

Elite Academy Crisis Management Plan 2022-2023



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Local emergency management personnel assisted with the development of these plans. Administration has access to and will respond in accordance with the Spotsylvania Alert Center. Reverse 911 is utilized by emergency management to offer assistance in the event of a local disaster and emergency situation. This Crisis Management Plan is reviewed with staff and students during the first week of each school year and updated annually as necessary. Training is also offered to any contractors, interns, or volunteers.

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CRISIS MANAGEMENT POLICY TERMINOLOGY

Intent - Crisis Management is a central component of comprehensive **School Safety**. The most important consideration in both Crisis Management and Safe Schools efforts is the **health, safety and welfare** of the students and staff. A comprehensive Safe Schools Plan places a strong emphasis on prevention using strategies which range from building design to discipline policies and programs that improve school climate.

Limitations: *It is the policy of Elite Academy that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, Elite Academy can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.*

Definition - "School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life-threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student; hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. (§ 22.1-279.8.A, Code of Virginia)

ELITE ACADEMY POLICY STATEMENT

The school will develop a written school crisis, emergency management and medical emergency response plan as defined below. Elite will provide annually copies of such plans to the chief law enforcement officer, the fire chief, the chief emergency medical services official, and the emergency management official of the locality. The Department of Education and the Virginia Center for School and Campus Safety will provide technical assistance to the school division in the development of the plans. In developing these plans, schools may consult the model school crisis, emergency management, and medical emergency response plan developed by the Board of Education and the Virginia Center for School and Campus Safety.

"School crisis, emergency management, and medical emergency response plan" means the essential procedures, operations, and assignments required to prevent, manage, and respond to a critical event or emergency, including natural disasters involving fire, flood, tornadoes, or other severe weather; loss or disruption of power, water, communications or shelter; bus or other accidents; medical emergencies, including cardiac arrest and other life threatening medical emergencies; student or staff member deaths; explosions; bomb threats; gun, knife or other weapons threats; spills or exposures to hazardous substances; the presence of unauthorized persons or trespassers; the loss, disappearance or kidnapping of a student;

hostage situations; violence on school property or at school activities; incidents involving acts of terrorism; and other incidents posing a serious threat of harm to students, personnel, or facilities. The plan shall include a provision that the Department of Criminal Justice Services and the Virginia Criminal Injuries Compensation Fund shall be contacted immediately to deploy assistance in the event of an emergency as defined in the emergency response plan when there are victims as defined in § Va. Code § 19.2-11.01, as well as current contact information for both.

“School safety audit” means a written assessment of the safety conditions in each public school to (1) identify and, if necessary, develop solutions for physical safety concerns, including building security issues and (2) identify and evaluate any patterns of student safety concerns occurring on school property or at school-sponsored events. Solutions and responses will include recommendations for structural adjustments, changes in school safety procedures, and revisions to the School Board’s standards for student conduct. Crisis Plan reviewed annually by the Public.

Elite Academy will maintain records of regular safety, health and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections will be determined by the local school board in consultation with the local health and fire departments. In addition, the school administration will:

- Equip all exit doors with panic hardware as required by the Uniform Statewide Building Code; and
- Conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. No fire drills will be conducted during periods of mandatory testing required by the Board of Education. Evacuation routes for students shall be posted in each room.

Elite Academy will have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid. In addition, the school administration will ensure that the school has:

- Written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior. The plan will be outlined in the student handbook and discussed with staff and students during the first week of each school year;
- Space for the proper care of students who become ill;
- A written procedure for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity; and written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.
- Continuity of administration.
- Development of a comprehensive school emergency management program.
- Designation and training of a school crisis team.
- Designation of an Emergency Operations Center or command post (may be changed by responsible county public safety officials.)

- Implement a notification system to inform parents, public school systems, placing agency and VDOE of any disaster, fire emergency or any other condition jeopardizing students no later than 24 hours after the incident occurs.

CRISIS TEAM

Beginning of School Year Duties:

- Confirm membership of the crisis team.
 - Administrator/Instructional Leader
 - Assistant Administrator/Administrator*
 - HR/Administrative Coordinator
 - Behavior Support Staff Supervisor
 - School Counselor
 - Executive Director

****Designates "Back-up Staff" if Administrator is absent***
- Confirm a coordinator and substitute for synchronizing suicide intervention, critical incident and postvention procedures.
- Plan at least two crisis team meetings. It is mandatory that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and check equipment such as crisis boxes.
- Inform faculty of crisis team members. Print intervention, crisis response and critical incident procedures in the faculty handbook.
- Review critical incident communication codes with faculty.
- Update faculty phone tree.
- Meet with new staff members annually to inform them of intervention, crisis response critical incident procedures, emphasizing the referral process for crisis intervention.
- Hold a general faculty/staff in-service on intervention, crisis response and critical incident procedures every year.
- Identify Students with Special Needs - Children and adolescents with special health care needs including those with chronic physical, developmental, behavioral, or emotional conditions or at risk for developing those conditions typically require an Individualized Education Program (IEP), an Individual Health Care Plan (IHCP), and/or an Emergency Care Plan (ECP) to meet their health needs. ECPs are prepared for students with health conditions, physical disabilities or communication challenges who have been identified as requiring special assistance during emergencies.
- Check functioning of Automatic Electronic Defibrillators - The building is equipped with an automatic electronic defibrillator (AEDs) and multiple staff in each school trained to respond to a life-threatening emergency, including operation of AEDs.
- Equip the Crisis Control Center Response Bag - The following items are maintained in the designated School Crisis Control Center and carried to any alternate site which may be designated:
 - Responsibilities checklist — who does what
 - Keys to all doors in the school facility

- Floor plan that shows the location of all exits, computer locations, and all other devices that may be useful in communication during an emergency
- Blueprints of school building(s), including utilities
- Map of evacuation route(s)
- Faculty/staff roster with:
 - list indicating those with first aid, CPR, and/or EMT training
 - list of mobile/cellular telephone numbers
- Crisis response equipment (two-way radio, cellular telephones, fully charged battery operated bullhorn)
- Phone lists:
 - Community Emergency Numbers
 - General emergency number – 911
 - Police Department/Sheriff
 - Rescue/Ambulance
 - Fire Department
 - Poison Control Center
 - Local Hospitals
- School Numbers:
 - Executive Director telephone and fax numbers
 - List of cell phones of staff
- Other Resource Numbers:
 - Home/work telephone numbers of parents/guardians
 - Student roster including home and emergency phone numbers
 - Master schedule
 - Name tags and sign-in sheet for crisis response team members and community resource people
- Equip the Classroom Crisis Response Bag - Each classroom is equipped with a crisis response bag. The bag is in a designated location in each room. At a minimum, the bag should contain:
 - a flashlight
 - spare batteries
 - class rosters
 - assembly areas
 - evacuation route
 - emergency evacuation plans
 - latex gloves
 - first aid supplies (bandages, gauze, etc.)
 - pen and paper
 - names and telephone numbers of crisis intervention team members
 - list of assigned roles for school personnel and division personnel

Crisis Response Team Responsibilities

The Crisis Response Team, under the leadership of the Administrators/Coordinator, is responsible for the following:

- Establishing a protocol for dealing with crises and critical incidents.

- Establishing a systematic approach for identifying, referring, and intervening with students identified as at-risk for suicide or other destructive behaviors.
- Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
- Providing information to students, staff, and parents on Crisis Management procedures.
- Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.
- Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's Crisis Management Plan.
- Conducting periodic reviews and up-dating of the Crisis Management Plan; conducting related updated staff training.

Duties of Crisis Response Team Members

Duties of members of the crisis response team are as follows:

The **Administrator/Instructional Leader** will coordinate and supervise emergency management activities at the school. Responsibilities include:

- Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- Keep county officials, school staff and school personnel informed of developing situations and initiate emergency notifications and warnings.
- Direct emergency operations until public safety officials arrive on scene. Serve as a liaison to public safety personnel once they arrive on the scene.
- Implement evacuation procedures and measures to control access to the affected area.
- Authorize the release of information to the public.
- Provide damage assessment information to the Executive Director of the School.
- Coordinate disaster assistance and recovery.

The **Crisis Team** is responsible for intervention and postvention procedures. Team members include the Executive Director, Administrators, and Support Staff. The Team is responsible for:

- Developing and implementing procedures for prevention, intervention and postvention at all grade levels.
- Establishing a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
- Disseminate information to students, staff and community on referral procedures.
- Provide training for teachers and staff. Conduct drills.
- Coordinate emergency situation procedures.

Support Staff Supervisor-(Proxy is School Counselor) has the primary responsibility for emergency communications including exchange of information with school administration staff, community emergency responders (fire, police, EMS, emergency services coordinator) and internal communication within the school building. Primary responsibility for record keeping also lies with this position.

- Establish procedures for emergency communications with school administration staff in compliance with school system plans.
- Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the playground or other sites.
- In an emergency, establish and maintain communications with school administration.
- Establish and maintain communications with county emergency services coordinator, as needed in major emergencies.
- Initiate and maintain incident log.
- Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 9-1-1.
- Report status of school and students to school administration as specified.

Assistant Administrator serves as second in command and assumes responsibilities in the absence of the Administrator. Supervises all tasks related to student accounting and student release.

- Establish procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students.
- Provide instruction and practice to all teachers and staff in the student assessment and reporting process.
- Place reporting forms and procedures in the classroom “emergency kit.” Establish procedures for communicating with teachers.
- In an emergency, receive reports from all teachers on the condition and location of every student.
- Assign persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
- Implement student release procedures.

Teachers are responsible for implementing appropriate procedures to protect students. These responsibilities include:

- Evacuation – Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
- Student assembly – Maintain order while in student assembly areas.
- Student accounting – Verify the location and status of every student. Report to the administrator or designee on the condition of any student that needs additional assistance.
- Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
- Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official “student release process.”

The school staff will refer parents and the general public to the administrators or other designated individual who will:

- Prepare a public information kit including identification, maps, supplies, signs, forms, sample news releases, battery-powered radio, school information, etc.

- Collect, verify and disseminate information to the media. Coordinate information with on-site command and the administration PIO prior to release. In cooperation with local public safety officials, it considers establishing a Joint Information Center “JIC” to ensure coordination of being distributed.
- Establish a regular time schedule for news briefings and periodic updates.
- Provide information in an appropriate format for the general public including a format for sensory impaired or non-English speaking persons, if needed.

Executive Director is familiar with the operations and infrastructure of the school building and is responsible for the stabilization of the building, controlling access, and securing the school facilities.

- Inventory all hazardous materials, portable and fixed equipment, and utility lines in or near the school.
- Establish procedures for isolating hazardous areas.
- In an emergency, survey damage and structural stability of buildings and utilities and report to the Administrator.
- Search the affected areas of the school for students or staff that may be confined or injured; however, do not put yourself or others at risk. This task may need to be accomplished by trained public safety professionals.
- Implement building access control measures.
- Assist county officials in damage assessment.
- Assist administrators in recovery procedures.

Other staff, including volunteers have responsibility for coordinating logistics (personnel and supplies). Duties include:

- Pre-determine skills of staff, school volunteers, and interested parents or neighbors.
- Establish record keeping and inventory systems.
- Distribute supplies.
- Register and assign adult and student volunteers.
- Coordinate information about volunteers and donations with the Public Information Officer.

Assigned Roles for Staff During an Emergency

In the event of an emergency, the following roles are assigned to staff:

Executive Director

- Gather information from all aspects of the emergency for use in making appropriate decisions about the management of the emergency.
- Assess the emergency situation and assign tasks based on the overall needs for managing the emergency.
- Authorize the release of information to the public.

Administrator/Instructional Leader

- From the division offices, direct all division office staff.

- Direct all operations of the division in the management of the emergency.
- Direct all activities of the division and school staff in the management of the emergency.
- Manage the professional and non-professional staff from the main office.
- Assign resources (people and materials) to various sites for specific needs.
- Maintain school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.

Assistant Administrator/Administrator

- Establish and maintain lines of communication between the school and the emergency site for off campus emergencies; lines of communication must be established for the involved school. Such lines of communication may also include couriers.
- Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs.
- Plan and coordinate press interviews to help the news media meet deadlines.
- Create and disseminate press releases.
- Respond to rumors through the dissemination of accurate information.
- Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements.
- Plan and coordinate the use of the Division's cable television channel for live and taped presentations. Press conferences can go out live; updates for the public can be taped and aired as needed.
- Coordinate information to be shared with school and school personnel during and after the crisis.
- Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

Human Resources/Administrative Coordinator

- Be prepared to assist building administration in any way needed, during and after the crisis.
- Be prepared to go to an offsite evacuation site to assist the offsite evacuation coordinator.
- Act as a liaison between the media and division personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption.

Behavior Support Staff Supervisor

- Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency.
- Arrange interviews for the media with key school and division staff who are involved in the emergency or who act as spokespersons for the division.
- Organize a network of key people (police, fire, health) within the community through which accurate information can be disseminated.
- Arrange for the delivery of outside services and materials needed for the management of the emergency.
- Provide yearly training to school staff.
- When all students and staff members have left campus for the day, be prepared to report to the Administrators.

CODES USED DURING EMERGENCIES

FULL LOCKDOWN: “SECURE THE BUILDING” (Code: **GREEN**)

- Teachers will lock their doors
- Teachers will close their blinds, turn their lights off and cover any doors and/or windows
- Teachers will barricade their doors with all classroom equipment (not in drill)
- Teachers will direct their children to move away from any doors and/or windows and to remain calm and quiet
- Teachers will ignore fire alarms unless a Crisis Team Member, Local Law Enforcement or Emergency Personnel direct them to do otherwise
- Teachers will verify their rolls
- Teachers escorting their classes in the hallway will enter the nearest classroom and follow the above procedure
- Teachers that are outside will direct students to the nearest area of cover and remain until directed to move by Law Enforcement or Local Emergency Management Personnel

PARTIAL LOCKDOWN: “CLOSE AND LOCK DOORS” (Code: **ORANGE**)

- Staff will clear hallway and bathrooms
- Staff will close and lock doors.
- Staff will ignore all bells and alarms unless instructed otherwise.
- Staff will allow no one outside of classroom until given the “all clear” signal.

“EVACUATE THE BUILDING” (Code: **RED**)

- Teachers escort students to designated evacuation sites by buses.

“EVACUATE THE CAMPUS”

- Teachers escort students to the edge of the parking lot and await instructions at this point

“SEVERE WEATHER” (Code: **BLACK**)

- Escort students to the hallways and areas away from windows. Have students assume the protective tuck position. STAY PUT until directed to do otherwise by the crisis team or emergency responders. Inclusive of Earthquake. Drop and Tuck. Protect yourself, lean against the wall, draw your knees up under you, lean forward, cover the back of your head with your hands.

“PLEASE BE CERTAIN TO SEND GRADES TO THE OFFICE TODAY”

- Teachers follow Intruder drill procedures as listed in the Crisis Plan

Bomb Code: (Code: **YELLOW**)

- Teachers follow procedures for Bomb Threat as listed in Crisis Plan

Once “ALL CLEAR” is announced by a Crisis team member, a member of Law Enforcement or a Local Emergency Team, you are clear to resume your day.

EMERGENCY NUMBERS

Hospitals:

- Mary Washington Hospital: 540-741-1100
- Spotsylvania Regional Hospital: 540-498-4000
- Stafford Regional Hospital: 540-741-9000

Emergency Shelters:

- The Brisben Center: 540-899-9853
- LoisAnn's Hope House: 540-371-0831
- Micah Ministries: 540-479-8302
- Mary's House 540-376-2108

Poison Control: 1-800-222-1222

Fire Departments/Rescue/Police:

- All Emergency: **CALL 911**
- Stafford Non-Emergency: 540-652-7200/540-658-4400
- Spotsylvania Non-Emergency: 540-582-7100/ 540-582-7115
- Fredericksburg Non-Emergency: 540-372-1062/540-373-3122
- Westmoreland Non-Emergency: 804-472-2631/ 804-493-8066

Local Emergency Management Office (Spotsylvania):

- 540-582-7115 24-hour number: 540-507-7900

Elite Academy Staff Contact Information

- Bassel Helmi 540.840.2121
- Vicki Bennett 540.842.2674
- Melinda Beachum 540.538.8178
- Falisha Green
- Isaiah
- Reginald Rivers 804.296.7630

ELITE ACADEMY EMERGENCY OPERATIONS PLAN

In the event of a disaster, fire emergency, or any other condition that may jeopardize the health, safety, and welfare of students, the school shall notify the parent(s) or guardian(s), the student's public school, placing agency, and department as soon as possible, but no later than 24 hours after the incident.

ACCIDENTS AT SCHOOL

Minor accidents at school sometimes occur on the playground, in the building, in the classroom, or during physical activity. For minor accidents or injuries, students are taken for assistance by a staff member.

- All staff have been provided with a one-page list of “emergency procedures” of what to do in case of an accident or injury on the playground, or in the building or classroom.
- Classroom emergency procedures are posted on the back of every classroom door.
- Posted in the main staff room/ office are the names of building staff who have completed Red Cross First Aid Training or other special lifesaving or life sustaining training or expertise (i.e., CPR).
- Posted in each classroom and the main office are a list of emergency telephone numbers.
- As part of routine medical protocols, each teacher has been provided information about any student in his/her classroom having special medical or physical needs and the procedures that the teacher may follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

ACCIDENTS TO AND FROM SCHOOL

In the event of accidents involving an employee or student who is on the way to or from school, first determine whether help is on the way.

If help is not on the way:

- Call police, fire, or rescue as indicated by nature of accident
- Notify Administrator
- Notify Executive Director
- Notify parents, spouse, or individual on emergency card.

If help is on the way:

- If not reached earlier, continue to try to notify parents, spouse, or named individual.
- If parents, spouse, or closest relatives are not available, discuss the situation with an associate at the place of employment of the parents, guardian, spouse, or closest relative.
- Send a “calm” staff member to observe the situation.

ALLERGIC REACTION

Possible Symptoms:

General feeling of impending doom or fright, weakness, sweating, sneezing, short of breath, nasal itching, hives, vomiting, cough, restlessness, shock, hoarseness, swollen tongue, severe localized swelling.

First Actions:

- Assess situation, remain calm, make student/employee comfortable.
- Only move for safety reasons.
- Send for immediate help and medication kit (in cases of known allergies).
- Follow medical protocol for student, if on file.
- Observe for respiratory difficulty and, if needed,
 - Call rescue squad
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate. Apply ice pack, keep warm.
- Record on an attached label time and site of insect sting and name of medicine, dosage and time, if appropriate.

Preventative/Supportive Actions:

- Encourage parents and guardians to list health situations on emergency card for their child.
- Encourage employees having health situations affecting them to alert building director and work associates of any difficulties and possible remedial actions.

BUS ACCIDENT

The goals in the event of a bus accident are Safety, Containment, and Effective Communication. Staff need to have a clear operation plan and be familiar with that plan. Maintain a bus accident folder including a list of each bus number, names and emergency telephone numbers of all occupants. If a bus accident occurs and the school has been contacted for assistance, the Administrator or designee determines and coordinates the appropriate responses. Interventions may include:

At the Scene

- Provide emotional support
- Be available and attend to the injured, as directed by emergency medical personnel
- Be available and attend to the uninjured and account for all

At the School

- Provide emotional support and coordination
- Provide emotional support and attend to the affected students
- Provide information to faculty
- Call Mental Health for assistance, as needed
- Contact parents of students involved

At the Hospital

- Provide emotional support for the injured and their families

Follow-up

- Send a letter to parents
- Assess the response and arrange follow-up (Crisis Team)

BUS/AUTO ACCIDENT ON TRIPS AWAY FROM SCHOOL

Precautionary measures need to be taken before leaving for any school trip taken by a vehicle.

- School buses, by law, are required to carry first aid kits. Check to see if it is in place.
- Take along in all automobiles a first aid kit on all field trips.
- Take along a list of students in attendance. Include for each a home telephone number, names of parents, parents' work telephone, home address and any health or medical information.
- Take along a list of emergency phone numbers (listed below).
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative and medical and health information on each.

In the event an accident occurs:

- Remain calm
- If the threat of fire exists, move children to a safe place.
- Call emergency vehicles/services: police, fire, ambulance, highway patrol for locality
- Begin administration of first aid if needed
- Contact school administration
- Do not issue statements to the press. Refer press to the civil authorities in charge or to the school administration

ANGRY PARENT

Staff will utilize the following strategies to deal with an angry parent or patron. Strategies may be adapted when the situation warrants.

- Be courteous and confident
- Remain calm
- Do not touch
- Keep at a reasonable distance
- Listen
- Allow the opportunity to vent
- Meet in a neutral, protected location
- Leave door open or have another staff member join you
- Avoid blame — focus on what can be done

- Ask:
 - “How can I help you get the services you/your child needs?”
 - “How can we work together?”
 - “What kinds of support can we put in place to help your child succeed?”

NOTE: If situation gets out of control, inform staff to contact Administration who may determine to “SECURE THE BUILDING” and/or if 911 needs to be called.

ASBESTOS EXPOSURE

Announce: “SECURE THE BUILDING”

- Evacuate the immediate area. Determine need to evacuate the entire building. **If necessary, announce, “EVACUATE THE BUILDING.”**
- Instruct the building engineer to shut down the HVAC system.
- Ensure the affected area is sealed off and doors are closed.
- Notify:
 - i. Executive Director or Designee
 - ii. Risk Management and Security
 - iii. Maintenance

Teachers and Staff

- Evacuate the immediate area.
- Seal off the area by closing doors when exiting.
- Notify the Administrator.
- Note all persons who were in the area of the asbestos release.

ASSAULT BY INTRUDER

Announce: “SECURE THE BUILDING”

Checklist

- Assess the situation.
- If continued danger, institute lockdown.
- Move all students away from the door, barricade the door
- Provide first aid.
- Question victim - make reasonable notes for potential court case:
 - description of assailant
 - report of events
- Contact police (or 911)
- Notify Executive Director
- Instruct person answering the telephone to direct all requests to Executive Directors Office.
- Complete police information for charges.

- Prepare a written memo for staff and parents.
- Schedule follow-up programs for staff and students.
- Call emergency staff meeting.

Specifics

- Assess the Situation.
- Request police assistance when assailant(s) are outsiders.
- Determine the number of victims.
- Determine the amount of threat still pending - was this an isolated incident which is now over?
- Is there continued danger to the individuals already involved or to any other potential victims?
- Determine the need for first aid.
- Move Others to Safety.
- If the assailant has not been contained and continues to be a threat to others, institute lockdown.
- Provide First Aid.
- Provide first aid for victim(s) via nurse, nurse's aide, trained staff member, or 911. Have someone at the entrance to meet and direct the ambulance staff to the victim and designate a staff member to accompany victim(s) in ambulance.
- Question the Victim.
- Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.
- Contact the Police: 911.

Notifications:

- The Directors Office should be contacted as soon as possible.
- The Public Information Office will handle all media and community inquiries into the event(s).
- The parents (or spouse) of the victim should be notified as soon as possible.
- Inform staff of situation as soon as possible. A crisis team, identified for the school, can effectively deliver information to the other staff members so your time can be used for other decisions/actions.
- The students will be able to deal with the situation by being informed of the facts as soon as possible, rather than receiving their "facts" through rumors.
- The other schools should be given the basic information as soon as possible by the Administrative Office since siblings/neighbors will quickly learn of the disturbance.
- Designated staff may be needed to provide counseling support for students and staff in dealing with the trauma. This office may seek additional help from the Coordinator of Human Resources.
- The parents of other students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
- After the crisis is over, the Administrator may wish to arrange a special press conference to give the media the same information that has been shared with the parents.

Prepared Telephone Statement:

Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Executive Director's Office. Give them the telephone number for the caller to use as a reference.

Police Information for Charges:

The police will need to be sure of the details from you as well as from the victim. Assault/Battery are chargeable offenses.

Written Memo for Staff and Parents:

As soon as the immediate crisis/danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did. Individuals with the correct facts can help to stop rumors and misperceptions.

Follow-Up:

- School guidance counselors will arrange special counseling for students and staff.
- Call an emergency staff meeting.

BOMB THREAT (CODE YELLOW)

The building administrator must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources and takes action in such a manner that reflects the best safety interests of those under his/her charge.

Bomb and other threats may be originated in writing, in person, over the telephone or related through a second source.

Procedure for calls:

- Keep the caller on the line as long as possible. Listen carefully to gain as much information as possible.
- Write down all the information obtained in the caller's exact words using the bomb threat record sheet which can be found at each telephone (see attachment).
- If the call appears real, find out what time the bomb is due to go off and call 911 immediately.
- If the call appears to be a crank call, ask staff to survey instructional areas and nearby restrooms.
- Notify administration.

Action for Perceived Threat:

- Building administrator or designee will call 911 immediately
- Consider the safety of students and staff as the prime factor
- Follow the crisis plan for evacuating the building to designated safe areas*
- DO NOT USE PA SYSTEM OR TURN LIGHTS ON/OFF
- Implement building search procedures

- Continue school activities as normally as possible in designation safe areas if possible
- If necessary, contact transportation to arrange for early dismissal
- Follow established policy regarding return to the building.
- Follow-up activities

*If a specific time was given for the bomb to detonate, a predetermined announcement will be given over the public address system such as the following: **“PLEASE BE CERTAIN TO SEND GRADES TO THE OFFICE TODAY.” This signal indicates a fire drill will be called about 15 minutes before the threatened time of detonations.** Following the signal, the staff will conduct a thorough search of assigned areas. If anything is found, it should not be touched in any way. Get an adult to “watch it” while you report it personally to administration. Following the search, each staff member responsible for searching areas (all teachers and others) must send a note to the office reading for example “Green-Clear.” All search efforts should be conducted quietly and quickly without alarming or informing pupils. Each teacher will search his own area.

Numbers to Call:

Police	911
Facilities -Bassel Helmi	540-840-2121
Administrator	540-412-5028

CHEMICAL/HAZARDOUS MATERIALS SPILL

Inside the building – ANNOUNCE “EVACUATE THE BUILDING”

- Evacuate the area immediately and call 911.
- Locate the Material Safety Data Sheet (MSDS).
- Notify the building administrator/coordinator/director as soon as possible.
- Notify the Executive Director. 540-840-2121

Outside the building – ANNOUNCE “SECURE THE BUILDING”

- Ensure that all students are in the building and that they remain there.
- Shut off all outside air - HVAC. Shut off all HVAC units impacted by the spill, close windows and doors.
- Call 911

If you are not alerted to the situation by division personnel, phone:

Executive Director's Office 540-412-5028

- Keep telephone lines clear for emergency calls only.
- Release students to parents or designee only.

CHILD NAPPING/LOST CHILD/MISSING CHILD

Procedure:

- **ANNOUNCE “SECURE THE BUILDING”**
- Telephone police.
- Call the Executive Director.
- Notify the parents of the child.
- Identify a team to work on the crisis while the rest of school maintains routine.
- Obtain a full description and pull out a school picture.
- Search school buildings and grounds.
- If a child naps, try to obtain a description of the suspect.
- When a child is found, contact the Executive Director, notify the teacher, fill out the Crisis Team Report.
- Prepare a memo to inform staff and parents of the incident and actions taken.
- Arrange for counseling for staff and students, if necessary.
- Call emergency staff meeting.

Specifics

- Immediately after it has been determined that a child has been lost/taken, contact the Police.
- Call the Executive Director to report the incident.
- Contact the parents of the child involved. Establish a communication plan with them, if necessary.
- Identify a team to work on the crisis. Designate personnel to deal with phone communications, etc. and other administrative staff to assist as appropriate. If the incident occurs during the school day, classroom routine should be maintained.
- Pull the school picture of the child and obtain a full description of the child (including clothing) to assist the police.
- Conduct immediate search of school buildings and grounds.
- In cases of child napping, obtain from witnesses a description of the suspect.
- When a child is found, contact the Executive Director, notify the teacher and fill out the Crisis Team Report.
- Prepare a memo to staff outlining the situation. Give factual information, as appropriate, to allow them to respond to students’ questions knowledgeably. Prepare an appropriate memo to parents.
- If appropriate, arrange for counseling assistance for students and staff.
- Call an emergency staff meeting.

Preventative activities which may help avoid child napping situations are:

- School administrator should have at her desk a list of students who are not to be released to anyone except a particular parent or guardian.
- Emergency cards of such students should be tagged.
- Before releasing a child to anyone except a parent or guardian on the list, the school secretary should check with the custodial parent and/or guardian for approval; a record of the time and date of phone approval should be made and kept.

- When a parent telephones a request that a child be released from school, the identity of the caller should be confirmed (by a separate call to the parent or guardian, if needed) before the child is permitted to leave. In the event of any doubt, the message and phone number should be written down; a return call should be made after cross-checking the phone number with those on file in the child's folder or on the emergency card.

DEATH OF A STAFF MEMBER OR STUDENT (NOT AT SCHOOL)

Administrative Action

- Assess the situation
- Call 911, if on school property
- Activate Crisis Management Team. Designate one staff member to personally contact the deceased's family and offer support
- Gather Information:
 - Student's schedule and emergency contact sheet.
 - Names of student's close friends, siblings and schools they attend.
 - Names of witnesses, if any
 - School schedule and list of administration/guidance staff names
- Designate rooms to be used for grief counseling
- Adjust scheduled activities, if necessary
- Keep school personnel updated on events and circumstances
- Anticipate absences on the day of the funeral and consider alternative scheduling
- Stop any disciplinary or special notifications that may inadvertently be sent to the deceased's family
- Procure personal items of the deceased from lockers, desks, etc.
- Identify and communicate with other affected schools
-

Announcing the Loss to School (If deemed Appropriate)

- Notify school personnel before the start of the student school day
- Evaluate the need to call in a counseling team
- Have teachers privately send distressed students for counseling
- Announce the loss (**at the discretion of Administration**) to the entire school providing facts that will reduce rumors. Provide a moment of silence.
- Make arrangements for counselors/administrators to visit selected classes, as needed, and speak directly, personally to staff members/students
- Make arrangements for Employee Assistance Program Counseling

Follow-up the student day with a short faculty meeting to review the facts of the incident and the role faculty will play in further coping with the loss. Allow the faculty the opportunity to share experiences and suggestions.

DEATH OF A STAFF MEMBER OR STUDENT

Teacher Guidelines for Classroom Discussion

- Review the facts and dispel rumors.
- Call Parents.
- Share your own reactions with the class and encourage students to express their reactions in a way appropriate for them, noting that people react in many ways and that is okay.
- Inform parents of locations of grief support; reassure parents that any adult in the building is available for support.
- Listen to what students have to say. It is important to not shut off discussion.
- Talk with parents about their concerns regarding “what to say” to their child as well as other bereaved students and the family of the deceased. If applicable, share information about the deceased’s culture (beliefs and ceremonies) which will help students understand and respond comfortably to the affected family.
- If the student died of an illness and it is appropriate to do so, discuss the illness. This is especially useful for younger children who may need to differentiate between the illness of a child who died and any medical problems of others the child knows.
- Allow the students to discuss other losses they have experienced. Help them understand this loss often brings up past losses; this is a normal occurrence.
- Encourage students to discuss their feelings with their parents/families. Keep in mind a “regular” day may be too hard for grieving students. Offer choices of activities.

DEATH OF A STUDENT

Possible Classroom Activities after a Loss

Supporting Others

- Discuss what to expect at a funeral (people’s reactions, what to do or say).
- Encourage mutual support.
- Discuss ways to cope with traumatic situations.
- Discuss stages of grief.
- Encourage students to keep a journal of events and other reactions, especially in an ongoing situation.

Honoring the Deceased

- Draw pictures and make cards.
- Writing stories about the victim.
- Placing a collection box in school for notes or pictures to the family.
- Designing a yearbook page commemorating the deceased.
- Composing and practicing a song in memory of the deceased.
- Supporting causes the deceased supported.
- Collecting and displaying memorabilia.
- Planting a tree, building a sculpture or painting a mural.
- Starting a new school activity such as a SADD unit if a drunk driver killed a child.

Learning Activities

- Writing a reaction paper.
- Discussing historical precedents about issues related to the crisis.
- Writing a “where was I when it happened” report.
- Investigating laws governing similar incidents.
- Conducting a mock trial if laws were broken.
- Debating controversial issues.
- Read books about loss.
- Refer to Page on working with the media.

DISRUPTIVE INCIDENTS

A physically or verbally aggressive behavior that interferes with the learning environment will be considered a disruptive behavior.

- Staff will initiate a partial lockdown.
- The crisis response team will implement techniques to deescalate a heightened student.
- Should a student’s behavior become a threat to themselves or another, a physical restraint technique shall be performed.
- Once the student has regained self-control, the response team will debrief to restore the relationship and reintegrate the student back into the school.
- The lockdown will be lifted.

DUCK, COVER, AND HOLD

Duck, Cover, and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather, or earthquakes.

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- All students and staff who have moved to the safe areas in the building in response to severe weather, should take the duck, cover, and hold position away from unsecured objects and furniture.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The Administrator or designee may order an evacuation if the situation warrants, and it is safe to do so.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building, and injuries. At least one earthquake drill shall be performed annually.

Administrator:

- The Administrator or designee will call 9-1-1 (if necessary).
- After the shaking stops, the Administrator will initiate an EVACUATE BUILDING alert. Staff, students, volunteers, contractors, and guests will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The Administrator will establish a school command post and medical triage site on campus.
- The Administrator will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer).
- The Administrator will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The Administrator will decide whether to announce dismissal students from the school or EVACUATE students off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Staff:

- Upon the first indication of an earthquake, staff should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas, and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

EVACUATIONS

Evacuations are necessary whenever it is determined that it is safer outside than inside the building (i.e. fire, explosion, hazardous material spill inside, structural failure, etc.). Supporting documentation regarding emergency call lists, building site maps including means of egress, and major resources including the emergency management system shall be maintained by administrative assistants and office management during any building evacuation.

At least one evacuation drill will be conducted each week for the first 20 days of school and once a month thereafter for the duration of the school year to include extended school year.

Administrator/Designee:

- The designee will call 911, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The designee will make the following announcement using the speaker system, 2-way radio, telephone, or megaphone:

“Your attention, please. We need to institute an evacuation of the building. Teachers are to take their students to the designated assembly area. Teachers take your class roster and a conduct a headcount at the assembly area.”

Staff:

- Will instruct students to evacuate the building, using designated routes and report to the assigned assembly area.
- Close your door, turn off your lights.
- If the exit route is blocked, follow the alternate exit route.
- Bring your attendance/grade book and status cards.
- Sweep restrooms, common areas, time-out rooms, and hallways for visitors, staff, students, and any contractors or volunteers while exiting.
- Take attendance. Display the GREEN status card to indicate all students are accounted for or the RED status card to indicate someone is missing or injured. Report any missing students or staff to the incident designee.
- Students and staff will remain at designated assembly area until further instructions are provided.
- Students who are physically disabled (temporarily or permanently) and use a mechanical device for assistance in walking will be assigned a staff member who will assist them in a building evacuation.

FAMILY REUNIFICATION

The Family Reunification Protocol is necessary to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

Administrator/Designee:

- After consulting with the incident commander, will determine the appropriate pre-designated relocation site and safe evacuation route.
- Will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.

Reunification Site Commander:

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site.
- Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Secure a holding area for arriving students and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing, or deceased student to the area for staff to provide notification in private away from other parents.
- Keep evacuees in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identify and signing a student release form. (Attachment)
- Instruct parents/guardians to leave the site to make room for other once they have signed out their student.

Staff:

- Provide list of evacuees to the reunification site staff upon arrival.
- Follow the instruction of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

FIGHTING (PHYSICAL FIGHTING) VIOLENCE BETWEEN TWO OR MORE STUDENTS

Goals:

- Safety
- Effective communication
- Mobilization
- Containment
- Assessment and follow-up

Prevention:

Have a clear operation plan and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with the information provided regarding managing a potentially dangerous person.

Intervention:

Intervening and managing physical altercations and/or fights require making a judgment call. There may be several goals at one time and individual circumstances will determine the priorities of your interventions. Follow our school plans of behavior.

Interventions may include:

- Disperse the crowd and ensure the safety of the students.
- Call for help and assistance in managing the incident.
- Focus on diffusing the fight.
- Attend to medical needs.
- Be knowledgeable about intervening with individuals who are dangerous. Refer to additional materials in the Resource Page.

Postvention:

- Assess the response and provide follow-up of the situation.

FIRE/EXPLOSIVES/EXPLOSION

Checklist

- Sound alarm; evacuate building.
- Secure rescue of all special needs students.
- Account for all students/staff/and visitors.
- Call 911.
- Determine if there are any serious injuries.
- Call: Executive Director.
- Public Information Office.
- Arrange transportation for dismissal.
- Determine building status for return to classes.
- Follow-up activities.
- Call an emergency staff meeting.

Specifics

- Sound alarm. Evacuate buildings if there is a serious threat of danger. Prior arrangements should be made for the evacuation of any students or staff members requiring assistance.
- Call 911 and ask for required emergency services.
- If there are injuries, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse, nurse's aide, and athletic trainer.
- Call the Executive Director and notify of the incident and actions taken.
- In all probability, school will have to be dismissed and arrangements for transportation will have to be made. Students and staff will have to be informed. A portable bullhorn should be available to make announcements to students and staff who have evacuated the building.
- If the building is damaged, several different steps may have to be taken. Severe damage may necessitate another location for classes which will have to be scheduled through the Administrator's Office.
- Prepare a written memo for staff to advise of follow-up procedures. Send a letter for parents home with students.
- Call an emergency staff meeting.

FLOOD

Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days. Floods may also be caused by broken water lines, etc.

Administration:

- Notification will be given over the PA system, megaphone, or 2-way radio.
- Administrators should consult with public safety officials to determine course of action.
- Shelter-in-Place protocol may be initiated if warranted.
- Family reunification protocol will be initiated if the school is evacuated for an extended period of time.
- Administrator will consult with public safety officials concerning the building's structural integrity and scale of building damage before resuming school activities.

Staff:

- Designated staff will turn off utilities at main switches and unplug appliances. Do not touch electrical equipment.
- If water is standing in the school, let it flow freely through the facility to avoid further structural damage. Evacuate the building if it is safe to do so.
- Avoid downed power lines.

- School bus drivers should find alternate routes if flooding waters are encountered. If waters are rising rapidly around the vehicle, evacuate the children from the bus and climb to higher ground.
- Monitor weather radios during periods of torrential rain.
- Keep all students and staff indoors if flood waters are rising outside. All classes outside main building will return to main building. Do not release students to buses or cars when flash flood warnings have been issued until your community has been deemed safe. Administrator or designee may implement shelter-in-place protocol.
- School counselor will follow crisis plan upon administration initiation.

FULL LOCKDOWN (Code: GREEN)

A full lockdown “Code Green” is necessary when there is a threat of violence or serious incident that could jeopardize the safety of students and/or staff such as an intruder, shooting, hostage incident, gang fight, riot, civil disturbance, etc. At least two full lockdown drills will be performed annually.

Administration will take the following steps:

- **ANNOUNCE “SECURE THE BUILDING” using the building speaker system, 2-way radio, or telephone.**
- Designate someone to call 911, identify the name and address of the school, describe the emergency, state the school is locking down, if an intruder situation, provide intruder description and weapon, and identify the location of the school command post.
- Notify staff and everyone outside to immediately move to the off-campus assembly area, seek shelter/hide, and account for students.

Staff will take the following steps:

- Clear the hallway and restrooms and move everyone into the classroom.
- Close and lock doors, turn off lights and close blinds.
- Move students and staff away from doors and windows.
- Have all persons sit down against an interior wall or other location where they won’t be seen.
- If a life-threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed.
- Take attendance and be prepared to notify administrator in charge of missing students or additional students, staff, contractors, volunteers, or guests sheltered in your classroom.
- Allow no one outside of the classroom until the administrator in charge gives the “all clear” signal.
- If outside, teachers will move students to the designated off-campus assembly site, seek shelter, hide, and wait for further instructions.

- Place a green or red status card on or under your door or window after the “all clear” signal is given. (Green means everything is ok, red means emergency assistance is needed.)

GAS/PROPANE LEAK

Propane leaks, with odor in the building, may occur and bring danger of explosion.

If a leak is in or near the building:

- Evacuate the building immediately, following your local building evacuation plan. Get students a safe distance from the building.
- Turn off the main gas valve.
- Phone Fire Department
- Phone Facility Services
- If time permits, phone the Executive Director’s Office to alert that office of the current situation.
- Keep students at a safe distance until the problem has been corrected.

HOSTAGE ARMED/DANGEROUS INTRUDER/TERRORISM

Checklist

- Contact the police (911).
- Initiate lockdown procedures. If the danger is confined, orderly evacuation away from the danger may occur.
- Notify the Executive Director.
- When police arrive, in accordance with pre-planning, they assume control of the incident and negotiations.
- No school personnel should circulate through the building; after evacuation, no individuals should enter or re-enter the building.
- Instruct the person answering the phone to direct all requests to the Public Information Office.
- Keep telephone lines open for police use (pay telephones as well).
- Provide information to police about the building layout and what is known about the background of the hostage-taking.

Specifics

- Contact the Police: Hostage-taking or endangering the safety of others are criminal offenses.
- Secure All Classrooms (**SECURE THE BUILDING**):
- The more closely contained the intruder can be kept, the less the danger there is to others and the easier it is for the police to apprehend the individual.

- Notification: The Executive Directors Office should be contacted as soon as possible. The Executive Directors Office will handle all media and community inquiries. After the crisis is over, the Executive Director's Office may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
- Staff to Keep Students in Present Areas: Students should not be released for any reason until told to do so by the police.
- No Personnel Circulating: All staff should be protected from involvement in the crisis where possible.
- Telephone Answerer: Prepare a statement to be read by the individuals who answer the telephones. Instruct them that any further inquiries should be made to the Front Office. Give them the telephone number for the caller to call.
- Keep Phone Lines Open: The police and other public safety personnel will need access to the phones with highest priority. Even pay phones need to be available to the police.
- Provide Police with Maps of Buildings and Grounds.
- Involve those with the greatest knowledge of the facilities such as head custodian. Also provide any anecdotal information about the reasons for the hostage-taking, precipitating events, etc.
- I. D. Persons Familiar with the Facility: Persons familiar with the entire building should be available to discuss the interior room arrangements, etc. These individuals should be available at the chosen school map location away from the scene.

ILLEGAL ACTIVITY

Students who engage in illegal activities on school property or while on a school-sponsored activity shall be subject to disciplinary and legal action as outlined in the Student Code of Conduct.

- Staff will inform administration and shall call 911.
- Administration may initiate a lockdown.
- Preserve the crime scene.
- School staff will cover scene until first responders arrive.
- If during an off-campus outing, staff shall be directed to pick up and return all other students to campus.
- Parents will be notified and an incident report will be completed as soon as possible but no later than 24 hours of the incident.

INTRUDER OR TRESPASSER (CODE GREEN)

An Intruder is an unauthorized person who enters school property and does not report to the office for a visitor pass. If the intruder's purpose is not legitimate, ask him/her to leave. Notify the office if the intruder refuses to leave.

Administration will take the following steps:

Checklist

- **ANNOUNCE “SECURE THE BUILDING”**
- Access control of the door bell, Do NOT allow anyone in question.
- Call the police.
- Determine the whereabouts of the intruder/trespasser, if they are in the building.
- Run, Hide, Fight if exit available.
- Secure the students away from classroom doors. Barricade classroom doors.
- Isolate the individual.
- Determine the extent of the crisis.
- Make reasonable notes for potential court cases.
- Contact police - 911.
- Move other students and staff from the area.
- Notify the Executive Director.
- Instruct the person answering the telephone to direct all requests to the Executive Director's Office.
- Complete and submit police information for charges.
- Prepare a written memo for staff and parents.
- Complete Crisis Team Report.
- Call an emergency staff meeting.
- Schedule follow-up activities for staff and students, including security plan review.

Specifics

- Determine the whereabouts of the intruder: Use school maps to assist police and staff members in locating intruders.
- Isolate intruders from the rest of the building and students.
- Determine extent of the crisis.
- Trespass with no safety hazard may be dealt with through informing the intruder of the offense being committed. If a trespasser refuses to leave, wait for the police to arrest. If the trespasser has previously been warned (placed on notice) trespass charges may be filed without the arrest of the offender.
- Trespass with threat to others' safety will require assistance from the police. Trespass charges should be filed.
- Make notes. Recording what has occurred can provide information important to the police and in subsequent court cases.
- Move other Students/Staff.
- Staff may be asked to keep their students in certain areas, or to keep them out of certain areas.
- Staff should move students as quietly and quickly as possible when directed to do so.
- Contact the police.
- Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.

Notification:

- The Executive Directors Office should be contacted as soon as possible.
- The Administrators will handle media and community inquiries.

- Keep staff informed of actions. A Crisis Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/action.
- The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts" through rumor.
- Other schools should be given the basic information as soon as possible since siblings/neighbors will quickly learn of the situation.
- The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
- After the crisis is over, the Public Information Office may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
- Telephone Answerer: Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Administrators Office. Give them the phone number for the caller to call.

MEDICAL EMERGENCY

All staff are certified in CPR, First-Aid, and AED. Select staff are certified in medication administration training (MAT). Students who become ill and/or are unable to remain at school will be provided a private space to wait or recover until they are able to return to class or are signed out by an authorized stakeholder.

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location, describe illness or type of injury, and age of the victim(s).
- Immediately inform the Administrator or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do not move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, retrieve the AED and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing.

Administrator/Designee:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital.
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from student records is sent to the hospital.
- Notify the school counselor and provide a brief description of the incident.
- Advise staff of the situation (when appropriate).
- Develop and maintain written documentation of the incident.
- Follow-up with the parents or guardian.

MENTAL HEALTH/CRISIS INTERVENTION

A mental health/crisis intervention is provided to guide staff in responding to more frequently occurring crises such as deaths, injuries, emergencies, or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on other students and staff.

Administrator/Designee:

Notify building counselor.

- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional district/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the speaker system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Response Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.

- Provide direct intervention services, critical incident stress debriefings, on-going assessment of needs, and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends, and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.

Staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event.
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

OFF-CAMPUS EVACUATION

An off-campus evacuation is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parents and relatives often rush to the school incident site to check on the safety of staff and students. The resulting blockage of streets can severely hamper the response of emergency personnel. The most effective way to prevent this chaos is to redirect concerned individuals to a remote site and to relocate students and staff to that site. If deemed appropriate during the event of a community emergency, Reverse 911 will notify the school of any emergency shelters that are available for use.

Administrator:

- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation area
- Order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“Your attention, please. For safety reasons, we are evacuating off site to _____ located at _____. We will be implementing the family reunification from the location.”

- Designate a Reunification Site Commander.
- Designate Safety Patrols to stop traffic when crossing across a street

Staff:

- Take your class roster/grade book as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is O.K.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.

PARTIAL LOCKDOWN (CODE ORANGE)

A partial lockdown “Code Orange” is necessary when a threat of violence or serious incident may jeopardize the safety of students and/or staff such as disruptive or aggressive student, riot, law enforcement presence, etc.)

Administration will take the following action:

- **ANNOUNCE “CLOSE AND LOCK DOORS” using the speaker system, 2-way radio, or telephone.**
- Assess the situation.
- Call the police if needed.
- Announce the all clear signal when incident is contained.

Staff will take the following actions:

- Clear the hallway and bathrooms by your room directing everyone to their assigned area.
- Close and lock your doors.
- Ignore all bells and alarms unless otherwise instructed.
- Take attendance and be prepared to notify administrator in charge of missing students or additional students, staff, contractors, volunteers, or guests sheltered in your classroom.
- Allow no one outside of the classroom until the administrator in charge gives the all clear signal.
- Follow protocol for Disruptive Incidents.

POISONING

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

Immediate Actions:

- Call the rescue squad
- Call the Poison Control Center
- Administer first aid suggested by poison information center.

Preventative Measures:

- Post in the clinic information from the Poison Control Center regarding emergency numbers.
- List in the clinic the names of building personnel who have special paramedic, first aid training, or other special life-saving or life-sustaining training.
- Provide staff information on possible poisonous materials in the building.

POWER FAILURE / LINES DOWN

If there has been a power failure at a school, or if lines are reported down in the area of the school:

Power failure

- Notify Power Company – Dominion Power 1-866-366-4357

Lines down in area

- Have an adult in the area of the downed lines to prevent children and other people from going near them.
- • Notify Power Company – Dominion Power 1-866-366-4357

** Note that telephone notification may require use of cellular phone, depending on whether the telephone is set up to rely on electricity.*

REVERSE EVACUATION

A reverse evacuation is necessary when conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous materials release outside, natural disaster etc.

Administrator/Designee:

- Order a **REVERSE EVACUATION** for students, staff, and any visitors, contractors, and volunteers outside to move inside the building.

Staff:

- Immediately move back into classrooms or safe areas (if safe to do so) using the nearest entrance.
- If movement into the building would present danger to persons outside, teachers and staff outside will direct students to the assembly area(s).
- Teachers will take attendance and account for all students. Report any missing students and staff to administration.
- No student or staff is permitted outside the building.
- Close all exterior doors

SEXUAL ASSAULT

When a school is notified that a sexual assault has occurred to a student or staff member, the Crisis Response Team and the school must protect the identify and right to privacy of the sexual assault survivor and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at minimizing the fear of fellow students and quelling the spread of rumors. As opposed to convening a Crisis Response Team meeting and alerting the student body, services provided to the victim and her/his family should be kept confidential and should be coordinated with outside providers, such as a sexual assault crisis team or hospital emergency room.

SEXUAL ASSAULT ONLY BECOMES A CRISIS TO BE MANAGED BY SCHOOL STAFF WHEN ONE OR MORE OF THE FOLLOWING CONDITIONS EXIST:

- A sexual assault occurs on campus.
- A member of the sexual assault survivor's family requests school intervention.
- The sexual assault survivors friends requests intervention.
- Rumors and myths are widespread and damaging.
- Students witness police action or emergency services response.

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

- Direct the person providing the information not to repeat it elsewhere in the school.
- If the sexual assault occurred on campus, notify the appropriate law enforcement office and/or local sexual assault crisis team.
- If office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.
- Designate the Crisis Response Team member closest to the victim to talk to her/him about the types of support he or she and the closest friends need, and the person(s) the sexual assault survivor would like to provide that support.
- Provide space in the school for the sexual assault survivor and identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

Sexual assault is a crime of violence. For the sexual assault survivor, it often is an experience of fear, loss of control, humiliation, and violence. Sexual assault survivors may experience a full

range of emotional reactions. It is extremely beneficial for sexual assault survivors to seek emotional support regarding the assault.

Monitor any school intervention in a sexual assault incident with the following checklist:

SEXUAL RESPONSE CHECKLIST

School involvement in incident due to:

- Sexual Assault occurrence on campus
- Survivor's family requests school intervention
- Survivor's friends request intervention
- Rumors and myths are widespread and damaging
- Students witness police/emergency services
- Information provider/recipients enjoined not to repeat information elsewhere.
- Steps taken to protect the survivor's identity and right to privacy.
- Law enforcement and sexual assault crisis agency notified if appropriate.
- Crisis Response Team member closest to victim designated to talk with student and determine the type of support and support provider desired.
- Sexual assault survivor encouraged to seek additional support from community sexual assault crisis agency.
- Space provided on site for sexual assault survivor and identified peers to receive support services.
- School services coordinated as appropriate and legal with outside service providers.
- Action taken to quell rumors.
- All records related to sexual assault incident and services provided stored in confidential file.

SHELTER-IN-PLACE

A shelter-in-place provides a refuge for students, staff, and visitors during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

Administrator/Designee:

- The designee will make the following announcement using the building speaker system, 2-way radio, or telephone:

“Your attention, please. We are experiencing an emergency situation and need to implement shelter-in-place procedures. Students and staff are directed to move to the designated shelter locations and safe areas.”

- Order a REVERSE EVACUATION for student and staff outside to move inside the building. Use the building speaker system, 2-way radio, or telephone to gather students and staff inside.
- Direct staff to close all doors.

- If warranted, order the shut-off of heating, ventilation, and air-conditioning system to stop the inflow of air into the building.
- Monitor the NOAA weather radio.
- Be prepared to announce change in status (“DUCK & COVER” or “All Clear”).

Staff:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallways.
- Close classroom doors upon leaving.
- Instruct students to duck, cover, and hold.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine or ditch away from trees and power lines.
 - If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- All persons must remain in shelter until notified by the incident commander or emergency responders.

SHOOTINGS/ VIOLENT ATTACKS

Checklist

- **ANNOUNCE “SECURE THE BUILDING”**
- Access control of door with buzzer, Do not allow individual in if concerned.
- Secure the students in the classroom, Barricade the door. Assess Run, Hide, Fight.
- Call: 911
- Establish a command post with several telephones available.
- Implement first aid procedures until EMS arrives.
- Notify the Executive Director’s Office.
- Keep a written log of events.
- Prepare a written memo for staff and parents.
- Implement necessary follow-up activities.
- Call an emergency staff meeting.

Specifics

- Notify the police, and other necessary emergency staff/911.
- Determine if the perpetrator is still on premises - determine the number of victims and identify witnesses.
- The emergency signal to staff and students should convey the seriousness of the situation. Follow-up announcements will be necessary to keep everyone informed. Prepare a general statement of the facts.

- Establish a command post to handle the load of the Crisis Team and to direct the press and concerned members of the community to the Executive Director's Office.
- Implement necessary first aid procedures through trained staff, school nurse, nurse's aide, physical education department, and/or athletic trainer. Direct rescue personnel to the injured and give any required assistance. Designate a staff member to accompany the victim(s) in an ambulance.
- Contact the Executive Director's Office.
- Identify a place where a log of events is to be kept. Record all significant events, actions, and individuals that are involved.
- Keep staff informed through a memo or emergency staff meeting. Parents may be informed through a letter sent home with students.
- Follow-up management should be well-delegated. Crisis counseling for students and staff may be needed, and security concerns should be considered. All staff will assist in restoring the building to normal state. Reopen school as soon as possible.
- Call an emergency staff meeting.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the Administrator may implement DROP, COVER and HOLD, an EVACUATION or an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately assist the injured and evacuate the building moving to their assigned assembly area(s).
- The Administrator will initiate an EVACUATION of the building
- The Administrator or designee will call 9-1-1(if necessary), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The Administrator will direct staff to turn off utilities and seal off the high risk area, if necessary.
- The Administrator will notify CPR/first aid certified persons in school building of medical emergencies, if necessary. The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse:

- For structural failure without collapse, the Administrator will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The Administrator will determine whether to dismiss school early, order an evacuation, or off site evacuation for parent reunification.
- The Administrator will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

SUICIDE

The school's general response to a suicide does not differ markedly from a response to any sudden death crisis. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Overemphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. Complete the suicide assessment sheet with counselor.

The following "DOs" and "DON'Ts" will help school staff limit glamorization of suicide:

Do acknowledge the suicide as a tragic loss of life.

Do allow students to attend funeral services.

Do provide support for students profoundly affected by the death.

Do not organize school assemblies to honor the deceased student.

Do not dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.

Do not pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities.

WARNING:

A suicide in the school community can heightened the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school wide, response.

SUICIDE THREATS

Staff should follow these procedures for potentially suicidal students.

Referral

- Go to Member of Crisis Team
- Students at risk can self-refer or be referred to the crisis team by school staff, parent, friend, neighbor, or other person from the community. Students at risk range from those talking of hopelessness, to those writing poems with suicidal intent, to students telling someone of planning to harm themselves.
- Team members might include Administrators, psychologists, counselors, teachers, social workers, and nurses. The team member receiving the referral should gather pertinent information from the referral source before contacting other team members.

Team Consult

- Designate Case Manager, Gather Information.
- When possible, the available team members gather to designate a case manager, considering the following factors: 1) existing relationship with the student, 2) time and coverage constraints, 3) seriousness of the problem, 4) experience of the members. The team or case manager reviews the student's records and gathers information from staff who know the student.

Crisis Interview

- Conduct Interview
- The case manager interviews the student on the day of the referral. The case manager determines the extent of suicidal thinking, the potential plan of suicide, the lethality of the plan, and the history of the student's suicidal thinking and attempts. For severe cases, insure the safety of the student through adult supervision.

TORNADO

At least three tornado drills will be performed annually. If a Severe Weather Watch (to include tornado) has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Close blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid cafeteria with wide free-span roofs and large areas.
- Review "DROP COVER and HOLD" procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school:

- The Administrator or designee will announce SHELTER-IN-PLACE alert signal
- The Administrator will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The Administrator will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

VANDALISM

- Report all acts of vandalism to the police.
- Photograph any willful and malicious destruction of school property (e.g., graffiti, broken windows, etc.).
- For minor damage, simply note the time, date, and type of damage for your records.
- Serious acts of vandalism may be hate crimes or gang-related.
- Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively prosecute all vandals to convey that you will not tolerate this type of offense.
- Collect restitution by having the offender pay money or provide labor to clean and/or repair the damage he or she has caused.

WEAPONS SITUATION

Checklist

- **ANNOUNCE “SECURE THE BUILDING”**
- Access Control with Buzzer, do NOT allow someone with weapon in the building
- If in the bldg, secure the students in the classroom, barricade the door
- Assess the situation.
- Notify the police.
- Gather information.
- Isolate individuals or suspects.
- Do not use force or touch the person or weapon.
- Remain calm.
- Tell another administrator what the situation is.

- Notify the Executive Director.
- Refer media questions to the Executive Director's Office.
- After the immediate situation is resolved, hold an emergency staff meeting before staff members leave for the day.

Specifics

- Assess the situation.
- Notify the police. Provide as much information as possible. Be prepared to act as a resource and liaison between school and police. If necessary, have a map of the school available for police.
- Gather as much detailed information as possible. Try to determine:
 - Location, identity and detailed description of individuals.
 - Location and description of weapon.
- Any pertinent background information on the individual, including possible reason for carrying a weapon.
- Isolate individuals or suspects. (If the weapon is in a locker or elsewhere, prevent access to it.)
- Confer with police when they arrive. They will advise you how they intend to proceed.
- If interaction with the individual is imminent, do not use force or touch the person or weapon.
- Avoid sudden moves or gestures.
- Remain calm. Try not to raise your voice -- but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
- Be certain that at least one other administrator (or designee) is aware of the situation, but limit information to staff and students on a need to know basis.
- Notify the Executive Director.
- Use emergency signals to notify teachers of the threatening situation and have teachers keep students in the classroom until all is clear.
- Refer media questions to the Administrators Office.
- Call an emergency staff meeting. It is important that staff members leave with accurate information about the incident and subsequent actions to be taken.

Handling a Weapon-Wielding Student

- Evacuate the area
- Evaluate the perpetrator
- Isolate
- Secure the other students in the classroom, modified lockdown
- Negotiate
- Remain calm
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, non-intimidating distance
- Avoid abrupt sporadic movements

- Look for a place to dive or jump
- Report incident to law enforcement

WEATHER (CODE BLACK)

TORNADO, INCLEMENT WEATHER, EARTHQUAKE

Goals

- Safety
- Effective communications
- Mobilization
- Containment
- Assessment and follow-up

Prevention

- Post and practice mobilization plan.

Definitions:

Severe Weather **Watch**: Forecast of severe weather in the area; normal activities continue; no school-wide announcement; Administrator or designee monitor the situation.

Severe Weather **Warning**: Severe and dangerous weather situation approaching. Be prepared.

Intervention:

- **ANNOUNCE “SEVERE WEATHER”**
- Administrator alerts staff of impending situation. Call emergency numbers as needed; call the Executive Director. (Administrator or designee)
- Evacuate classrooms according to plan; provide for special needs students.
- Move students quickly and quietly to designated areas, underground shelter if available or interior hallways on the first floor. Avoid windows, auditoriums, gyms, and any wide span or overhead structure. North and east walls are preferable to south and west walls. Sit in a fetal position with face and head protected.
- Review “drop and tuck” command.
- Get word to all students and staff who are outside or who are in outlying buildings.
- Check for and provide care for injured people.
- Secure tool box. (designated duty)
- Account for all students/staff/others.
- Determine status for safe return to classes or dismissal. (Administrator or designee)

Postvention

- Assess the response and prepare follow-up of the situation. (Crisis Team)

APPENDIX I
AUTHORIZATION TO RELEASE CHILDREN IN AN EMERGENCY

Our school has developed an emergency plan in case of any disaster which might occur. This is done in compliance with the Virginia Department of Education. The emergency plan is devoted to the welfare and safety of your child during school hours. The plan is available for inspection in the school office.

We are requesting your assistance at this time:

Should there be an emergency, such as a major fire, tornado, explosion, etc., your child may be required to remain in the care of the school until it is deemed safe by an Emergency Services authority that the child can be released. At that point, children may be released only to properly authorized parents and/or designees. Therefore, please list as many names, (with local telephone numbers and addresses) as possible, of those persons to whom you would allow your child's release in the event of an emergency. Be sure to notify those persons listed that you have authorized their supervision in case of emergency.

In the event that you should be unable to come to the school, it is essential that others be designated to care for your child. No child will be released to the care of unauthorized persons. We appreciate your cooperation in this important matter.

Child: _____ Homeroom Teacher: _____

Please release my child to any of the persons listed below:

Name/Relationship _____ Phone: _____

Name/Relationship _____ Phone: _____

Name/Relationship _____ Phone: _____

Parent/Guardian Signature: _____

Home Phone: _____ Cell Phone: _____

Work Phone: _____

APPENDIX II BOMB THREAT CHECKLIST

Questions to ask:

When is the bomb going to go off?	
Where is the bomb right now?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb?	
Why?	
What is your address?	
What is your name?	

Sex of Caller: M/F	Race of Caller:	Age:	Length of Call:
Number call received:	Date:	Time:	

Exact wording of threat:

Caller's Voice:			Background Sounds:		
Calm	Angry	Excited	Street	Animal	Factory
Slow	Rapid	soft	Voices	Clear	PA system
Loud	Laughter	Crying	Static	Local	Music
Normal	Distinct	Slurred	Long-distance	House	Office
Nasal	Stutter	Lisp	Motor	Other:	
Raspy	Deep	Ragged			
Disguised	Accent	Familiar: Like?			
Clear throat	Cracked				

Threat Language:

Well Spoken	Incoherent	Foul	Irrational	Taped	Message Read	Other:
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APPENDIX III
Crisis Intervention Plan
Receipt of Acknowledgement
2022-2023

I have read and agree to abide by the Crisis Intervention Plan which has been established for Elite Academy.

I understand that this plan will be reviewed at least annually to help ensure student and staff safety in the event of an emergency.

Staff Signature

Date

APPENDIX IV
Emergency Preparedness Drills Calendar
2022-2023

<u>August</u> 18 – F 23- F 29 - F	<u>September</u> 7 – F 23 – F 27 - L	<u>October</u> 12 – F 26 - E	<u>November</u> 9- T 14 - F
<u>December</u> 12 - F	<u>January</u> 17 – F	<u>February</u> 8 – T 21 - F	<u>March</u> 3 – L 28 - F
<u>April</u> 13 – F 28 - T	<u>May</u> 17 - F	<u>June</u> 21 – F	<u>July</u> 6 - F

APPENDIX V Emergency Call List

Contact	Phone Number	Agency
Alexandria Transportation	703-461-4169 540-379-8543	Connie Quinton (Wisdom Riders)
Angie Castaldy	540-422-7330	Fauquier LEA (Kettle Run High School)
Arlington Transportation	703-451-8083	
Bari Nixon	804-966-8749	New Kent LEA
Billie Teague	540-775-8608	King George Secondary LEA
Caroline Thiehl	703-228-6058	Arlington LEA
Caroline Transportation	804-633-6562 x. 1	
Cathy Martin	540-658-6080 x. 4153	Stafford LEA
Lynn Wingfield	804-633-5080 x. 1060	Caroline LEA
Deborah Panagos	540-422-7154 x. 1055	Fauquier County Social Worker
Debra Robles	703-619-8251 (O) 703-963-2025 (C)	Alexandria LEA
Diane Richards	540-372-1127 x. 111	Fredericksburg Social Worker
Eileen Hummer	540-834-2500 x. 1112	Spotsylvania Attendance Liaison
Erin Welch	540-658-6518	Stafford LEA
Fauquier Transportation	540-422-7242	Darlene
Fire Department	540-372-1019	
Fredericksburg Transportation	540-372-1123	Andrea
Intercept	540-604-5990	
Kendra Alling	540-834-2500 x. 1112	Spotsylvania LEA
King George Transportation	540-845-1289	Valerie
Leigh Ann Sutton	703-791-8504	Prince William LEA
Kathy Schoffner	757-986-0751	King George Secondary LEA
Megan Waite	540-372-1100 x. 2351	Fredericksburg LEA
Leigh Ann Sutton	703-791-8025	Prince William LEA
Natasha Bailey	540-834-2500 x. 1110	Spotsylvania LEA
Orange Transportation	540-661-4596	
Police, Non-Emergency	540-372-1122 option 2	
Poison Control	800-222-1222	
Prince William Transportation	703-791-7200 571-402-3850 571-4023884 855-803-2527	Dispatch Emily Kathleen Tyler (ALC) x 1
RACSB	540-373-3223	
Ron Pannell	703-791-7467	Prince William LEA
Spotsylvania Transportation	540-582-5125 540-455-1183	x. 1822 Becky x. 1823 Sharon x. 1824 Tammy Tony (ATK)
Stafford Transportation	540-374-8574 540-374-8584 540-374-8575	Becky Keith Barbara
Tammy Gillie	540-372-1100	Fredericksburg LEA
Val Raven	540-658-6519	Stafford LEA
Vanessa Carroll	540-372-1145	Fredericksburg Middle School LEA
Battalion Chief Jack McGovern	540-372-1059 (O) JMcGovern@fd.fredericksburgva.gov	Emergency Management Coordinator Fredericksburg

APPENDIX VI

TORNADO WARNING!



SIGNAL: **AIR HORN**

IT MEANS: A tornado has been indicated by radar or has been spotted. Go at once to the protective area listed below and get in the protective position, like the boy in the picture above. If you see or hear the tornado coming, take cover immediately—do not wait for the Warning Signal. Please hold your position until an announcement has been made or you have been signaled by an administrator that it is safe to uncover.

WHAT TO DO:

1) Interior Situations:

Classroom: Exit your classroom and close the door behind you. Duck, cover, and hold in the hallway alongside the wall outside of your classroom: drop to the floor on the knees, leaning over resting on elbows, hands clasped behind the neck, face down for protection facing the wall. The classroom upstairs should immediately move to the ground level interior hallway and take position.

Hallways: Duck, cover, and hold alongside the walls.

Cafeteria or Other Open Places: Duck, cover, and hold against an interior wall, if possible. Select the closest safe place avoiding hazards such as unsecured objects or furniture.

Stairs: Duck, cover, and hold: sit down, hold onto handrail, and cover eyes.

2) Exterior Situations:

Outdoors: Move away from buildings, power lines, block walls, and other items, which might fall. Duck, cover, and hold.

School Vehicle: Take cover if overtaken by a tornado or high winds. Do not hesitate to take cover in a ditch or other below ground level places. Do not stay in the vehicle if caught in a tornado. Do not attempt to outrun severe weather.

APPENDIX VII

EARTHQUAKE WARNING!



SIGNAL: Ground begins shaking, loud explosion is heard or felt or POLICE WHISTLE is sounded

IT MEANS: Everyone—students, staff and all others present—take the following protective actions:

Take cover under a nearby desk or table, positioning as much of the body as possible under cover. Cover eyes by leaning the face against the arm. Hold on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or administration indicates that this phase of the drill has ended.

WHAT TO DO:

1) Interior Situations:

Classroom: Take cover under a nearby desk or table, positioning as much of the body as possible under cover. Cover eyes by leaning the face against the arm. Hold on to the table legs or side of the desk.

Hallways: Duck, cover, and hold alongside the walls.

Cafeteria or Other Open Places: Duck, cover, and hold against an interior wall, if possible. Select the closest safe place avoiding hazards.

Stairs: Duck, cover, and hold: sit down, hold onto handrail, and cover eyes.

2) Exterior Situations:

Outdoors: Move away from buildings, power lines, block walls, and other items, which might fall. Duck, cover, and hold.

APPENDIX VIII

CODE RED

Lockdown Procedures

A lockdown/ "CODE RED" is necessary when there is a threat of violence or serious incident that could jeopardize the safety of students and/or staff.

What to do if a **CODE RED**/Lockdown is called:

- Clear the hallway and bathrooms by your room moving everyone into the nearest room that locks.
- Close and lock door, turn off lights, and close blinds.
- Move away from doors and windows.
- Have all persons sit down against an interior wall.
- If a life-threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed.
- Be prepared to notify incident commander of missing persons or additional students, staff, or guests sheltered in your room.
- DO NOT exit the locked room until the incident commander gives the duress code to authenticate the "all clear" signal.
- Place a GREEN or RED status card on/under your door or window. (GREEN signifies everything is ok, RED signifies emergency assistance is needed)