\_ use the individual's name while talking to him/her

\_\_\_ Try to not raise your voice—but if this becomes

necessary, do so decisively and with clarity

\_\_\_ Determine whether or not to implement lockdown, evacuation or other procedures.

## Weather Emergencies

**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 Weather Channel should be programmed on hand held radios. If electricity were lost weather information would still be available.

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

### Upon Issuance of a Watch or Advisory Principal, Team:

- Activate appropriate members of Emergency Response Team to be alert for possible changes in weather status
- Monitor weather reports for change in conditions

### Upon Issuance of a Warning Principal, Team:

- Implement Severe Weather Safe Area procedure
- All students and staff should proceed to designated safe areas
- Remain quiet to hear further instructions
- Occupants of portable classrooms should move quickly to the main building to designated shelter areas
- Follow standard student accounting and reporting procedures



- Occupants of shelter areas should remain in that area until the “all clear” is given
- In the event of building damage, students should be evacuated to safer areas of the building or from the building
- If evacuation occurs, do not re-enter the building until given the “all clear” is given.

## Universal Emergency Procedures

\_Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations.  
There are six basic procedures which can be utilized in responding to various emergencies:

<p><b>A. Evacuation (For use when conditions outside are safer than inside)</b></p> <ul style="list-style-type: none"> <li>* When announcement is made or alarm sounded:</li> <li>*Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)</li> <li>*Take roll book for student accounting</li> <li>*Assist those needing special assistance</li> <li>*Do not stop for student/staff belongings</li> <li>*Go to designated Assembly Area</li> <li>*Check for injuries</li> <li>*Take attendance; report according to Student Accounting and Release procedures</li> <li>*Wait for further instructions</li> </ul>	<p><b>B. Reverse Evacuation (For use when conditions inside are safer than outside)</b></p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <li>*Move students and staff inside as quickly as possible</li> <li>*Assist those needing special assistance</li> <li>*Report to classroom</li> <li>*Check for injuries</li> <li>*Take attendance; report according to Student Accounting and Release procedures</li> <li>*Wait for further instructions.</li> </ul>
<p><b>C. Severe Weather Safe Area (For use in severe weather emergencies)</b></p> <ul style="list-style-type: none"> <li>*When announcement is made or alarm sounded:</li> <li>*Take closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)</li> <li>*Occupants of portable classrooms should move to the main building to designated safe areas</li> <li>*Take roll book for student accounting</li> <li>*Take attendance; report according to Student Accounting and Release procedures</li> <li>*Assist those needing special assistance</li> <li>*Do not stop for student/staff belongings</li> <li>*Close all doors</li> <li>*Remain in safe area until the “all clear” is given</li> </ul>	<p><b>D. Shelter in Place (For use in external gas or chemical release scenarios)</b></p> <ul style="list-style-type: none"> <li>*When the announcement is made:</li> <li>*Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location</li> <li>*Assist those needing special assistance</li> <li>*Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release)</li> <li>*Take attendance; report according to Student Accounting and Release procedures</li> <li>*Do not allow anyone to leave the classroom</li> <li>*Stay away from all doors and windows</li> <li>*Wait for further instructions</li> </ul>

<p><b>E. Lockdown (For use to protect building occupants from potential dangers in the building)</b></p> <p>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 <a href="http://www.kycss.org/lockdown.php">www.kycss.org/lockdown.php</a></p> <ul style="list-style-type: none"> <li>*When the announcement is made:</li> <li>*Students are to be cleared from the halls immediately and to report to nearest available classroom</li> <li>*Assist those needing special assistance</li> <li>*Close and lock all windows and doors and do not leave for any reason</li> <li>*Stay away from all doors and windows and move students to interior walls and drop</li> <li>*BE QUIET!</li> <li>*Wait for an official to open the door</li> </ul>	<p><b>F. Drop, Cover and Hold (For use in earthquake or other imminent danger to building or immediate surroundings)</b></p> <ul style="list-style-type: none"> <li>*When the command “Drop” is made:</li> <li>*DROP – to the floor, take cover under a nearby desk or table and face away from the windows</li> <li>*COVER - your eyes by leaning your face against your arms</li> <li>*HOLD - on to the table or desk legs, and maintain present location/position</li> <li>*Assist those needing special assistance</li> <li>*Wait for further instructions</li> </ul>
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# After Action Review Report

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

**Date:** \_\_\_\_\_

**Event:** \_\_\_ **Drill** (check one)

\_\_\_ Fire      \_\_\_ Tornado      \_\_\_ Earthquake

\_\_\_ Lockdown

\_\_\_ Tabletop Exercise

\_\_\_ Mock-Drill (Full Scale)

**Incident:** (check one)

\_\_\_ Fire      \_\_\_ Tornado      \_\_\_ Earthquake

\_\_\_ Lockdown

\_\_\_ Intruder

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

**Start time :** \_\_\_\_\_

Time at which there was 100% accountability for students, staff, and visitors \_\_\_\_\_

**After Action Review Record:**

**Time conducted** \_\_\_\_\_

**Individuals included:** \_\_\_\_\_ (continue on back)

**Commendations:** \_\_\_\_\_

**Recommendations:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Communication Plan for Emergencies and Crisis Events**

In the event of a crisis or emergency, communication to and from the schools should be according to the following protocol:

- The primary contact for all communication will be the Superintendent.
- The Superintendent will designate a spokesman if needed.

Immediate communications during an emergency event:

- Communications from local first responders via phone, emergency radios
- Communications from Central Office to schools via phone, radios, and email
- Communications from school to school via phone, radios, and texts
- Communications from school to students and employees via intercom, texts, phones
- Communications between employees during the event via phone, texts, email
- Note: monitoring of social media will be done if possible by a designated school employee. If the situation involves all available school personnel, local emergency management personnel will contact outside resources to assist with monitoring social media and reporting results to the school.

After immediate danger has subsided:

- Communication should be made to parents and the media upon the advice of local first responders that immediate danger is past.
- These communications could be via School Messenger, letters to parents, phone calls, and media interviews
- Parents should be informed as soon as danger is past and school officials have determined that the situation is safe upon advice of local law enforcement and emergency personnel.

Recover phase communication:

- Debriefing of the situation after no longer than one week
- This debriefing should involve all first responders, key personnel involved in the emergency event, school personnel who witnessed the cause of the emergency, and school and community leaders

- Listen for ideas generated about improvements in the emergency plan at all locations in the school district.

## **Training / Sharing Emergency Plan with all Staff Members**

The Garrard County School System recognizes that training and emergency preparedness go hand in hand. The partnership with First Responders in our community is a vital element for emergency planning. In collaboration with our First Responders, we are dedicated to training our staff members in order to protect our students and staff from danger in emergency situations. Beginning in 2015-16, local first responders will assist the school in Incident Command training to inform all parties about incident responsibilities and alignment of duties in the event of an emergency. The following table demonstrates the plan for training and sharing the Emergency Procedures Guide with our staff.

<b>Group</b>	<b>When training will take place</b>	<b>Who will train the group</b>
Principals/Superintendent/Supervisors	The first leadership meeting of the school year	District trainer/First Responders
Teachers	First faculty meeting of the school year	Principal/designee
School staff members (secretaries, custodians, instructional assistants)	First 15 working days of school	Principal/designee
Cafeteria staff	First 15 working days of the school year	Cafeteria Manager
Bus drivers	Prior to school beginning	Transportation Director
Substitute teachers	During substitute teacher training	District trainer
Substitute staff other than substitute teachers	In collaboration with the first substitute teacher training after being hired	District trainer

Any of the above staff hired during the school year except substitute staff	As soon as possible after hiring (no less than 15 working days)	Immediate supervisor/designee
District staff members	First 15 working days of August each year	District trainer