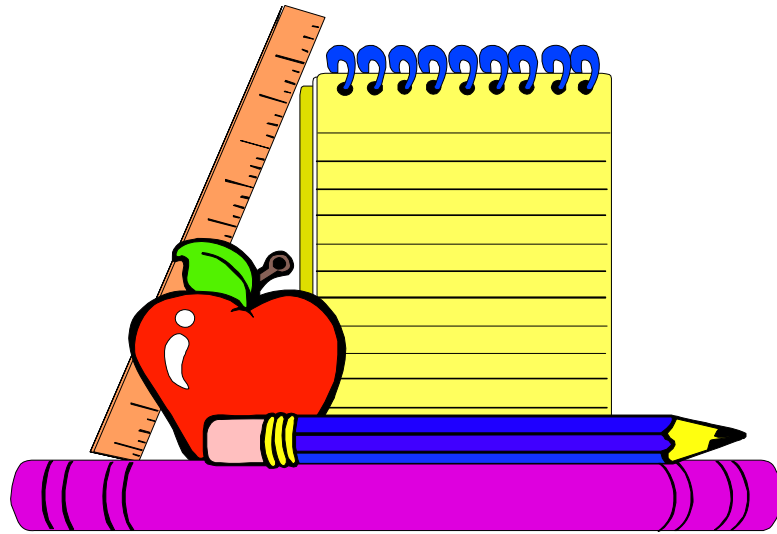


# TENSAS PARISH SCHOOL SYSTEM



# CRISIS MANAGEMENT PLAN

Carol S. Johnson, Superintendent

*Revised July, 2006*

# SCHOOL ADMINISTRATORS

## 2006 – 2007

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# INTRODUCTION

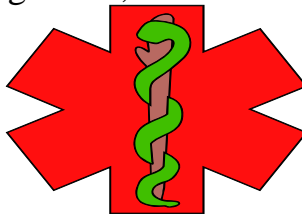
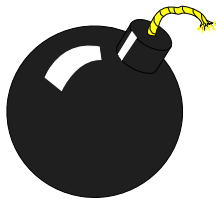
The Tensas Parish School System finds it extremely necessary to develop and implement a crisis management plan because of the recent wave of violence within schools throughout the nation. This plan will ultimately provide school personnel with procedures in dealing with school-based crisis situations. Remember, there are no guarantees that using this plan will prevent an injury or death, and nothing can replace common sense and sound judgment during a crisis.

A crisis affecting the entire school could very well occur anytime and at any location on school property. However, lives can be saved if school personnel are prepared for the crisis and know what actions to take when a crisis occurs. The key in dealing with any crisis is advanced planning, training and implementation of established procedures. Hopefully, this plan will address procedures to be utilized in the event of a crisis at one of the three schools within the system. Crisis develop from three basic sources:

(1) natural disasters such as a flood, tornado, hurricane or fire,



(2) human sources such as bomb threats, violence, weapons, drugs, medical emergencies, or accidents, and



(3) mechanical source such as gas leaks, bus accidents, boiler malfunction, etc.



It is strongly recommended that each school implement the crisis management plan by first selecting a *school-based team* as indicated in the plan. The school-based team should become somewhat familiar with the contents of this plan before implementation. Good Luck!

## Crisis Management Teams

There are two levels of Crisis Teams. The *first level* consists of district office personnel as well as the school's Principal. The members of this team are responsible for formulating district policies and procedures. Each district team member specializes in his or her respective areas. Principals should not hesitate to call on their expertise. The *second level* consists of school-based staff only, including the Principal. The Principal decides which team will be enacted after he has made an assessment of the event.

## **DISTRICT TEAM MEMBERS**

Superintendent  
Child Welfare & Attendance Supervisor  
School Board Members  
School Nurse  
Special Education Supervisor  
Behavior Intervention Strategist  
School Board Attorney  
Principal  
Guidance Counselor  
School Psychologist  
Social Worker

## **SCHOOL-BASED TEAM MEMBERS**

Principal  
Assistant Principal  
Secretary  
Head Custodian  
Cafeteria Manager  
Teacher  
Clergy

School-based team members will be appointed by the Principal at the beginning of the school term or as vacancies occur. It is recommended that team members belong to the team for at least three years. This allows for bonding and trust to develop between them. Careful consideration will be given to individuals who display confidence in themselves, who have proven themselves able to respond quickly and rationally in stressful situations, and who have demonstrated the ability to work as a team member. Prospective team members must be willing to work on the development of policies and review procedures which will require after-school volunteer work and a commitment to the project. They must be willing to participate in all training activities and agree to help in researching current literature on crisis management planning. Also, consideration will be given to those individuals with first aid and CPR training and certification.

## **Crisis Team's Responsibilities**

### **District Team Members**

District team members have a variety of responsibilities, which include the development of district-wide policies and procedures.

*(Please refer to the district's policies, which are available in the Principal's office).*

### **School-based Team Members**

#### **Principal's Responsibilities**

- Annually review and update school's crisis procedures.
- Appoint school-based members.
- Plan in-service training for team members and entire staff on the System's Crisis Plan and other significant topics.
- Coordinate Crisis Team during any crisis situation.
- Correspond with district team members and outside agencies.
- Assess crisis and issue alerts and directives. (Directives can come from three methods – use of the PA; walkie talkies, or written notice. The method will be determined according to the crisis).
- Modify school schedule if necessary (i.e., issue a "Stay Put" ruling, evacuate, transport home and/or assign grieving rooms and counseling times).
- Maintain communication with staff, students, parents and Central Office by phone or in writing.
- Act as liaison with the police or other outside agency authorities.
- Act as media spokesperson for school.
- Oversee all guideline implementation and delegate as needed.
- Obtain details and document crisis.
- Evaluate Crisis Team response.
- Monitor staff and students for post-conflict trauma and plan for long-term counseling if necessary.
- Resume normal schedule and routine as quickly as possible.
- Take action to insure the safety of staff and students.
- Conduct a metal detector search if situation warrants.
- If crisis warrants, notify staff and students of funeral or memorial services and make arrangements to attend.
- Make hospital visits when appropriate.
- Notify family members of staff or student injuries, etc.
- Use stick-on nametags to identify injured.
- Initiate radio site checks at regular intervals during a crisis.
- Remain physically fit for duty.

### Teachers, Assistants, and Substitutes' Responsibilities

- Familiarize self with crisis procedures.
- Remain with assigned students at all times once a Red Alert has been issued; do not allow students to enter or to leave your room unless directed to do so by a Crisis Team member or the Principal.
- Formulate a list of students who are present at that time and provide information to the office. A Crisis Team member will contact you in order to retrieve the list.
- Keep students calm and minimize stress.
- Keep students informed, as directed by the Principal, relaying only those circumstances/information released and approved by the Principal.
- Provide details of any events witnessed.
- Assist students in writing their accounts of the event.
- Control the spread of rumors by relaying the truth. Do not make presumptions or predict outcomes.
- Refer students, who may be in need of support services as a direct result of the crisis, to a social worker.
- Remain calm and set a positive tone.

### Administrative Assistant's Responsibilities

- Assume the role of Principal in the absence of the Principal or if the Principal has become incapacitated or held hostage.
- Arrange for crowd control as warranted by crisis.
- Supervise staff with assigned responsibilities (i.e., cafeteria manager, head custodian, bus drivers, teacher assistants, and teachers).
- Contact school nurse, social worker and bus drivers if situation warrants or as directed by the Principal.
- Turn bells off.
- Report directly to the Principal.
- Maintain communication with the Principal at all times.
- Dispel any rumors.
- Assist in metal detector search as directed by the Principal.
- Perform radio site checks.
- Make contact with local phone company if additional phone lines are needed.
- Research curriculum on violence prevention, self-esteem, conflict resolution, etc.
- Purchase materials on dealing with crises for professional library (i.e., suicide, death, the grieving process, hurricanes, etc.)
- Remain physically fit for duty.

## **School-Based Team's Responsibilities**

- Be familiar and ready to implement Crisis Plan and participate in training provided.
- Actively monitor entire campus when there is not a crisis.
- Research literature on crisis management techniques and update personal skills.
- Upon hearing the Alert Code, report directly to Principal's office or specified location provided in alert.
- Adhere to procedures and follow directives.
- Maintain crowd control.
- Monitor classrooms and containment area to assist staff.
- Document crisis, listing procedures and action steps taken.
- Maintain communication with Principal and other Team members.
- Assist any Team member and administrator with anything that is needed
- Assist in metal detector search if necessary.
- Clear halls and outside areas and assign those found to a containment area.
- Secure specific site area and report to the Principal on the status of your assigned area.
- Check restroom facilities in assigned area to ensure that all students are out. If any students are located, take them to the containment area. Add names to roster.
- Use stick-on nametags to identify the injured.
- Perform radio site checks.
- Remain physically fit for duty.

## **School Secretary's Responsibilities**

- Report directly to the Principal.
- Maintain communication with the Principal at all times.
- Implement coded systems when communicating with Principal.
- Dial 911/local law enforcement personnel.
- Answer and document all calls.
- Greet parents, police, media, etc., and issue visitor passes.
- Screen all visitors and issue appropriate passes.
- Provide all emergency information on students and staff victims to the police and emergency medical teams.
- Type and make copies of all corresponding memos and directives from Principal and give to designated Crisis Team member.
- Perform radio site checks.
- Do not allow students to use the telephone.

## Campus Monitor and Security Guard's Responsibilities

- Be alert at all times and actively monitor campus.
- Immediately inform Principal or a Crisis Team member of any unusual activity or person seen on campus.
- Monitor all individuals that enter the campus. Ensure they report to the front office and obtain a visitor's pass
- Check for hall passes from every student
- Alternate the timing of your observation rounds. Never conduct them in a routine or predictable fashion.

## Head Custodian's Responsibilities

- Report directly to the Assistant Principal or designee.
- Secure all gates and building immediately. Check the restroom facilities to make sure all staff and students are out prior to locking.
- Provide floor plans, blueprints, and/or evacuation routes to representatives of outside agencies as situation warrants.
- Assist in crowd control.
- Provide first-aid equipment as well as any other items (i.e., batteries, flashlights).

## Cafeteria Manager's Responsibilities

- Report directly to the Assistant Principal.
- Provide food, snacks, drinks, and water where needed.
- Supervise technicians and delegates according to need.
- Communicate with the Principal as needed.

## Students' Responsibilities

- If informed by the teacher or Principal, remain with your teacher at all times. Details will be provided to you.
- If you hear the evacuation signal, or if you are informed that there is an emergency on campus, you are to follow directions of the closest staff member.
- Cooperate fully with all staff.
- Remain calm. You want to be part of the solution, not part of the problem.
- Do not be a part of the rumor mill.
- If you have concerns or are frightened, speak with your teacher. You may also request that the social worker come to speak with you.

## Radio Site Checks

All Crisis Team members perform radio site checks during a crisis and periodically throughout the day. This procedure will be done in a specific order. The principal will initiate the radio site check by saying: “This is crisis five, all check in.” The five represents the fifth radio in use. All other members are assigned numbers one through four. Members are to transmit status of the area that they are assigned to monitor. This is a very easy approach to use with the Crisis Team member to identify problem areas on campus. Failure of any Crisis Team member to respond to the radio site check signals that trouble is in that area and back-up assistance should be sent immediately.

All Crisis members who are issued radios must adhere to policies governing transmissions. Guidelines are:

- Only transmit important information.
- NO JOKING AROUND.
- If spoken to, respond. Lack of response may cause a rippling motion and enact a false alert status.
- Identify the Team member you want to speak with prior to transmitting message. Obtain an affirmation before transmitting message.
- When your message is complete, indicate so.
- Do not break in on others’ transmissions.
- Be mindful that others outside the school could be eavesdropping on transmissions.
- Learn to relay messages in codes when applicable.
- Know your radio number and respond to radio site checks.
- Keep your radio with you at all times.
- Charge radio nightly according to manufacturer’s instructions.



## Dealing with the Police

It is our policy to cooperate 100 percent with the police during a crisis or during any investigation. Once the police have arrived on campus, they are the authority agency and are immediately in charge. Be prepared to discuss exactly what happened and in what order. If you know any details, please advise the Crisis Team so they may inform the police and arrange coverage for your class. Use the following policies when dealing with police:

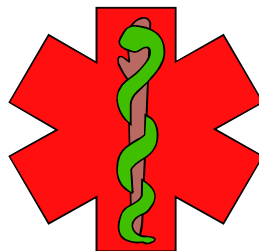
- Once 911/local law enforcement personnel have been called or the police are contacted directly, report exactly what happened. Answer all questions.
- Upon arrival of the police, provide them with a copy of the floor plan. If the crisis warrants, indicate exits, entrances, chemical storage closets or other dangerous materials, location of lawnmowers, gardening equipment, boiler units, phone jacks, electrical outlets, and air and heating ducts.
- Provide exact location of crisis and students and staff that may be in immediate danger or in violation of the law.
- If the crisis warrants, provide master schedule list and mark where empty rooms are currently located.
- Provide a designated workspace for the police away from the media or other visitors. Provide a phone. This will be used for a temporary headquarters.
- Remember that once the police are involved, the crisis becomes a police matter and it is the police who determine what information can be released; otherwise, the investigation might be impeded.



## Dealing with Emergency Medical Personnel

It is our policy to cooperate 100 percent with emergency medical personnel, (i.e., ambulance technicians). They have been specifically trained to perform their tasks. Use the following policies when dealing with emergency medical personnel:

- Call 911, report exactly what happened, and request for medical on-line technical assistance. Obtain specific instructions on medical procedures to follow until the ambulance arrives.
- Assign one Crisis Team member to meet the ambulance at the front gate in order to provide directions.
- Notify an injured person's next of kin. Inform them that the ambulance has been called.
- Once the ambulance arrives, have a Crisis Team member escort medical personnel to the injured.
- The ambulance team will have authority to determine whether or not the person should be transported immediately to the hospital.
- The secretary will provide the emergency card information to the ambulance driver.
- If a staff member or student is transported to the hospital, the Principal or Assistant Principal will accompany them to the hospital and remain with them until the next of kin arrives. A copy of the emergency card or staff vital sheet will be given to the intake staff person at the hospital.
- Names of injured will be withheld from the media for all juveniles. Names of injured adults will only be released after the next of kin have been notified.



# Crisis Alert Code System

The basis and operation of the Crisis Team is referred to as *Crisis Alert Code System*. Each coded system will allow for effective and open communication between team members and staff. The term *Crisis Alert Code System*, when announced over the PA system, walkie-talkie, etc., is the alert signal for the Crisis Team to assemble and for the rest of the staff to be waiting for the next directive. In some instances, the crisis pending may only warrant notification of *School-based Team* members or may be so severe that *District Team* members will have to be notified. The crisis plan of implementation provides for a coded system and signal. This allows for immediate announcement of a crisis without creating mass hysteria on campus. Listed below are the codes and alerts that will be used.

## Red Alert

A Red Alert will be issued for the following situations and by a written directive from the Principal. One team member will be given the responsibility of hand delivering the Red Alert notices to each staff member. If the crisis precludes a written directive, then the PA system will be used. Upon notification of a Red Alert, all staff, students, and visitors are to remain where they are. If there are visitors in your room or office, it is your responsibility to inform them that the Principal has mandated a “*Stay Put*” ruling. No movement of any type is allowed until further notice, and roll call of students will be provided to the front office by using the intercom when asked by designated Crisis Team member. Also include any names of visitors.

Situations that warrant a Red Alert:

- Hostage incidents
- Guns, knives, clubs, etc., found on a student or intruder
- Gang movement
- Threat of a riot
- Sit-in
- Death
- Discharge of a firearm
- Natural disasters (hurricane, flood, tornado)
- Battery, rape, or assault on a staff member
- Medical emergencies where a moving audience would hinder the emergency medical personnel
- Incapacitation of a staff member

### Yellow Alert

A Yellow Alert is issued for bomb threats or tornado watches. Staff should prepare to receive further directives. A Yellow Alert will be issued in the form of a written directive on the Yellow Alert Form. Information regarding status of the alert and the situation will be provided to you as well as weather information. The “*Stay Put*” ruling will be in effect.

### Green Alert

A Green Alert is issued when evacuation is necessary. Three bells will signal when evacuation is necessary. Upon hearing the three bells, all staff and students should evacuate according to the posted evacuation routes. Two bells will signal an “All Clear,” meaning that it is safe for all to return. Upon return, call roll. Make sure every student is accounted for and report any missing or added students to the front office.

#### **Situations that warrant a Green Alert:**

- Fire or fire drills
- Toxic fumes
- Explosions
- Arson
- Bomb threat or location of an actual bomb

### White Alert

A White Alert is issued when the Crisis Team must use medical procedures. In this alert mode, only team members alerted immediately by the secretary.

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There are many situations that occur on campus that do not warrant an alert, but in every case the Crisis Team should always be notified. The code approach allows the Crisis Team to be informed of activities quickly with few words in order to decrease the response time. This also prevents hysteria. These codes are identified with numbers instead of colors:

#### **Code Alerts 1-5**

- Code 1 – Notifies Crisis Team of a fight or potential harm to another student.
- Code 2 – Notifies Crisis Team of an assault and battery of a staff member.
- Code 3 – Notifies Crisis Team that assistance is needed in a specific class.
- Code 4 – Notifies Crisis Team of a possible weapon or gun on campus.
- Code 5 – Notifies Crisis Team of an intruder.

Upon hearing over the intercom, “Crisis Team report to room\_\_\_\_,” all support staff on that floor or in that area are to report to that location immediately to offer assistance. The Principal will notify the staff when any alert status has ended.

# **Alert Codes**

## **Red Alert**

Fire  
Natural disasters  
Death  
Guns, knives, clubs, etc.  
Hostage incidents  
Incapacitation of a staff member

## **Green Alert**

Arson  
Fire  
Explosion  
Toxic Fumes  
Bombs  
Discharge of a Firearm

## **Yellow Alert**

Bomb or bomb threat  
Tornado warning

## **White Alert**

Medical Emergencies

## **Codes 1 – 5**

**Code 1** – Fight/Potential harm to a student  
**Code 2** – Assault/Battery on a staff member  
**Code 3** – Assistance needed in a classroom  
**Code 4** – Weapon on campus  
**Code 5** – Intruder Alert

# Procedures for Situational Crises

Fire, Explosion, Bomb, Bomb Threat, Toxic Fumes, Chemical Spill, Nuclear Power, Waste, Radiation, etc.

- Principal assesses crisis and determines if injuries have occurred.
- Principal issues alert.
- Crisis Team is enacted.
- Call 911/local law enforcement personnel.
- Secure building.
- Teachers survey area. Any unusual objects are to be reported immediately to the secretary. Teachers should use the intercom. Crisis Team members should use their radios.
- All staff must verify with the front office that all is clear or that further investigation is needed.
- Perform radio site checks.

## **In the case of a bomb threat, the person receiving the call should:**

- Record the contents of the conversation on the “Bomb Threat Report” form taped by the phone.
- Record the time and date the call was received and from which phone line.
- Ask all questions that could be helpful. Refer to the “Bomb Threat Report” form. It will be instrumental in helping you gather pertinent data.
- Determine background noises and sounds. Try to identify as many as possible (i.e., airplanes, traffic, voices, music, etc.).
- Keep the caller on the line as long as possible. Ask pertinent questions (i.e., “Where is the bomb? What kind? When will it explode?”).
- Determine if the caller is male or female.
- Record any voice characteristics or traces of ethnic origin.
- Record if the caller is calm or irrational.
- Immediately inform the Principal of the call received. **DO NOT INFORM OTHERS!** This could cause mass hysteria. The Principal will then issue the alert status.
- Turn in the “Bomb Threat Report” form immediately to the Principal. A form may be obtained from the secretary to replace the one just used.
- In case of toxic fumes, etc., evacuate perpendicular to the source of the fumes. Turn off all heaters and air conditioners. If fumes are in the building, open doors and windows. If fumes are outdoors, close windows.
- If you have caller I.D., callback, or a tracer on your school’s phone line, activate the program immediately when the caller disconnects by dialing the appropriate code.

You will be notified when alert status has ended.

# **Procedures for Evacuation**

1. Principal assesses the need to evacuate and determines if injury has occurred.
2. Crisis Team is activated.
3. Three bells sound.
4. After the three bells have sounded the evacuation process begins.
5. Everyone should exit to designated areas according to posted evacuation routes.
6. Crisis Team members will survey their area and insure that all have evacuated and the restrooms are clear.
7. Perform radio site checks.
8. Absolute silence is to be observed during evacuation.
9. All personal property and school materials are to remain in the building with the exception of the teacher's roll book and keys.
10. Close doors and windows for fire and keep them open for bomb threats. Do not lock them in case emergency personnel need to enter the room. Leave the lights on.
11. Escort students and have them walk quietly, in single file. The first group exiting the building should latch doors open, and the last group should close them. If the exit is blocked, use an alternate exit.
12. Call roll once in each designated area. Report any missing or added students to a Crisis Team member in the area. Do not send a student or another teacher to report this information. Stay in your assigned area.
13. A specified Crisis Team member will check the building to insure that all have been evacuated.
14. Keep students calm and in your area. Students should not be allowed to roam or talk. You are responsible for the welfare and safety of your students; therefore, staff must remain with them at all times.
15. If evacuation is during lunch, change of classes, or during an activity period, clear the area immediately. Keep students in groups and make a roster of who you have. A Crisis Team member will retrieve the roster for you.
16. You will be notified when you may return to the building by the "All Clear" signal. The "All clear signal is two short bells. Under no circumstances are you or students to re-enter the building until the "All Clear" signal is given.
17. In the case of evacuations with long waiting periods, a nearby church facility will be utilized.

***DO NOT, UNDER ANY CIRCUMSTANCES, RETURN TO THE BUILDING UNTIL THE "ALL CLEAR" SIGNAL IS GIVEN.***

# Procedures for Manmade Crisis

Hostage Incidents, Gang Movement, Incapacitation of a Staff Member, Intruder, Student with a Gun, Knife, or Club, Discharge of a Firearm, Rioting, Sit-in, etc.

1. Principal assesses activity and determines injury status
2. Crisis Team activated
3. Red Alert issued over the intercom and Red Alert memorandum disseminated to faculty
4. 911 called and back-up requested
5. Once Red Alert is issued:
  - Initiate the “Stay Put” ruling. Clear hallways of any students and visitors.
  - Call roll and document any missing or extra students in your class. Record any visitor names as well. Crisis Team member will retrieve the information.
  - Lock your classroom door. Make certain it is secured.
  - Close curtains or window shades. Block view into the room if possible.
  - Keep students away from doors and windows. Have them remain seated in their desks. They must be out of view of any person walking by your room. Keep students quiet and calm. **DON’T TAKE CHANCES.** You never know if an intruder will walk by or enter your room to discharge a firearm.
  - **DO NOT ALLOW** students or visitors to exit your classroom for any reason. You are to remain in the room as well.
  - Wait for further directions.

\*In isolated hostage or armed intruder cases, the intercom system will be turned off in the vicinity of the intruder. Communication will be by written memorandum or through a member of the Crisis Team. If a Red Alert is issued and you do not receive written directives or hear further statements over the intercom, assume that the crisis containment area is near your classroom and, as a precautionary measure, communication had to cease. **DO NOT LEAVE YOUR CLASSROOM TO FIND OUT WHAT IS GOING ON! YOU COULD BE PUTTING YOUR LIFE OR SOMEONE ELSE’S LIFE IN DANGER. REMAIN WHERE YOU ARE.** You will be notified when the alert has ended and you will be provided with a full debriefing. Your cooperation is mandatory. You must put your faith and trust in the crisis team, administration, and police and believe they are doing everything within their power to resolve the crisis and maintain a safe learning and working environment for all.

## Drop Drills

Review with your students a “Drop Drill.” In this case, students and teachers practice what to do if they hear gunfire. If gunfire is heard, all are to drop to the floor and cover their heads. Continue this position until notified to cease.

# Gun Confiscation

Listed below are suggested procedures to follow if someone confronts you with a gun or if you find a gun on campus. Remember that there is nothing that can replace common sense and professional training. It is recommended that you familiarize yourself with gun safety procedures.

1. Assess the situation and determine if it is life-threatening. Life-threatening situations require an immediate action in order to avoid serious injury or death to someone. At the time of a life-threatening crisis, you cannot wait on police authorities to take action. Each school must determine what types of events are to be classified as life-threatening. In the event that a staff member determines a crisis is life-threatening, the administrator involved should take whatever action is necessary to provide for the safety of the staff and students.
2. Notify the Principal immediately and Red Alert status will be activated. In a life-threatening crisis, notification of the Principal is not always easy. Typically, those around the crisis provide the notification.
3. Isolate student or intruder suspected of having a gun, if at all possible. Consider the student or the intruder as dangerous. Do not say or do anything that can further aggravate the individual. This is easier said than done. Common sense must prevail. If you or the entire class is taken hostage, cooperate with the perpetrator. Try to keep the students calm and stress the importance of them following instructions.
4. Avoid exciting the individual; talk in a calm manner with a very soft voice. Try to distract the intruder with casual conversation until the police arrive and establish communication. They are trained to deal with hostage situations.
5. Wait for the police.

6. If the situation is not life-threatening. **DO NOT** try to take the gun from the student or intruder. The risk factor increases for accidental death or injury from gunfire. Leave the confiscation to those who are trained (i.e., Crisis Team or Police).
  
7. If you find a gun on campus, **DO NOT TOUCH THE GUN**, and do not let the gun out of your sight! The chances of the gun falling into the wrong hands increases. Notify the nearest Crisis Team member or Principal. Stay by the gun and send another staff member or a responsible student to notify the office. If no one is around, wait there and activate your personal alarm. Once again, **DO NOT TOUCH THE GUN!** **DO NOT** be tempted to bring the gun to the Principal. There are two reasons for this. First, if you don't know how to handle a gun you could accidentally fire it. Second, you do not want your fingerprints on the gun. The fewer people who handle the gun, the easier it is for fingerprints to be lifted from the gun for possible ownership identification during the police investigation. You will be found missing from your regular duties and the Crisis Team will search for you, or hear your personal alarm.
  
8. If a student or an intruder hands you a gun, remain calm. Consider the gun loaded and **DO NOT POINT THE GUN AT ANYONE OR ANYTHING!** **DO NOT TOUCH ANY MOVING PARTS, ESPECIALLY THE TRIGGER, AND DO NOT ATTEMPT TO UNLOAD THE CHAMBER!** Hold the gun by the handle and do not put your finger along side the trigger or firmly grasp the entire handle. Point the gun in a safe direction, away from people and valuable objects. According to the National Rifle Association:
  - A 'safe direction' means that the gun is pointed so that even if it were to go off it would not cause injury. The key to this rule is to control where the muzzle or front end of the barrel is pointed at all times. Common sense dictates the safest direction, depending on different circumstances.”
  - When applying the “safe direction” rule, one must use logic and common sense. What would be considered a safe direction in one situation may not be considered safe in another. For instance, if your classroom is on the second floor, pointing the barrel of the gun to the floor would not be a safe direction, but pointing it to the ceiling would. However the rule of safe direction for the bottom floor of a

multi-floor school changes. Pointing the barrel to the ceiling would not be considered safe, because if the gun accidentally fired, the bullet could go through the ceiling and injure or kill someone. Pointing it to the floor would be safer. The outer surroundings must be considered. Know what is beyond that could be destroyed (i.e. valuable objects or people). If one must choose where to point the barrel of the gun and there are only two alternatives, toward valuable objects or toward people, common sense says **NEVER POINT THE BARREL OF A GUN TOWARD A PERSON**. Once again, there is nothing that can replace training by a professional gun safety expert.

- Notify the office of your location, and 911/local law enforcement will be called. Until the Crisis Team or the Police arrive, **DO NOT PANIC**, but take precautions. Precautions include remaining alert and making sure the student or the intruder doesn't try to confiscate the gun from you. The Principal may want you to remain where you are, or you may be instructed to bring the gun to them. Get the directive from the Principal. Rely on your administrator, and do not question their decision. Principals will have to assess each situation as it arises and make the judgment on a case-by-case basis. There is no strict rule or procedure to follow.
- When a Crisis Team member or the Police arrive, follow their directives in handing the gun to them. They are trained in gun safety and know the procedures. Once again, never point the barrel at a person, but always in a safe direction.

9. **IF AT ALL POSSIBLE, NEVER TOUCH THE GUN.**

## **Procedures for Fights/Aggression**

1. Situation assessed by nearest staff member.
2. Office notified
3. Crisis Team activated
4. If fight/aggression occurs in your class, tell students to stop fighting. Depending on the circumstances, either call the front office for the Crisis Team or send a reliable student for help if your assistant is not available. **DO NOT** put yourself in danger. If you can stop the fight without injury, do so.
5. If fight/aggression occurred outside, in cafeteria, or during the change of class, all staff in the vicinity not involved in stopping the fight should assist in getting students to class and away from those students who are fighting. A crowd should never be allowed to assemble.
6. If necessary, a Red Alert will be issued by the Principal

***Special Note:*** A physical restraint will only be used by a Crisis Team member or local law enforcement personnel if the student presents a danger to self or others.

### ***Using Physical Restraint***

Students who cause danger to themselves or others, or who damage property may need physical assistance when gaining self-control. Physical restraint may be used to repress the student if you are trained to do so. Otherwise, call for assistance from the Crisis Team.

***Note:*** If it becomes necessary to physically restrain a student, a report must be filed with the Principal and the parent must be notified of the incident.

# Procedures for Natural Disasters

## **Tornado, Flood, Hurricane**

1. Principal listens to radio and television station for weather bulletin and keeps others informed.
2. A Red Alert is given via the intercom with specific details of weather conditions. (If the intercom is inoperable, written or verbal communication may be done through the Crisis Team members). Teachers follow Red Alert procedures previously outlined.
3. Crisis Team assembled.
4. Principal monitors weather conditions and provides weather bulletins to faculty, staff and students.
5. Transportation is arranged by the Principal if the situation warrants.
6. Secretary initiates phone bank to notify parents.
7. Principal assigns duties to entire staff.
8. Principal determines priorities on staying and dismissing.
9. Cafeteria provides snacks, meals, and liquids as needed per directive by the Principal.
10. In case of a tornado, a signal will be sounded and all staff and students will move to designated areas. Roll should be taken prior to and after evacuation. Everyone should assume tornado position and remain until further directives are given.
11. Report any potential danger signals immediately to the front office or to a member of the Crisis Team.

***Special Note:*** There is a difference between a ***tornado watch*** and a ***tornado warning***. A ***watch*** is issued when there is a possibility of a tornado forming, while a ***warning*** is issued when a tornado has been sighted or indicated by radar.

*Interior hallways on the first floor will be used as shelter. Rooms such as the gymnasium, library, and cafeteria will not be used. Stay away from glass and keep head covered. If your class is outside, lie down in a ditch and cover your head.*

*Buses will be allowed to transport students during a watch, but never during a warning.*

# **Procedures for Medical Crises**

Infectious Disease, Medical Emergencies, Heart Attack, Stroke, Drug Overdose, Seizure, Broken Limbs, Death, Suicide, Head Injuries, etc.

1. Principals assesses and identifies injured and the need for medical attention.
2. 911/local law enforcement is called. Police, ambulance, and technical assistance will be requested if event warrants.
3. Principal announces Red Alert status if movement of the student body and faculty must be prevented.
4. Crisis Team activated.
5. Principal or designee contacts immediate family.
6. Emergency information is given by the secretary to the emergency medical team staff.
7. Infectious disease cases will result in the notification of the District Team and Director of School Nurses.
8. Outside agencies will be notified if an infectious disease is discovered.

## **Assault or Rape of Student or Staff Resulting in Injury**

1. Principal is notified.
2. 911/local law enforcement is called. Police and ambulance requested with technical assistance.
3. Red Alert issued and Crisis Team activated.
4. First aid is provided.
5. Social Worker is notified to provide on-site counseling.
6. Crisis Team attempts to apprehend offender (put safety to staff and students first).
7. Victim's immediate family is notified.
8. In case of rape, do not let the victim wash. Clothing must be saved.
9. If victim is transferred to the hospital, the Principal or the Assistant Principal will accompany them.
10. Long-term counseling will be provided for the victim.

# **Notification of Death of a Family Member**

- Principal will request a family member to come to the school to inform staff or student affected.
- When family member arrives, student or staff is called to the front office and provided private space.
- Principal and counselor will inform staff or student of the death if a family member cannot come to the school. Counselor will stay with person until departure.
- Principal makes arrangements to attend funeral service and sends condolences.
- Principal arranges for long-term counseling if available.

## **Seizure, Convulsion, Heart Attack, etc.**

- Call Tensas Parish Sheriff's Department immediately and request for medical support on the line until ambulance arrives. An expert will be put on the line and provide specific instruction on the care of the person until help arrives.
- Principal issues White Alert.
- Crisis Team will monitor crowd and keep others from being near the person.
- If emergency occurred during class, the students will be removed to another area.

# **Procedures for Mechanical Crisis**

Bus Accidents, Breakdowns, or Boiler, Heater or Air Conditioning malfunctions, etc.

## **Bus Accidents or Breakdown**

### **Within the District**

- Bus driver will contact 911/local law enforcement.
- Principal is notified by the bus driver.
- After an initial assessment of the situation, the Principal will activate Crisis Team, if necessary.
- Policies and procedures will be adhered to and all required forms completed as required in the transportation manual.
- Record accident location, time of day, bus number, route, all injuries (names/numbers).
- Initiate the appropriate communication contacts (Transportation and Central Office)
- After an accident, each student's physical condition will be documented. First aid will be administered.
- School Principal or his/her designee will report to the accident site with a cell phone.
- Principal will appoint staff/Crisis Team member to go to hospital(s). Crisis Team member will act as liaison between hospital, school and parents.
- Upon direction of the Principal, parent phone bank enacted.
- During a breakdown, driver will contact Principal and arrange for alternate transportation.

### **Outside the District**

- Bus driver will verify report with on-site police department
- Record accident location, time of day, bus number, route, student/adult injuries (names).
- Principal will notify Central Office, Transportation Department, School Nurse/Counselor
- Send designated personnel (Crisis Team members) to scene and to hospital.
- Request police officer with who to maintain open communication.
- Obtain names and hospital(s) destinations of injured.
- Prepare list of passengers.
- Inform parents/guardian, relative or emergency contact on registration card.
- Designated District spokesperson will prepare fact sheet and media statement.
- Fill out student/personnel accident report.
- Check with Business Office about insurance issues.
- Activate Crisis Team (if necessary)
- Debrief with Central Office, Crisis Team, Staff and all agencies involved.

**Other mechanical crises will be assessed as they arise and action steps determined, including school closure, if necessary.**

***Note: Bus drivers must keep a current roster of all students that are transported. This list will include parent names and emergency phone numbers. This also applies to field trips and transporting students to extra-curricular activities.***

## Categories of Crises

<b>Situational</b>	<b>Manmade</b>	<b>Natural</b>	<b>Medical</b>	<b>Mechanical</b>
Nuclear Waste	Hostage Situation	Hurricane	Heart Attack/Stroke	Bus Breakdown
Fire	Arson	Tornado	Death	Boiler
Gas Leak	Riot	Flood	Drug Overdose	Heater
Explosion	Teacher Incapacitated	Winter Warning	Seizures	Air Conditioner
Toxic Fumes	Bomb Threat		Bus Accident	
Chemical Spill	Weapons		Broken Limbs	
Radiation	Gang Activity		Rape	
Bomb	Theft			
Bomb Threat	Rioting			
	Sit-in			
	Shooting			
	Kidnapping			
	Sexual Harassment			
	Bus Accident			
	Drugs			

## **Dealing with the Aftermath**

Crises can have a long lasting impression on staff and students, presenting the need for long-term counseling. It is the responsibility of the administration and staff to be on the alert for those individuals that have been affected and need counseling, thereby making the appropriate referrals to the school counselor and social work agencies. Immediately after a crisis, follow these procedures:

1. The Principal will determine the dismissal and/or remainder of the day schedule. Those individuals that have been directly affected by the crisis situation will meet with the principal in a debriefing meeting followed by a general announcement to the student body and faculty.
2. Security measures, if needed, will be investigated by the Principal and implemented. This sometimes eases the fear and concerns that others have.
3. A specific location in the school will be assigned as a “Grieving Room” or place for counseling along with the time and date the counseling will be available. For those directly affected by the crisis, counseling will be provided prior to leaving the campus.
4. Following the crisis, debriefing sessions will be provided as well as long-term counseling as determined by the needs of individuals.
5. If applicable, the room, where the crisis took place will be repainted and rearranged before any classes meet there. This often reduces fears and phobias of being in the same place.
6. Schedule changes for those affected will be investigated. If determined appropriate, the Principal will complete schedule changes.
7. A letter from the Principal will be sent home with the students clarifying the situation and focusing on the positive. A follow-up letter will be mailed in one week.
8. An emergency faculty meeting will be held for debriefing prior to dismissal the day of the crisis.
9. The Crisis Team will meet to evaluate the entire crisis.

# Debriefing

Debriefing sessions are recommended for individuals who were involved in the crisis event by either witnessing it or who assisted in resolving the crisis (i.e., rescue, first aid, disarming an intruder). Adherence to the following guidelines is suggested.

1. Use professional service providers that were not associated with the crisis.  
The Principal coordinates all planning.
2. Use a “Grieving Room” that is large enough to hold a maximum of thirty individuals. Arrange the furniture in a circle so everyone can see each other.
3. Schedule at least three debriefing sessions. The first session is to be scheduled within twenty-four hours of the crisis.
4. Use the first session to allow each person to express his or her feeling about the crisis.
5. Allow only one person to talk at a time, but encourage total participation.
6. Establish three rules:
  - 1) No one is to criticize what another says, but to listen and find common reactions, feelings and fears,
  - 2) anything said is confidential, and
  - 3) all questions will be answered.
7. Subsequent sessions should be based on:
  - Common reactions
  - Stress indicators
  - Reactions to crisis
  - Coping mechanisms
  - Stress reduction techniques
  - Referral information

## **Crisis Stress Indicators**

After a crisis has passed, it is very common for staff and students to experience some strong emotional reactions. The crisis may end while emotional stress remains. Reactions may emerge immediately or days after the actual crisis. Each person is different as to when his or her signs and symptoms surface and how long stress indicators last. Some stress signals last for days, weeks, months, and sometimes years, depending on the degree of the crisis. Professional assistance in dealing with the aftermath effects is often required. Signals of stress and aftershock surface in individuals in four major areas: behaviors, emotional deviations, cognitive impairment and physical ailments.

## **Recommendations for Staff**

- After a crisis, it is very normal to need to talk to someone. You should seek people that you feel comfortable with and who are excellent listeners. Stress caused by the crisis can often be relieved just by expressing your thoughts and feelings. Talking may help you to cope without professional assistance.
- Share your feelings and thoughts with your family and minister. Love and support will help to comfort you.
- Accepting the crisis and consequences resulting from it will help you to cope with the event. Denial of a crisis will only interfere with the healing process.
- Return to your normal routine, in both your personal and professional life, as quickly as possible.
- Join a supportive group and attend all debriefing sessions offered at your school. There are a variety of support groups located in the community and sponsored by local hospitals, mental health facilities, and churches.
- Find opportunities to relax and enjoy doing the things you like to do. Play golf, sightsee, take a long nap, go on a picnic, etc.
- Watch your diet. Eat balanced meals and avoid junk food binges or not eating at all. Also, drink the recommended amount of daily water.
- Avoid the use of illegal drugs and alcohol. These two “numbing” agents will only add to your problem. If a medical professional prescribes medication for you, take the medication exactly as prescribed.
- Put structure in your life. Fill your days with activities and keep busy.
- Get plenty of rest.
- If you are concerned with whether you need professional help, you probably do.
- Do not try and rush your recovery from a crisis. Remember that people recover at different rates. The process for recovery could be a week or several years. No two individuals respond to a crisis the same, nor do they recover at the same rate.

## **Table of Stress Indicators**

<b>Changes in Behavior</b>	<b>Emotional Deviation</b>	<b>Cognitive Impairment</b>	<b>Physical Symptoms</b>
Jittery, startled reflexes	The feeling of being overwhelmed	Inability to remain alert	Heart rate increases
Jumpy	Avoidance of objects/events related to crisis	Attention deficits	High blood pressure
Paranoid	Temper flares	Transference of blame to others	Blurred vision
Unable to sleep	Uncontrollable or inappropriate laughter	Inability to concentrate	Change in appetite
Alcohol or drug consumption	Denial	Forgetfulness	Night sweats
Withdrawn	Depression	Time loss	Hot flashes
Sexual dysfunction	Guilt	Temperament change	Periods of fainting or blackouts
Crying spells while awake or in sleep	Flashbacks	Troubled sleep with nightmares	Pains in chest
Thumb sucking	Feeling out of control	Inappropriate decision making	Nauseated or vomiting for no reason
Increased clowning behavior	Hallucinations	“I give up” attitude about life	Chills, muscle spasms, headaches, migraines, dizziness
		Confused state of mind	

If you are experiencing several of these symptoms, you may need support in dealing with a crisis. Notify the Principal and the necessary referral will be made. If you become aware that a colleague or a student is experiencing excessive stress, make a referral so support may be obtained. The referral must be held in total confidence.

# Appendix Forms

*“It is crucial that every action taken during a crisis is documented in order to avoid embarrassment and legal hassles due to negligence on your part or on the part of others. Keep a paper trail.”*

## **Forms Overviews**

This section contains a variety of forms that are ready for your use. Below is a brief explanation of their use.

Form 1 – Staff Vital Information – used to record information about each staff member. The information obtained from this form is very useful if the staff member unconscious and is in need of medical attention.

Form 2 – Crisis Team Roster – to be completed when the Crisis Team has been appointed. Update as personnel changes. Provide copies to all Crisis members and district office.

Form 3 – Staff Members with First Aid Training – used to record all staff members with first aid and CPR training, not just members of the Crisis Team.

Form 4 – Emergency Telephone Numbers – complete this form at the beginning of the school year and update as needed. Provide copy to all Crisis members and post by secretary’s and principal’s phones.

Form 5 – Supply Check List – use as an inventory check list of items needed. Expand the list to meet the needs of your school.

Form 6 – Public Release Statement – use to notify media of information concerning a crisis and future press releases.

Form 7 – Red Alert – issue to entire staff when a Red Alert is enacted. (can be duplicated in red)

Form 8 – Yellow Alert - issue to entire staff when a Yellow Alert is enacted. (can be duplicated in yellow)

Form 9 – Crisis Team Evaluation – complete after a crisis (minor or major) with your Crisis Team to evaluate the effectiveness of your plan and team.

Form 10 – Evacuation Drill Report – use to document each fire drill. (can also be completed if a real evacuation is needed)

Form 11 – Bomb Threat Report – place form in a plastic sheet protector beneath each phone. Train your staff to use the form to record a bomb threat.

Form 12 – Intruder Report Form – use to document information on intruders. This form aids the police and will also serve as evidence for monitors and security guards.

Form 13 – Physical Restraint Documentation Form – use form to record incidents with students who had to be physically restrained.

Form 14 – Visitor Register – duplicate and place in binder in school office. Require all visitors to sign in and out and state reason for visit.

Form 15 – Use of Pesticide/Herbicide – use to document application of pesticide and/or herbicide, the purpose of its use, and the location where applied.

Form 16 – Sample Form Letters – use as guides for various correspondences after a crisis.

To: All Faculty and Staff

From: \_\_\_\_\_

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

Re: RED ALERT

A Red Alert has been issued effective at \_\_\_\_\_ a.m./p.m. for the following crisis:

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1. Immediately secure all students into your classroom and lock the door.  
This includes students in the halls.
2. Call roll and notify office of any missing or added students.
3. Remain calm and keep students calm.
4. Dispel any false rumors and only relay information with Principal's permission.
5. Keep students with you at all times.  
**DO NOT LET STUDENTS LEAVE THE CLASSROOM.**
6. Review Red Alert procedures manual.
7. Wait for further directions from the Principal's office and remain in your classroom at all times. If you are needed elsewhere, you will be notified.

To: All Faculty and Staff

From: \_\_\_\_\_

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

Re: YELLOW ALERT

A Yellow Alert has been issued effective at \_\_\_\_\_ a.m./p.m. for the following crisis:

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1. Immediately secure all students into your classroom. Remain there until further notice.
2. Call roll and notify office of any missing or added students.
3. Survey the area immediately for suspicious objects. In case of a bomb threat, all staff must use the intercom to inform the front office that **“all is clear”** or **“further investigation is needed.”** Report objects found immediately to front office. You will be informed where to relocate.  
**DO NOT TOUCH SUSPICIOUS OBJECTS.**
4. Be prepared to move quickly. A Green Alert signaling evacuation could be sounded over the intercom with three long bells.
  - If a Green Alert is issued, take keys and roll book.
  - Close and lock doors in case of fire or bomb.
  - Keep doors open in case of tornado.
5. Review Yellow and Green Alert procedures in manual.
6. Wait for further directions from the Principal’s office.

***NOTE: Three long bells means to evacuate. Two short bells is the “ALL CLEAR” signal indicating all may re-enter the building.***

# Crisis Team Evaluation

Crisis: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Alert Issued: \_\_\_\_\_

Crisis Team Members Involved: \_\_\_\_\_

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Briefly Describe Crisis Team Response: \_\_\_\_\_

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Who assessed the crisis first? \_\_\_\_\_

How was the Crisis Team notified? \_\_\_\_\_

How long did it take the Crisis Team to assemble? \_\_\_\_\_

How long before an alert was issued? \_\_\_\_\_

How was the alert disseminated? PA\_\_\_\_ Walkie-Talkie\_\_\_\_ Memorandum\_\_\_\_  
Other\_\_\_\_\_

Was the method effective? \_\_\_\_\_

Were all Crisis Team members present? Yes\_\_\_\_ No\_\_\_\_

Was the building secured? \_\_\_\_\_

Who called the local law enforcement personnel? \_\_\_\_\_

Who maintained the crowd? \_\_\_\_\_

Who was the liaison with police, media, etc.? \_\_\_\_\_

Did parents need to be notified? If so, who notified parents and by what method?

\_\_\_\_\_

Was the daily schedule interrupted? If so, from what time period? \_\_\_\_\_

What unusual problems surfaced and how were they handled? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did school have to be dismissed? Yes \_\_\_\_\_ No \_\_\_\_\_

Who contacted the bus drivers? \_\_\_\_\_

How did the bus drivers respond? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were procedures followed or did they need to be adapted? (How and why?) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

***\*Attach written eyewitness accounts, comments or suggestions.***

\_\_\_\_\_  
Principal's Signature

# Evacuation Drill Report

Date of Drill: \_\_\_\_\_

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

What was the total time to evacuate the premises? \_\_\_\_\_

Were there special circumstances which resulted in an evacuation drill? If so, what?

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Were the police contacted? Yes \_\_\_\_\_ No \_\_\_\_\_

How long was the response time of the police? \_\_\_\_\_

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Was the fire department contacted? Yes \_\_\_\_\_ No \_\_\_\_\_

Were there any problems associated with the drill? If so, explain. \_\_\_\_\_

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Signature of person making report

***KEEP THIS ON FILE AND FORWARD ONE COPY TO THE CENTRAL OFFICE.***

# Staff Vital Information

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

SSN# \_\_\_\_\_ D.O.B. \_\_\_\_\_

Address \_\_\_\_\_

Employee # \_\_\_\_\_

Certification: \_\_\_\_\_

Degree(s) \_\_\_\_\_

Religion \_\_\_\_\_ Church \_\_\_\_\_  
Optional Optional

Clergy Name and Phone Number \_\_\_\_\_  
Optional

In the case of an emergency, who would you like the school to contact? \_\_\_\_\_

In case of an emergency, what hospital would you like to be taken to? \_\_\_\_\_

Who is your doctor? \_\_\_\_\_ Phone: \_\_\_\_\_

What insurance do you have? \_\_\_\_\_

Policy number: \_\_\_\_\_

Please list allergies \_\_\_\_\_

In case you are unconscious, are there any medical conditions the emergency medical personnel should be aware of?

\_\_\_\_\_  
\_\_\_\_\_

# Crisis Team Roster

## **District Crisis Team**

## **Phone Numbers**

Superintendent	wk_____	hm_____
Assistant Superintendent	wk_____	hm_____
Personnel	wk_____	hm_____
School Board Attorney	wk_____	hm_____
School Nurse	wk_____	hm_____
Building Inspector	wk_____	hm_____
School Board Member	wk_____	hm_____

## **School-Based Crisis Team**

Principal	wk_____	hm_____
Assistant Principal	wk_____	hm_____
Secretary	wk_____	hm_____
Head Custodian	wk_____	hm_____
Cafeteria Manager	wk_____	hm_____
Team Member	wk_____	hm_____
Team Member	wk_____	hm_____
Alternate	wk_____	hm_____

## **Radio Assignments**

#1_____	#4_____
#2_____	#5_____
#3_____	#6_____



# Supply Check List

## Office Area

- Two-way radios
- Flashlight w/batteries
- Bullhorn w/batteries
- First aid kit/manual
- Emergency phone numbers
- Television
- Radio w/batteries
- Candles w/matches
- Evacuation map
- Flares
- Note pads for each staff member
- Pencils/pens for each staff member
- Stick-on name tags
- Poster board
- Rubber gloves
- Bleach

## Crisis Team

- Two-way radios
- Candles w/matches
- Flashlight w/batteries
- Evacuation map
- Rubber gloves
- Pencils/pens
- Stick-on name tags

## Classroom/Gym

- Tongue depressors
- Flashlight w/batteries
- Evacuation map
- P.A. speaker
- Paper/pen
- Crisis guide
- Rubber gloves

## Plant Manager

- Tools
- Flashlight w/batteries
- Maps of building
- Batteries
- Candles w/matches
- Note pad
- Pen/Pencil
- Floor plans
- Evacuation map

## Cafeteria

- First aid kit/manual
- Candles w/matches
- Flashlights w/batteries
- Current inventory (food)
- Water
- Rubber gloves
- Evacuation Map

## Bus

- First aid kit/manual
- Flares
- Rubber gloves
- Stick-on name tags
- Phone numbers
- "HELP NEEDED" sign
- Area maps

# EMERGENCY COMMAND POST

## “GO BOX”

Every building needs to establish an on-site primary and alternate location, as well as an off-site location for evacuation and for the Emergency Command Post. The Command Post and the Medical Triage area should have immediate access to phone communications and other forms of communication (i.e. fax machine, computers, intercom, building bell controls, etc).

Primary On-Site Location: \_\_\_\_\_ Phone # \_\_\_\_\_

Secondary On-Site Location: \_\_\_\_\_ Phone # \_\_\_\_\_

Off-Site Location: \_\_\_\_\_ Address: \_\_\_\_\_

Phone #: \_\_\_\_\_ Contact: \_\_\_\_\_

### **Emergency “Go Box”**

Each school should put together a “Go Box” that can be carried to any emergency Command Post location for use during an emergency.

Your “Go Box” should include the following items:

- Walkie-talkie
- Cell-phone/extra batteries – one charged and ready for use
- Bullhorn/extra batteries
- Portable, battery powered radio/extra batteries
- Flashlight/extra batteries
- Markers, pens, legal pads
- Current class lists
- Pictures of students/staff-yearbook or CD
- List of students with special needs
- Telephone book
- Copy of Crisis Management Plan
- Staff directory (phone numbers for work/home)
- Copies of student emergency card information
- District Phone Directory
- Building floor plans and blueprints (if available) – indicate room numbers and/or names of rooms/names of hallways – indicate main gas, electrical/water shutoff valve locations – locations of chemicals and/or possible explosive compounds
- Building inside/outside master keys

# **BASIC FIRST AID**

## **BLEEDING**

### Signs and Symptoms

- External – uncontrolled bleeding
- Internal – patient complaining of pain in the stomach or chest, patient dizzy when standing, pulse rate fast (above 100)

### First Aid

- Call Nurse, call 911 (as directed by nurse or administrator)
- External – Place direct pressure over the wound. Keep wound clean. Immobilize injured area in a comfortable position. Elevate a bleeding extremity above the level of the heart. Do not remove any impaled object.
- Internal – Lay patient down with feet raised. Protect airway. Keep patient calm.

## **CHOKING**

### Signs and Symptoms

- Unable to talk or cry out
- Victim clutches at throat

### First Aid

- Call nurse; call 911 (as directed by nurse or administrator)
- If patient is coughing, encourage them to continue coughing
- Do not give fluids during episode
- If patient is unable to cough and airway is completely obstructed, use five (5) abdominal thrusts. Pause and determine if the patient is still choking. Repeat until airway is clear, or medical help arrives.

## **HEART ATTACK OR STROKE**

### Signs and Symptoms

- Chest pain, middle of chest and possibly in left arm and neck
- Shortness of breath
- Sweating
- Loss of consciousness
- Weakness on one side of the body
- Slurred speech

### First Aid

- Call nurse; call 911 (as directed by nurse or administrator).
- Check to see if patient is breathing and check pulse.
- If no pulse or breathing, start CPR.
- If stroke (weakness on one side, slurred speech) lay victim down on unaffected side, guard airway.

## **SEIZURE**

### Signs and Symptoms

- Uncontrolled muscle contractions caused by possible head injury, drug overdose, epilepsy, fever, acute infection

### First Aid

- Call nurse; call 911 (as directed by nurse or administrator).
- Place patient on floor. Do not restrain.
- Try to help maintain an open airway by supporting person in side-lying position.
- Do not put anything in patient's mouth such as fingers.
- After seizure, do not attempt to awaken patient.
- Note time of onset, and behavior during seizure, as well as time that seizure ends if emergency personnel have not arrived.

# Public Release Statement

On \_\_\_\_\_ at \_\_\_\_\_ a.m. /p.m., a \_\_\_\_\_  
Alert was issued for the campus of \_\_\_\_\_  
for the following reason:

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It was necessary to take the following action in order to insure the safety of the students and staff:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The results were:

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If you have any questions or need additional information, the next Press Release will be at \_\_\_\_\_ a.m./p.m.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

# Bomb Threat Report

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

Time call received: \_\_\_\_\_

Staff member reporting threat: \_\_\_\_\_

Was the caller: \_\_\_\_\_ male \_\_\_\_\_ female

Did the caller have a verbal accent? \_\_\_\_\_

If so, can you identify a possible heritage? \_\_\_\_\_

Can you identify the origin of the call? \_\_\_\_\_yes \_\_\_\_\_no

\_\_\_\_\_local \_\_\_\_\_long distance \_\_\_\_\_internal

What voice characteristics can you identify?

_____loud	_____fast	_____nasal
_____soft	_____stuttered	_____other
_____raspy	_____slurred	_____other
_____gruff	_____lisp	_____other

What was the demeanor of the caller?

_____calm	_____angry	_____other
_____rational	_____irrational	_____other
_____coherent	_____laughing	_____other
_____intoxicated	_____crying	_____other

Were there any identifiable background noises?

_____machines	_____airplanes	_____party	_____other
_____music	_____animals	_____bells	_____other
_____traffic	_____voices	_____paging	_____other

# Physical Restraint Documentation Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

What behavior did the student exhibit? \_\_\_\_\_  
\_\_\_\_\_

Was the student considered a danger to self or others? Who? \_\_\_\_\_  
\_\_\_\_\_

What staff was involved in restraining the student?

NAME	POSITION
_____	_____
_____	_____
_____	_____
_____	_____

How long did the student have to be restrained? \_\_\_\_\_

Did any injury occur to staff or student as a result? \_\_\_\_\_ Yes \_\_\_\_\_ No  
(If yes, complete "Injury Report Form")

What was the outcome? \_\_\_\_\_

Who notified the parents? \_\_\_\_\_

What was the parents' reply? \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of person making report

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date



# Use of Pesticide/Herbicide

Date: \_\_\_\_\_ School: \_\_\_\_\_

Name and address of company: \_\_\_\_\_

Time: \_\_\_\_\_ Type (circle one): Pesticide or Herbicide

Name of chemical used: \_\_\_\_\_

Location where used (circle all that apply):

School grounds  
Cafeteria  
Parking areas  
Library  
Stadium  
Classroom  
Lounge  
Field house

Portable buildings  
Industrial Arts  
Office areas  
Halls  
Homemaking lab  
Gym  
Fields  
Other areas: \_\_\_\_\_

What pest or plant does this chemical control? \_\_\_\_\_

Explain the reason(s) for the application of the above pesticide or herbicide? \_\_\_\_\_

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Who was present at the time of the application? Please list names of employees or others. (use back of form if necessary.) \_\_\_\_\_

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I, the undersigned, applied the aforementioned pesticide/herbicide.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*RETAIN COPY ON FILE IN PRINCIPAL'S OFFICE.*

*Sample Memorandum to Faculty*

To: All Faculty and Staff  
From: Principal  
Re: Shooting

Date: November 12, 1993

Today we experienced a major crisis on our campus in the form of a shooting. I want to express my heartfelt thanks to each of you for adhering to the policies and procedures outlined in our Crisis Management Plan. As a result, we were able to resume the educational process quickly with minimal aftermath effects. Your quick responses and fulfillment of your responsibilities allowed the Crisis Team to function and assist the police during their investigation.

Thank you for your dedication and response. This was a job well done. I am proud to be the Principal of this faculty.

Cc: Superintendent

**Sample Memorandum to Faculty**

To: All Faculty and Staff  
From: Principal  
Re: Death of an Employee

Date: November 12, 1993

I regret to inform you that last night, at approximately 8:30 p.m., \_\_\_\_\_ passed away. As you are well aware, \_\_\_\_\_ had been suffering with \_\_\_\_\_ for the past year and had been hospitalized for the last six weeks. She died from complications related to \_\_\_\_\_.

\_\_\_\_\_ was loved by all, and the news will affect most of us and the students. This will be a very difficult topic to discuss with your students, but they need to be informed. The Crisis Team is requesting that you spend time with your first period class and inform the students about the death of \_\_\_\_\_. Some of the students may need additional counseling, especially members of the Drill Team for which \_\_\_\_\_ was a sponsor. You may also need to speak with someone. A Crisis Team member will be available all day in the teacher's lounge for staff. Our counselor will be available for any student. Please make the appropriate referral for any student needing counseling.

As of today's date, funeral arrangements have not been announced by the family. As soon as I am informed, I will notify the staff and student body. As a school team, we will be sending several faculty and administrative representatives to the funeral. If you would like to represent the faculty, please let me know. I apologize in advance because not all faculty will be able to attend the funeral if it is during school hours. However, please feel free to visit the family at the funeral home after work.

Any staff member interested in making a donation toward an arrangement, please see my secretary.

Thanking you in advance for your commitment to our students and all that you do each day.

*Sample Letter to Parents*

January 12, 1994

Dear Parent,

It is with great pleasure that I announce to you our school's Crisis Team and Plan. Over the last semester we have worked diligently to formulate policies and procedures in order to provide a safer learning and working environment for all. Many hours were spent on this task and we are ready to share the contents with you.

On February 28, 2004, there will be a special Open House. We are extending an invitation to you to attend and experience firsthand a Crisis Team in action; The media has also been invited for this very special unveiling. You will leave with a positive feeling knowing that we are working to provide a safe learning environment for every child. Refreshments will be served.

We look forward to seeing you on February 28, 2004. Be sure to mark you calendars.

Sincerely,

Principal

*Sample Letter to Parents*

January 12, 1994

Dear Parent,

Yesterday a tragic accident occurred in our community involving one of our school buses. You may have already heard about this on the radio or television or read about it in today's paper. The accident resulted in the death of \_\_\_\_\_, the bus driver, and the death of a fifth grade student, \_\_\_\_\_. Twelve other students were injured, taken to the hospital and later released.

As a staff, our sympathy is extended to both families as they grieve the loss of their loved ones. Thoughts also go out to the families of the injured. Please be assured that all precautions have been taken by the transportation department to prevent this from happening again, Our school system has one of the safest accident-free records in the state.

Today, teachers devoted time in class to speak with all students concerning the accident. Bus safety rules were also presented as a reminder of appropriate behavior. The social worker was available to speak with students about their feelings and concerns. Long-term counseling is available for any student who needs support. This is a common reaction to such a tragic event. If your child needs to talk, please listen to them. Also, notify the school at 555-4949 if you feel your child needs additional counseling.

If you have concerns or need additional information, please feel free to call me. We are here to serve you and your child.

Sincerely,

Principal

*Sample Letter to Parents*

January 12, 1994

Dear Parent,

Last night I received a phone call and was informed that one of the students, \_\_\_\_\_, took his own life. The report shocked the staff and students as well as the community. The sudden death of this young man is a loss to all of us. I feel that the circumstances surrounding this suicide make it extremely difficult for all of us to accept. \_\_\_\_\_ was a friend to all and successful at everything he tried. He just received a full scholarship to Grambling State University and had a wonderful future planned. We will never know why \_\_\_\_\_ decided to take his own life.

As a staff, we are doing everything we can to assist those trying to deal with this loss. We have established a "Grieving Room" where students, staff, and parents may come to discuss their feelings with the counselor or ask questions they may have concerning their child. Some of our students are already experiencing grief and have received counseling. We are asking each parent to monitor their child's behavior and reaction to this tragedy. If you feel your child needs additional support, please contact me at 766-3269. We care about all of our students and their families.

Sincerely,

Principal



# Evacuation Drill Report

Date of Drill: \_\_\_\_\_

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

What was the total time to evacuate the premises? \_\_\_\_\_

Were there special circumstances which resulted in an evacuation drill? If so, what?

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Were the police contacted? Yes \_\_\_\_\_ No \_\_\_\_\_

How long was the response time of the police? \_\_\_\_\_

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Was the fire department contacted? Yes \_\_\_\_\_ No \_\_\_\_\_

Were there any problems associated with the drill? If so explain. \_\_\_\_\_

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Signature of person making report

**KEEP THIS ON FILE AND FORWARD ONE COPY TO THE CENTRAL OFFICE.**

# **BIO-CHEMICAL HAZARDS**

## **ANTHRAX**

- Acquisition:** Difficult to obtain lethal bacteria stock.  
Non-lethal stock is much more prevalent.
- Transmission:** Introduction of the spore through the respiratory tract, skin contact, or consumption of contaminated food.
- Lethality:** Cutaneous – mild, usually curative.  
Inhalation – very high.  
Intestinal – moderate to high.  
Early treatment is essential. Not contagious.
- Symptoms:** Usually develop within 7 days of exposure.
- inhalation: fever, body aches, tiredness, cough, chest discomfort, sweating, shortness of breath, difficulty breathing, blueness around nail beds or lips, shock
  - cutaneous: local edema (sores) occur resulting circular ulcer/sore followed by possible discharge of fluid; sores may turn black after a few days
  - intestinal: inflammation of the intestinal tract, nausea, loss of appetite, vomiting and fever followed by abdominal pain, vomiting blood and diarrhea.
- Treatment:** Vaccine exists. Treatable with antibiotics, but nearly always fatal if inhaled, thereafter when flu-like symptoms develop.
- Observations:** Likely terrorist agent because it can be stored, is resistant to weather conditions and not activated until inhaled, absorbed or ingested.

# **BIO-CHEMICAL HAZARDS**

## **BOTULISM**

- Acquisition: Widely available, but most poisonous forms of this toxin are rare and difficult to use as a weapon.
- Lethality: High.
- Exposure: Eating contaminated food, infected wounds or aerosolized form – it cannot be passed person to person.
- Symptoms: Blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, muscle weakness that descends from the shoulders down the body, possible paralysis of the arms, legs, trunk and respiratory muscles.
- Treatment: Vaccine being tested. U.S. Centers for Disease Control and Prevention maintains a supply of effective antitoxin.
- Observations: Stable for weeks in food or still water, but it is difficult to use as a weapon and is not considered likely for use in mass attacks.

## **PLAGUE**

- Acquisition: Very difficult to obtain lethal bacterial stock.
- Lethality: Very high. Very contagious.
- Exposure: From wild rodent with infected fleas or inhaling bacteria – can be passed from person to person.
- Symptoms: Fever, cough, shortness of breath, chest pain, spitting up blood, shock.
- Treatment: No vaccine, rapid use of antibiotics can be effective.
- Observations: Not considered a likely agent used by terrorists because heat and sun render it harmless and it is difficult to turn into a weapon.

# **BIO-CHEMICAL HAZARDS**

## **EBOLA**

- Acquisition: Very difficult to obtain, unsafe to process.
- Lethality: Very high.
- Treatment: Vaccine. Some antiviral drugs may work, but overall effectiveness of treatments is questionable. Up to 90% of victims die.
- Observations: Not considered a likely agent used by terrorists because it is poorly understood and difficult to acquire.

## **SMALLPOX**

- Acquisition: Only confirmed sources of this disease, which killed more than 500 million people in the twentieth century, are in one U.S. and one Russian lab. But circumstantial evidence suggests it is available elsewhere.
- Lethality: High.
- Exposure: Spread through the air or by contact with fluid from smallpox skin blisters – can be passed person to person.
- Symptoms: Flu like symptoms, high fever for 2 to 4 days, body aches and pains, fatigue, vomiting, cluster-like skin lesions in the mouth, on the lips and face progressing to the rest of the body.
- Treatment: Vaccine exists in limited supplies. There is no cure and generally no effective treatments after infection.
- Observations: If terrorist could obtain this virus, an infected person on an airplane could infect most passengers and possibly cause a national epidemic.

