

# **Franklin-Simpson Middle School Safety Plan 2025-2026**

**Principal/Incident Commander - Jaxon Grover**

**Asst. Principal/Safety Officer - Matthew Marsh**

**Asst. Principal - Mallory Sterling**

**School Nurse - Anne Himmelbrand**

**First Responders:**

**Matt Marsh      Jaxon Grover      Anne Himmelbrand**

## **Medical Emergency 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 clinic for assistance**

**Principal or Designee 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**
- **Document actions and complete incident reports**
- **If the student is transported to the local hospital a staff member should meet the family at the hospital.**

**Office Staff:**

- **Contact first responders, school nurse, and custodial staff**
- **Contact the parents or guardians of the injured student**
- **Notify central office**

# **Bomb Threat / Terroristic Threatening**

- **In the event of a Threat to the school or facility:**
- **Staff Actions:**
- **Receiving a Threat:**
- **Phone Threat**
- **All personnel who answer telephone calls from outside sources shall be provided a “Threat Report Checklist”, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.**
- **If possible, signal other staff members to listen and notify the principal and police**
- **Copy any information displayed in the Caller ID – photograph if able**
- **Write down the exact wording of the threat**
- **Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible**
- **Record the call if the telephone or other available equipment allows**
- **Fill out the Threat Checklist immediately**
- **Be available for interviews with the principal, SRO and other public safety personnel**
- **Verbal Threat**
- **If the perpetrator leaves, note which direction they fled**
- **Notify the principal, SRO and others as appropriate**
- **Transcribe the threat exactly as it was communicated**
- **Note the description of the person(s) who made the threat:**
- **Name (if known)**
- **Gender**
- **Race**
- **Type/Color of clothing**
- **Approximate height and weight (body type)**
- **Hair and eye color**
- **Voice (loud, deep, accent)**
- **Other distinguishing features**

## **Chemical Material Spill**

**Chemical accidents may originate inside or outside of the 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 / Designee:**

- **Initiate Shelter in Place, shut off HVAC units**
- **Call 911; 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 / Designee:**

- **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 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**
- **Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes**
- **Document actions and complete incident reports**

## **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**
- **Initiate Drop, Cover and Hold**
- **Initiate accountability procedures**
- **Do not attempt to enter building until authorized to do so**
- **Do not light fires or touch fallen wires**

- Be alert for instructions from principal

### **Assembly Areas:**

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given “all clear” from Incident Commander
- 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
- If the alarm is sounded classes will hold for 90 seconds while office staff evaluates the nature of the alarm. After an evaluation a member of the office staff will make an announcement to evacuate, to lock down, or to return to normal activities.
- Implement evacuation procedures to outside Assembly Area

<b>Time of Day</b>	<b>Procedure to Follow</b>
<b>Before School</b>	* Go to assigned area for 1 <sup>st</sup> period class using the nearest building exit
<b>During Class</b>	* If in the lunchroom, use the nearest of the four exits to your table location
<b>During Class Change</b>	* Students report to assigned areas outside the building for the teacher they are going to
<b>During Lunch</b>	* Students take designated route to teacher's assigned area outside the building
<b>During Library</b>	* Students take designated route to teacher's assigned area outside the building
<b>During an Assembly</b>	* Students take designated route to teacher's assigned area outside the building
<b>After School</b>	* Bus ramp students follow teachers to front lawn past the picnic tables

**\* Bus study students (2<sup>nd</sup> load students) follow teachers to area in the parking lot**

**\* Car riders go to front lawn with the teachers on duty**

- **Implement plan for any students needing special assistance**  
**Mr. Marsh and Mr. McDougal will assist any student who is in a wheelchair down the stairs during an actual fire emergency.**
- **Follow standard student accounting procedures**
- **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**

## **Weather Related Emergency**

**Watches:** Indicate that conditions are right for development of a weather hazard. *Watches* cover a larger area than *Warnings*. Watches are issued by the National Weather Service Office Severe Storm Prediction Center hours before the anticipated event is forecast to occur.

**Warnings:** Indicate that a hazard is imminent and the probability of occurrence is extremely high.

Warnings are issued based on eyewitness reports or identification of specific severe weather signatures on Doppler Radar. Warnings may be issued within minutes of the arrival of most severe weather events. In the case of winter storm warnings, those warnings are often issued hours before the arrival of the weather system. A NOAA Weather Radio, with battery backup, should be installed in all school buildings.

**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 Watches.

### **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**

- **Move as needed to a safe area:**

#### **Time of Day**

#### **Procedure to Follow**

- **Before School**      Go to assigned area for 1<sup>st</sup> Period Class
  - **During Class**      Students take designated route to teacher's assigned area
  - **During Class**      Students report to assigned area for destination
  - **During Lunch**      Students take designated route to teacher's assigned area
  - **During Library**      Students take designated route to teacher's assigned area
  - **During Assembly** Students take route to teacher's assigned area
  - **After School**      All students report to 7<sup>th</sup> period teacher's assigned area
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- **Open windows, but allow classroom doors to close.**
  - **Turn away from windows and drop to knees, facing east where possible.**
  - **Cover the side of the head with elbows and clasp hands firmly behind the neck.**
  - **Maintain position until an announcement is made.**
  - **Considerable "common sense" and cooperation may be necessary on the part of teachers and students. For example, be aware of vacant or low occupancy rooms on the first floor which may help to alleviate crowding in downstairs hallways.**
  - **Principal will coordinate assessing the building for damage before allowing anyone to return to class.**
  - **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**

# Hard Lockdown

- **Announce that the school is in “hard lockdown.”**
- **If a call cannot be made over the PA everyone should verbally relay “hard lockdown”**
- **Call 911.**
- **Lock all doors. (Barricade the door if possible.)**
- **Move students to a wall that is out of the line of sight from the doorway.**
- **Remain quiet.**
- **Make certain the staff understands who the Incident Commander will be during a lockdown.**
- **Lights in the classroom should be turned off**
- **Cover windows in doors**
- **Any students or staff not in a classroom at the time of the lockdown should look to flee to the nearest safe place, whether that is inside or outside of the school. Locked classroom doors will not be opened during a hard lockdown.**
- **Any students or staff that is outside when a lockdown occurs should get away from the building and find the nearest area that provides cover.**
- **Wait for an official to unlock the door to conclude lockdown.**

**\*\* Every staff member has the authority to initiate a lockdown if they see something that would require a lockdown. If they do not have access to PA they should just yell “HARD LOCKDOWN”, and other staff members should relay that information until it reaches someone with access to the PA.**

# Soft Lockdown

- **Announce that the school is in soft lockdown.**
- **Students should remain in their current location until the soft lockdown ends.**
- **Administrative staff should check to ensure that all exterior doors are locked.**



- **In the event of a lockdown, a sign will be placed on the front door informing parents the school has entered lockdown and providing information on how to contact the front office.**
- **If any school goes into a soft lockdown, ALL schools will enter soft lockdown also.**
- **Front office staff will communicate with other schools as follows:**
  - **Mrs. Vincent - call Simpson Elementary & West Campus**
  - **Mrs. Coates - call FSHS**
  - **Drake - call Franklin Elementary & Lincoln**
  - **Grover - call Central Office**

## **Reunification**

- **Teachers should keep and maintain a hard copy of class rosters for each class and should take rosters when evacuating.**
- **Any adult not responsible for supervising children at the time of the event should report to an administrator to assist with the process of reunification or returning to normal activities.**

**Attendance Clerk (Joanna Drake): Evacuate with box of hard copy registration for each student and daily absentee. Evacuate with sign in/out and visitor log.**

**Alternate: Mary Thomas Vincent**

**FSMS will use the following staging areas in the event that an incident command post needs to be established, and or medical triage.**

**1<sup>st</sup> location:           Gymnasium**

**2<sup>nd</sup> location:           Library**

**3<sup>rd</sup> location:           Cafeteria**

**School wide evacuation locations: Students will be transported or they could walk to these locations**

**1<sup>st</sup> location: Franklin-Simpson HS Gym**

**2<sup>nd</sup> location: Indoor practice facility**

**3<sup>rd</sup> location: Simpson Elementary**

**4<sup>th</sup> location: Franklin Elementary**

**If we needed to relocate to an offsite location we would use the following:**

- 1. Church of Christ - 700 S. Main Street**
- 2. Calvary Baptist Church - 804 Church Street**

**Numbers you may need in case of Emergency**

**Central Dispatch 270-586-8824**

**Sheriff's Dept 270-586-7425**

**Emergency Management 270-586-0531**

**Fire Dept 270-586-7174**

# **Cardiac Response Protocol**

**STAFF ACTIONS:**

- 1. 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).
- 2. 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.

### **3. Start CPR**

- Begin continuous chest compressions and have someone retrieve the AED.
  - 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.

### **4. 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.

### **5. Transition care to EMS:**

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

### **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.

Bus Loading and Unloading	
<p>Upon arriving at school, students are directed to either the cafeteria for a grad-N-go breakfast, or their homeroom to await the beginning of the school day.</p> <p>When the school day is over, students are directed to the cafeteria to await the arrival of their bus unless their bus is in the initial group. Students whose bus is in the first group to depart go directly to the bus loop to load their bus.</p> <p>The students are supervised as follows:</p>	
Bus Loop Cafeteria (morning) Cafeteria (afternoon) Homerooms Hallways Gym Lobby FMD Corner Ag Corner Upstairs Lobby ISI Corner Integrity Exit Upstairs Restroom CIA Corner	Assistant Principal. School Social Worker and Teachers School Social Worker, Assistant Principal and Teachers Teachers Teachers Teacher PASS Teacher Teacher Teachers Assistant Principal Teacher Teacher CIA

Open Gate #1 Open Gate #2	Assistant Principal and Teacher Principal and Teacher
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Meals	
Administrators and Related Arts teachers will help supervise students during lunch as follows:	
<b>11:02-11:27</b> Cafeteria Cafe Hallway	
<b>11:32-11:57</b> Cafeteria Cafe Hallway	
<b>12:01-12:26</b> Cafeteria Cafe Hallway	

Halls and Restrooms
Halls are cleared by administrators from 7:55 each morning and then monitored hourly by assistant principals and principal. Restrooms are monitored by teachers during designated breaks.

Before and After the School Day	
<b><u>BEFORE SCHOOL</u></b> Students are monitored by administrators/teachers beginning with the first bus drop-off at approximately 7:30. When students arrive at school, they will grab a breakfast (if they choose to do so) and then IMMEDIATELY report to the homeroom. Related Arts teachers assigned in hallways will supervise from 7:30 - 7:55 and ensure students are not gathering. The students are monitored as follows:	
Bus Loop Cafeteria (morning only) Gym (afternoon only) Homerooms Hallways Courtyard Entrance FRYSC Entrance Gym Lobby	Assistant Principal. School Social Worker and Assistant School Social Worker and Assistant Teachers Teachers Teachers Teachers Teacher

FMD Corner	PASS Teacher
Ag Corner	Teacher
Upstairs Lobby	Teachers
ISI Corner	Teachers
Integrity Exit	Teacher
Upstairs Restroom	Teacher
CIA Corner	CIA
<b><u>AFTER SCHOOL</u></b>	
<ul style="list-style-type: none"> <li>• 3:00 - Bell to dismiss ALL bus riders</li> <li>• 3:04 - Bell to dismiss car riders and walkers</li> <li>• Students who ride later buses will gather in the cafeteria until their bus is called. This prevents high school aged students from mingling at the bus loop with middle school students.</li> </ul>	

<b>Field Trips and Activities</b>
<p>Field Trips are monitored by the team leader on the trip. One administrator accompanies each group trip. Sports activities are under the direction of the Athletic Director/Assistant Principal who created a supervision schedule. All sporting events are monitored by the principal, assistant principals or athletic director. Two administrators monitor each home football game and one administrator monitors each home basketball game.</p>