

# **Sheridan County School District #1**



## **Crisis Plan**

# CRISIS MANAGEMENT CHART



**Public Information Officer = Superintendent**  
**District Training Coordinator - Superintendent**  
**Exposure Central Officer = Business Manager**

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## OUR APPROACH TO CRISIS MANAGEMENT

### **I. GUIDING PRINCIPLES**

1. The safety and well-being of students and staff is the first commitment.
2. The safety and well-being of the public is the second commitment.
3. The protection of the educational process and environment is the third commitment.
4. The protection of district property is the fourth commitment.
5. Only authorized staff are to have any communication with the media.
6. The district's Public Information Officer (PIO), which is the district superintendent, will provide the media with prompt and accurate information.

### **II. GENERAL GUIDELINES FOR ALL DISTRICT STAFF**

1. Do not go to the crisis site unless you are assigned or directed there.
2. Communicate only factual (accurate) information when describing the situation to other staff members.
3. Refer any media or other public inquiries to authorized spokespersons.
4. If you are assigned or asked by a district official to speak to the media, avoid "off the cuff" or emotional responses and comments to the media. Remember, nothing is ever officially "off the record."
5. By nature of working in a school district, all staff members are entrusted with the well being of our students. Regardless of title or assignment, staff members are expected to fulfill their assigned duties during the hours described in their contract, to ensure our students' physical and emotional safety and security.

## LEADERSHIP RESPONSIBILITIES

### I. BUILDING-LEVEL LEADERSHIP TEAM

1. Primary site decisions rest with the building administrator/designee.
2. The building administrator, in cooperation with the District Crisis Management Team, leads the crisis management efforts for his/her building site.
3. The building administrator will have primary responsibility for communication with the students and staff at the site.
4. The building principal will annually conduct a review of the district Crisis Management Plan, as well as building-level crisis procedures, with all staff at his/her building site within the first three months of the academic year.
5. The building principal will have a pre-identified crisis management team:
  - Building Crisis Management Team
  - Search & Rescue Liaison
  - Fire Suppression
  - First Aid
  - Utilities
  - Dual Gate Reunification
  - Mental Health
  - Buddy Teachers

### II. DISTRICT-LEVEL LEADERSHIP TEAM

1. The superintendent or designee chairs the District Crisis Management Team. This team may be activated at the superintendent's discretion in any crisis, at any site.
2. Communications to and from the Sheridan County School District #1 Board of Trustees will come from or through the superintendent or Board Chairman.
3. The superintendent or designee serves as the chief spokesperson to the news media.
4. The superintendent will annually conduct a review of the District Crisis Management Plan as well as building-level crisis procedures with all building administrators prior to the beginning of each academic year. Building leadership will schedule an AED training for their building prior to the start of each academic year.
5. The district secretary will coordinate with affected building leader to implement a phone broadcast system for prompt communication with parents whose students are directly involved in the crisis.
6. The district secretary will assist the superintendent or designee with communications with media, as well as staff, students and parents who are not directly involved in the crisis. Depending on the situation, this may include the use of a Parent Notification System, district email, website, listserv or other means.

## ACTIVATING THE CRISIS PLAN

### **I. POLICIES IN EFFECT WHEN PLAN IS ACTIVATED**

1. Parents may choose to check out any student at any time, following standard procedures. Students checked out from school must leave school grounds and all district property for the remainder of that school day.
2. Field trips that have already departed will be contacted by an administrator and counseled to react to the situation accordingly (which may include normal participation in the field trip). Trips that have not yet departed will be evaluated based on the circumstances of the crisis.
3. Any activities, field trips or other events that are canceled will be reported to the Central Office as soon as the decision is made.

### **II. STEPS THAT WILL BE TAKEN WHEN PLAN IS ACTIVATED**

1. Principals and office staff of affected building(s) will be notified of steps needed to be taken.
2. The Crisis Response Team will be notified so that a mental health action plan may be developed.
3. Relevant information about the situation will be posted on the district web site, and a corresponding message will be sent to parents via the district's notification system by the PIO or designee.
4. A broadcast will be sent to appropriate lists. A district-wide broadcast will come from the Superintendent. A building-wide broadcast (if necessary) will come from the Principal or Building CMT leader.
5. The superintendent or designee will make an announcement to the media. The message will include a statement that the district's Crisis Management Plan has been activated.



## ALICE PROCEDURES

ALICE stands for **Alert, Lockdown, Inform, Counter and Evacuate**. It is based on the premise that information, authorization and proactive training are the key to surviving an Active Shooter event.

### **We Call This the A.L.I.C.E. Plan**

<b>ALERT</b>	<b>Get the word out! Use clear concise language to convey the type and location of the event.</b>
<b>LOCKDOWN</b>	<b>Good starting point. Allows aggressive use of current technology and procedures.</b>
<b>INFORM</b>	<b>Communication keeps the shooter off balance. Be aggressive. Allows for good decision making.</b>
<b>COUNTER</b>	<b>Apply skills to distract, confuse, and gain control.</b>
<b>EVACUATE</b>	<b>Run from danger when safe to do so using non-traditional exits if necessary. Rallying points should be predetermined.</b>

**\*\*Frequent training is provided to staff and students on the methods and details of this procedure.**

## **SECTIONS**

- Principal Checklists
- Incident Command System and Officer Job Descriptions
- Teacher Medical Skills and Cell Phones and Staff Directory and Community Resource List
- Go Box List
- Teacher Checklists
- Forms
- Sample Letters and Fact Statements for PRINCIPAL/DESIGNEE and PIO
- District Policy
- Other Information Pertinent for Crisis Management

## Missing Student/Possible Abduction

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Verify that the student is missing, search building, call guardians to verify student isn't home	PRINCIPAL/DESIGNEE/Search & Rescue Officer
___ 2. Call 911 for immediate assistance	PRINCIPAL/DESIGNEE
___ 3. Activate a lockdown	PRINCIPAL/DESIGNEE
___ 4. Isolate witnesses	PRINCIPAL/DESIGNEE
___ 5. Gather general facts about the abduction and a description of the abductor from witnesses	PRINCIPAL/DESIGNEE
___ 6. Notify Superintendent	PRINCIPAL/DESIGNEE
___ 7. Activate crisis team	PRINCIPAL/DESIGNEE
___ 8. Decide on a plan of action:	PRINCIPAL/DESIGNEE
a. Meet with faculty if possible. Advise teachers about sharing the information with the students	PRINCIPAL/DESIGNEE
b. Visit missing child's classroom	PRINCIPAL/DESIGNEE/Counselor
c. Visit other classrooms if requested	PRINCIPAL/DESIGNEE/Counselor
d. Prepare a statement for the media. Ask Emergency Responders about what information should be released	PIO
e. Prepare fact statement to help those answering phone inquiries	PIO/Doc. Officer
f. Prepare fact statements to go home to parents	PIO/Doc. Officer
___ 9. Prepare classmates to be supportive when the child returns	Counselor
___ 10. Provide for follow-up counseling as needed	Counselor
___ 11. Debrief with the Crisis Team	PRINCIPAL/DESIGNEE

**ACCIDENT WITH SEVERE INJURIES OF SEVERAL STUDENTS INCLUDING:  
SCHOOL BUS ACCIDENT**

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Call 911 for immediate assistance	PRINCIPAL/DESIGNEE
___ 2. Verify report with Sheriff's Office	PRINCIPAL/DESIGNEE
___ 3. Contact School Nurse (On Campus Only)	PRINCIPAL/DESIGNEE
___ 4. Contact Superintendent	PRINCIPAL/DESIGNEE
___ 5. Activate Crisis Team	PRINCIPAL/DESIGNEE
___ 6. Determine who has been injured, extent of injury and hospital where students are located – Assess injuries	School Nurse/First Aid Team
___ 7. Remove uninjured students from accident site	Staff
___ 8. Assist Medical Officer with injuries or management	Staff
___ 9. Notify parents of the nature and extent of their children's injuries, specify where their children are located	Student Release Officer
___ 10. Ask some team members/mental health to meet at hospital and some team members/ mental health to assist at school with friends and classmates if injured	Counselor
___ 11. Notify siblings of the injured and counselors at other schools where siblings attend	PRINCIPAL/DESIGNEE/Counselor
___ 12. Inform teachers and all students of the accident	PRINCIPAL/DESIGNEE
___ 13. Ask teachers to refer distressed students to the counselors	Counselor
___ 14. Prepare a statement for the media	PIO
___ 15. Visit injured students at the hospital if needed	Counselor
___ 16. Log all activities and decisions	Documentation Officer
___ 17. Check with the Superintendent about insurance coverage or school responsibilities for hospital expenses. Inform parents where information may be found	PRINCIPAL/DESIGNEE
___ 18. Debrief with Crisis Team	PRINCIPAL/DESIGNEE

## BLOODBORNE PATHOGEN/BODY FLUID

### **Prevention**

SCSD #1 is required to have a written "Bloodborne Pathogen Exposure Control Plan".

Review and become familiar with the provisions of the written "Bloodborne Pathogen Exposure Control Plan" and the Procedures of "Universal Precautions and Infection Control".

Know where to find and how to use appropriate Personal Protective Equipment such as disposable gloves, protective eyewear, masks, gowns and body fluid clean-up kits.

### **Intervention**

#### **Date / Time / Initial**

#### **Person Responsible**

- |  |                                 |
|--|---------------------------------|
| ___1. Report incident to Administrator   | Staff                           |
| ___2. Use appropriate Personal Protective Equipment (Kits are _____)   | Principal/Designee              |
| ___3. Wash contaminated area with soap and water broken skin or mucous membrane, wash thoroughly   | Staff                           |
| ___4. Appropriately dispose of contaminated material   | Supply Safety Officer           |
| ___5. Obtain assistance from school nurse or administrator   | Staff                           |
| ___6. Ensure that areas, surfaces and equipment that become contaminated with blood or infectious material are cleaned and disinfected as soon as feasible         | School Nurse/Custodians         |
| ___7. All contaminated supplies such as disposable gloves other barriers, towels etc., should be placed in acceptable containers for proper disposal or laundering | School Nurse/Custodians         |
| ___8. Complete the Exposure Incident Checklist & OSHA Form 301 if staff is exposed   | School Nurse/Principal/Designee |

# **BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN**

## **PURPOSE OF THE PLAN**

One of the major goals of the Occupational Safety and Health Administration (OSHA) is to regulate facilities where work is carried out to promote safe work practices in an effort to minimize the incidence of illness and injury experienced by employees. Relative to these goals, OSHA has enacted the Bloodborne Pathogens Standard, codified as 29 CFR 1910.1030. The purpose of the Bloodborne Pathogens Standard is to “reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other bloodborne pathogens” that employees may encounter in their workplace.

SCSD #1 believes that there are a number of universal precautions that should be followed when working with bloodborne pathogens. These include that:

- It is prudent to minimize all exposure to bloodborne pathogens.
- Risk of exposure to bloodborne pathogens should never be underestimated.
- Our facility should institute as many work practice and engineering controls as possible to eliminate or minimize employee exposure to bloodborne pathogens.

We have implemented this Exposure Control Plan to meet the letter and intent of the OSHA Bloodborne Pathogens Standard. The objective of this plan is twofold:

1. To protect our employees from the hazards associated with bloodborne pathogens
2. To provide appropriate treatment and counseling should an employee be exposed to bloodborne pathogens.

## **GENERAL PROGRAM MANAGEMENT**

### **RESPONSIBLE PERSONS**

There are four major “Categories of Responsibilities” that are central to the effective implementation of our Exposure Control Plan. These are:

1. The Exposure Control Officer (Business Manager)
2. Principals, Nurses and Building & Grounds Coordinators
3. Education/Training Coordinators (Superintendent)
4. District Employees

### **EXPOSURE CONTROL OFFICER**

The “Exposure Control Officer” (SCSD#1 Business Manager) will be responsible for overall management and support of our facility’s Bloodborne Pathogens Compliance Program. Activities which are delegated to the Exposure Control Officer typically include, but are not limited to:

- Overall responsibility for implementing the Exposure Control Plan for the entire school district.
- Working with management and other employees to develop and administer any additional bloodborne pathogens related policies and practices needed to support the effective implementation of this plan.
- Looking for ways to improve the Exposure Control Plan, as well as to revise and update the plan when necessary.

- Collecting and maintaining a suitable reference library on the Bloodborne Pathogens Standard and bloodborne pathogens safety and health information.
- Knowing current legal requirements concerning bloodborne pathogens.
- Acting as school district liaison during OSHA inspections.
- Conducting periodic facility audits to maintain an up-to-date Exposure Control Plan.

The Business Manager has been appointed as the SCSD #1 Exposure Control Officer.

We have determined that the Exposure Control Officer will require assistance in fulfilling his responsibilities. To assist them in carrying out these duties, we have created an Exposure Control committee composed of the following people:

- Business Manager
- District Nurse, Big Horn
- District Nurse, Tongue River
- Building & Grounds Coordinators
- Education/Training Coordinator (Superintendent)

### **PRINCIPALS, NURSES, BUILDING & GROUNDS COORDINATORS**

Principals, Nurses, and Building & Grounds Coordinators are responsible for exposure control in their respective schools. They work directly with the Exposure Control Officer and our employees to ensure that proper exposure control procedures are followed.

### **EDUCATION/TRAINING COORDINATOR**

Our Education/Training Coordinator will be responsible for providing information and training to all employees who have the potential for exposure to bloodborne pathogens. Activities falling under the direction of the Coordinator include:

- Maintaining an up-to-date list of district personnel requiring training (in conjunction with district administration).
- Developing suitable education/training programs.
- Scheduling periodic training seminars for employees.
- Maintaining appropriate training documentation such as “Sign-in Sheets”, Quizzes, etc.
- Periodically reviewing the training programs with the Exposure Control Officer, Principals, Nurses and Head Custodians to include appropriate new information.

The Superintendent has been selected to be the Sheridan County School District One Education/Training Coordinator.

### **EMPLOYEES**

As with all of our school district’s activities, our employees have the most important role in our blood borne pathogens compliance program, for the ultimate execution of much of our exposure Control Plan rests in their hands. In this role they must do things such as:

- Know what tasks they perform that have occupational exposure.
- Attend the bloodborne pathogens training sessions.
- Plan and conduct all operations in accordance with our work practice controls.
- Develop good personal hygiene habits.

**AVAILABILITY OF THE EXPOSURE CONTROL PLAN TO EMPLOYEES.**

To help them with their efforts, our Sheridan County School District One Exposure Control Plan is available to our employees at any time. Employees are advised of this availability during their education/training sessions. Copies of the Exposure Control Plan are kept in the following locations:

All school offices	Handbooks	Custodial offices
Central Office	Bus Garage	Food Service areas

**REVIEW AND UPDATE OF THE PLAN**

We recognize that it is important to keep our Exposure Control Plan up-to-date. To ensure this, the plan will be reviewed and updated under the following circumstances:

- Whenever new or modified tasks and procedures are implemented which affect occupational exposure of our employees.
- Whenever our employees' jobs are revised such that new instances of occupational exposure may occur.
- Whenever we establish new functional positions within our district that may involve exposure to bloodborne pathogens.

The district Education/Training Coordinator is responsible for reviewing and updating this plan.

**EXPOSURE DETERMINATION**

One of the keys to implementing a successful Exposure Control Plan is to identify exposure situations employees may encounter. To facilitate this in our district, we have prepared the following lists:

- Job classification in which all employees have occupational exposure to bloodborne pathogens. Included in this list are tasks and procedures performed in which occupational exposure to bloodborne pathogens occur.
- The initial lists were compiled and are published with this Plan. The Exposure Control Committee will work with Principals, Nurses and Building & Grounds Coordinators to revise and update these lists as our tasks, procedures, and classifications change.

**JOB CLASSIFICATIONS IN WHICH ALL EMPLOYEES HAVE EXPOSURE TO BLOODBORNE PATHOGENS**

Below are listed the job classifications in our district where all employees can reasonably anticipate skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of their duties.

<u>JOB TITLE</u>	<u>DEPARTMENT/LOCATION</u>
School Nurses	District Wide
Bus Drivers	District Wide
Custodial	District Wide
Athletic Coaches	District Wide
School Secretaries	District Wide
Special Education Teachers/Aides	District Wide



Playground Supervisors  
Food service employees

District Wide  
District Wide

### **JOB CLASSIFICATION IN WHICH SOME EMPLOYEES HAVE EXPOSURE TO BLOODBORNE PATHOGENS**

Below are listed the job classifications in our district where some employees can reasonably anticipate skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Since not all the employees in these classifications would be expected to incur exposure to the blood or other potentially infectious materials, tasks or procedures that would cause these employees to have occupational exposure are listed in order to clearly understand which employees in these classifications are considered to have occupational exposure.

<u>JOB CLASSIFICATIONS</u>	<u>DEPARTMENT/LOCATION</u>	<u>TASK/PROCEDURES</u>
Paraprofessionals	District Wide	Human Bites, First Aid
Teachers	District Wide	Human Bites, First Aid
Principals	District Wide	Human Bites, First Aid

### **METHODS OF COMPLIANCE**

We understand that there are a number of areas that must be addressed in order to effectively eliminate or minimize exposure to bloodborne pathogens in our district. The first five areas we deal with in our plan are:

- The use of Universal Precautions
- Establishing appropriate Engineering Controls
- Implementing appropriate Work Practice Controls
- Using necessary Personal Protective Equipment
- Implementing appropriate Housekeeping Procedures

Each of these areas is reviewed with our employees during their bloodborne pathogens related training (see the "Information and Training" section of this plan for additional information). By rigorously following the requirements of OSHA's Bloodborne Pathogens Standard in these five areas, we feel that we will eliminate or minimize our employees' occupational exposure to bloodborne pathogens as much as possible.

### **UNIVERSAL PRECAUTIONS**

In our district we began the practice of "Universal Precautions" during the school term of 1988-89. As a result, we treat all human blood and body fluids such as semen and vaginal secretions as if they are known to be infectious for HBV, HIB, and other blood borne pathogens.

In circumstances where it is difficult or impossible to differentiate between body fluid types, we assume all body fluids to be potentially infectious.

School Nurses in their respective building(s) are responsible for overseeing our Universal Precautions Program.

## ENGINEERING CONTROLS

One of the key aspects to our Exposure Control Plan is the use of Engineering Controls to eliminate or minimize employee exposure to bloodborne pathogens. As a result, employees use cleaning, maintenance and other equipment that is designed to prevent contact with blood or other potentially infectious materials.

The Exposure Control Officer periodically works with Principals, Nurses and Building & Grounds Coordinators to review tasks and procedures performed in our facility where engineering controls can be implemented or updated. As part of this effort, a facility survey was completed, identifying three things:

- Operations where engineering controls are currently employed.
- Operations where engineering controls can be updated.
- Operations currently not employing engineering controls, but where engineering controls can be beneficial.
- The results of this survey can be found on the following pages.

Each of these lists is reexamined during our annual Exposure Control Plan review and opportunities for new or improved engineering controls are identified. Any existing engineering control equipment is also reviewed for proper function and needed repair or replacement every twelve months, in conjunction with the Principal or Building & Grounds Coordinators where the equipment is located.

## ENGINEERING CONTROL EQUIPMENT

The following operations have, or should have, Engineering Control Equipment to eliminate or minimize our employees' exposure to bloodborne pathogens. If equipment is needed but not yet available "None" is indicated in the "Control equipment" column.

<u>Location</u>	<u>Equipment</u>	<u>Needs Updating</u>	<u>Last Review Date</u>
Nurses Office	Sharps Container		
Custodian Care	Sharps Container		
School Buses	Universal Precautions Kit		
Athletic Event	Universal Precautions Kit		
Playground	Universal Precautions supplies		
Nurses Office	Universal Precautions supplies		
Custodian Care	Universal Precautions supplies		

In addition to the engineering controls identified on these lists, the following engineering controls are used throughout our facility:

Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic (towelettes), which are readily accessible to all employees who have the potential for exposure.

Secondary containers which are:

- Leak-proof
- Color-coded or labeled with a biohazard warning label

- Puncture-resistant, if necessary
- Nurses Office

### **Work Practice Controls**

In addition to engineering controls, our district uses a number of Work Practice Controls to help eliminate or minimize employee exposure to bloodborne pathogens. Many of these Work Practice controls have been in effect for some time. Any controls that we are using for the first time will be fully implemented before October 1, 1993.

The person in our school district who is responsible for overseeing the implementation of these Work Practice Controls is The Exposure Control Officer. They work in conjunction with Principals, Nurses and Building & Grounds Coordinators and our facility's training coordinator (superintendent) to effect this implementation.

Our District has adopted the following Work Practice Controls as part of our Bloodborne Pathogens Compliance Program:

- Employees wash their hands immediately, or as soon as feasible, after removal of potentially contaminated gloves or other personal protective equipment.
- Following any contact of body areas with blood or any other infectious materials, employees wash their hands and any other exposed skin with soap and water as soon as possible. They also flush exposed mucous membranes with water.
- Contaminated needles and other contaminated sharps are not bent, recapped or removed unless:
  - It can be demonstrated that there is no feasible alternative.
  - The action is required by specific medical procedure.
  - In the two situations above the recapping or needle removal is accomplished through the use of a medical device or a one-handed technique. (Nurse)
- Contaminated reusable sharps are placed in appropriate containers immediately, or as soon as possible, after use. (Nurse)
- Eating, drinking, applying cosmetics or lip balm and handling contact lenses is prohibited in work areas where there is potential for exposure to bloodborne pathogens.
- Food and drink is not kept in refrigerators, freezers, on countertops or in other storage areas where blood or other potentially infectious materials are present. (Nurse)
- Mouth pipetting/suctioning of blood or other infectious materials is prohibited. (Nurse)
- All procedures involving blood or other infectious materials minimize splashing, spraying or other actions generating droplets of these materials. (Nurse)
- Specimens of blood or other materials are placed in designated leak-proof containers, appropriately labeled, for handling and storage.
- If outside contamination of the primary specimen container occurs, that container is placed within a second leak proof container, appropriately labeled, for handling and storage. (If the specimen can puncture the primary container, the secondary container must be puncture-resistant as well.) (Nurse)
- Equipment, which becomes contaminated, is examined prior to servicing or shipping, and decontaminated as necessary (unless it can be demonstrated that decontamination is not feasible).
  - An appropriate biohazard-warning label is attached to any contaminated equipment, identifying the contaminated portions.
  - Information regarding the remaining contamination is conveyed to all affected employees, the equipment manufacturer and the equipment service representative prior to handling, servicing or shipping.

When a new employee comes to our District, or an employee changes jobs within the facility the following process takes place to ensure that they are trained in the appropriate work practice controls:

- The employee's job classification and the tasks and procedures that they will perform are checked against the Job classifications and Task Lists which we have identified in our Exposure Control Plan as those in which occupational exposure occurs.
- If the employee is transferring from one job to another within our District, the job classifications and tasks/procedures pertaining to their previous position are also checked against these lists.
- Based on this "cross-checking" the new job classifications and/or tasks and procedures, which will bring the employee into occupational exposure situations, are identified.
- The employee is then trained by the District Training coordinator or another instructor regarding any work practice controls that the employee is not experienced with.

## **PERSONAL PROTECTIVE EQUIPMENT**

Personal Protective Equipment is our employees' "last line of defense" against blood borne pathogens. Because of this, our District provides (at no cost to our employees) the Personal Protective Equipment that they need to protect themselves against such exposure. This equipment includes, but is not limited to:

### Gloves

Hypoallergenic gloves, glove liners and similar alternatives are readily available to employees who are allergic to the gloves our facility normally uses.

The Business Manager, working with Principals, Nurses and Building & Grounds Coordinators is responsible for ensuring that all schools and work areas have appropriate personal protective equipment available to employees.

Our employees are trained regarding the use of the appropriate personal protective equipment for their job classifications and tasks/procedures they perform. Initial training about personal protective equipment was completed in our school district on or before September 1, 1988. Additional training is provided, when necessary, if an employee takes a new position or new job functions are added to their current position.

To determine whether additional training is needed the employee's previous job classification and tasks are compared to those for any new job or function that they undertake. Any needed training is provided by their immediate supervisor working with our District Training Coordinator (superintendent).

To ensure that personal protective equipment is not contaminated and is in the appropriate condition to protect employees from potential exposure, our facility adheres to the following practices:

- All personal protective equipment is inspected periodically and repaired or replaced as needed to maintain its effectiveness.
- Reusable personal protective equipment is cleaned, laundered and decontaminated as needed.
- Single-use personal protective equipment (or equipment that cannot, for whatever reason, be decontaminated) is disposed of by forwarding that equipment to the Building & Grounds Coordinators.

To make sure that this equipment is used as effectively as possible, our employees adhere to the following practices when using their personal protective equipment:

- Any garments penetrated by blood or other infectious materials are removed immediately, or as soon as feasible.
- All potentially contaminated personal protective equipment is removed prior to leaving a work area.
- Gloves are worn in the following circumstances:
  - Whenever employees anticipate hand contact with potentially infectious materials.
  - When handling or touching contaminated items or surfaces.
- Disposable gloves are replaced as soon as practical after contamination or if they are torn, punctured or otherwise lose their ability to function as an “exposure barrier”.
- Utility gloves are decontaminated for reuse unless they are cracked, peeling, torn or exhibit other signs of deterioration, at which time they are disposed of.
- Masks and eye protection (such as goggles, face shields, etc.) are used whenever splashes or sprays may generate droplets of infectious materials.
- Protective clothing (such as a coat) is worn whenever potential exposure to the body is anticipated.

## **HOUSEKEEPING-JANITORIAL**

Maintaining our facilities in a clean and sanitary condition is an important part of our Bloodborne Pathogens Compliance Program. To facilitate this, we have set up a written schedule for cleaning and decontamination of the appropriate areas of the facility. The schedule provides the following information (this schedule can be found on the following page).

- The area to be cleaned/decontaminated.
- Day and time of scheduled work.
- Cleansers and disinfectants to be used.
- Any special instructions that are appropriate.

Using this schedule, our janitorial/cleaning staff employs the following practices:

- All equipment and surfaces are cleaned and decontaminated after contact with blood or other potentially infectious materials:
  - After the completion of medical procedures.
  - Immediately (or as soon as feasible) when surfaces are overtly contaminated.
  - After any spill of blood or infectious materials.
  - At the end of the work shift if the surface may have been contaminated during that shift.

Protective coverings (such as plastic trash bags or wrap, aluminum foil or absorbent paper) are removed and replaced:

- As soon as it is feasible when overtly contaminated.
- At the end of the work shift if they may have been contaminated during the shift.
- All trash containers, pails, bins, and other receptacles intended for use routinely are inspected, cleaned and decontaminated as soon as possible if visibly contaminated.
- Potentially contaminated broken glassware is picked up using mechanical means (such as dustpan and brush, tongs, forceps, etc.)
- Contaminated reusable sharps are stored in containers that do not require “hand processing”.

Building & Grounds Coordinators are responsible for setting up our cleaning and decontamination schedule and making sure it is carried out within our facility.

We are also very careful in our facility in handling regulated waste (including used bandages, feminine hygiene products and other potentially infectious materials). Starting on or before May 1, 1993, the following procedures are used with all of these types of wastes:

- They are discarded or “bagged” in containers that are:
  - Closable
  - Puncture-resistant if the discarded materials have the potential to penetrate the container.
  - Leak-proof if the potential for fluid spill or leakage exists.
  - Red in color or labeled with the appropriate biohazard warning label.
- Containers for this regulated waste are placed in appropriate locations in our facility within easy access of our employees and as close as possible to the sources of the waste.
- Waste containers are maintained upright, routinely replaced and not allowed to overfill.
- Contaminated laundry is handled as little as possible and is not sorted or rinsed where it is used.

Whenever our employees move containers of regulated waste from one area to another the containers are immediately closed and placed inside an appropriate secondary container if leakage is possible from the first container. All custodial staff are responsible for the collection and handling of our facility’s contaminated waste.

**CLEANING SCHEDULE**

<u>Equip/Area</u>	<u>Scheduled Cleaning</u> (day/time)	<u>Cleansers &amp; Disinf Used</u>	<u>Special Instructions</u>
Cleaning furniture, desks, all areas; classrooms, art, Computer rooms. Use gloves, sponges, towels.	Daily	General all- purpose cleaner, and general disinfectant as needed.	Use razor for glue on desks.
Sinks & water fountains in all areas. Use gloves, towels, cleaning kit (contains Johnny mop-cleaning chemicals).	Daily	Same as above.	
Main entryway, bathrooms, fountain, terrazzo floors. Use	Daily	Same as above.	

gloves, towels,  
cleaning kit, dust mop,  
mop bucket.

Shower room, bathrooms, smoker lounge, PE rooms. Use gloves towels, cleaning kit, dust mop, mop and bucket.	Daily	Same as above
---	-------	---------------

Bathrooms in classroom areas. Same as above except mop after school.	Daily	Same as above
--	-------	---------------

All areas, windows, workroom, lounge, library. Use gloves, towels, cleaning kit.	Daily	Same as above.
---	-------	----------------

Lunchroom tables, floors, walls, kitchen & work area. Use bucket from kitchen, dishrags, dust mop, mops & buckets.	Daily	Same as above.
--	-------	----------------

Nurses office Gloves, towels, Cleaning kit, mop.	Daily	Same as above.	Clean, disinfect everything.
--	-------	----------------	---------------------------------

All areas, empty garbages, pencil sharpeners. Gloves, garbage cart, extra garbage bags.	Daily	
---	-------	--

All areas, class- rooms, halls, etc. Bathroom floors in classroom areas, tile floors in class- room areas. Use mop & bucket.	Daily	Same as above.
--	-------	----------------

## **HEPATITIS B VACCINATION POST-EXPOSURE EVALUATION AND FOLLOW-UP**

Everyone in Sheridan County School District One recognizes that even with good adherence to all of our exposure prevention practices, exposure incidents can occur. As a result, we have implemented a Hepatitis B Vaccination Program, as well as set up procedures for post-exposure evaluation and follow-up should exposure to bloodborne pathogens occur.

### **VACCINATION PROGRAM**

To protect our employees as much as possible from the possibility of Hepatitis B infection, our District has implemented a vaccination program. This program is available at no cost to select employees.

The vaccination program consists of a series of three inoculations over a six-month period. As part of their bloodborne pathogens training, our employees have received information regarding Hepatitis vaccination, including its safety and effectiveness.

The school nurses are responsible for facilitating our vaccination program, which has been in effect since May 1, 1993.

Vaccinations are performed under the supervision of a licensed physician or other health care professional. Employees taking part in the vaccination program are listed on the following pages. Employees who have declined to take part in the program are listed as well, and have signed the "Vaccination Declination Form" (a sample of which is found after the employee listings).

To ensure that all employees are aware of our vaccination program, it is thoroughly discussed in our blood borne pathogens training. We also have posted "Vaccination Program Notices" in prominent places throughout our facility (a sample of this notice can be found following the Vaccination Declination Form in this section).

### **POST-EXPOSURE EVALUATION AND FOLLOW-UP**

If one of our employees is involved in an incident where exposure to bloodborne pathogens may have occurred there are two things that we immediately focus our efforts on:

1. Investigating the circumstances surrounding the exposure incident.
2. Making sure that our employees receive medical consultation and treatment (if required) as expeditiously as possible.

Building School Nurse or appointed designee investigates every exposure incident that occurs in our district. This investigation is initiated within 24 hours after the incident occurs and involves gathering the following information:

- When the incident occurred. Date and time.
- Where the incident occurred. Location within the facility.
- What potentially infectious materials were involved in the incident. Type of material (blood, etc.)
- Source of the material.
- Under what circumstances the incident occurred. Type of work being performed.
- How the incident was caused.
- Accident unusual circumstances (such as equipment malfunction, power outage, etc.)
- Personal protection equipment being used at the time of the incident.



- Actions taken as a result of the incident.
  - Employee decontamination
  - Cleanup
  - Notifications made

**EMPLOYEES ELIGIBLE FOR HEPATITIS B VACCINATION**

<u>Employee</u>	<u>Dept.</u>	<u>Accepted/ Declined</u>	<u>Inoculation Recd. #1, #2, #3</u>	<u>Administering Healthcare Professional</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**VACCINATION DECLINATION FORM**

Employee Name: \_\_\_\_\_ Date \_\_\_\_\_

Employee ID#: \_\_\_\_\_

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself. However, I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Facility Representative Signature

\_\_\_\_\_  
Date

After the information is gathered it is evaluated, a written summary of the incident and its causes is prepared and recommendations are made for avoiding similar incidents in the future (to help with this, we use the Incident Investigation Form” found at the end of this section).

In order to make sure that our employees receive the best and most timely treatment if an exposure to bloodborne pathogens should occur, our facility has set up a comprehensive post-exposure evaluation and follow-up process. We use the “checklist” at the end of this section to verify that all the steps in the process have been taken correctly. This process was implemented on or before October 1, 1993 and is overseen by the following people:

The Business Manager  
District Nurses  
District Superintendent

We recognize that much of the information involved in this process must remain confidential, and will do everything possible to protect the privacy of the people involved.

As the first step in this process we provide an exposed employee with the following confidential information:

- Documentation regarding the routes of exposure and circumstances under which the exposure incident occurred.
- Identification of the source individual (unless infeasible or prohibited by law).

Next, if possible, we test the source individual’s blood to determine HBV and HIV infectivity. This information will also be made available to the exposed employee, if it is obtained. At that time, the employee will be made aware of any applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual.

Finally, we collect and test the blood of the exposed employee for HBV and HIV status.

Once these procedures have been completed, an appointment is arranged for the exposed employee with a qualified healthcare professional to discuss the employee’s medical status. This includes an evaluation of any reported illnesses, as well as any recommended treatment.

#### **INFORMATION PROVIDED TO THE HEALTH CARE PROFESSIONAL**

To assist the health care professional we forward a number of documents to them, including the following:

- A copy of the Bloodborne Pathogens Standard.
- A description of the exposure incident.
- The exposed employee’s relevant medical records.
- Other pertinent information.

#### **HEALTH CARE PROFESSIONAL’S WRITTEN OPINION**

After the consultation, the health care professional provides our facility with a written opinion evaluating the exposed employee’s situation. We, in turn, furnish a copy of this opinion to the exposed employee.

In keeping with this process’ emphasis on confidentiality, the written opinion will contain only the following information:

- Whether Hepatitis B Vaccination is indicated for the employee.
- Whether the employee has received the Hepatitis B Vaccination.
- Confirmation that the employee has been informed of the results of the evaluation.

- Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which requires further evaluation or treatment.

All other findings or diagnoses will remain confidential and will not be included in the written report.

### **MEDICAL BOOKKEEPING**

To make sure that we have as much medical information available to the participating health care professional as possible, the exposed employee will furnish necessary comprehensive medical records. The Business Manager and the District Training Coordinator (superintendent) are responsible for setting up and maintaining these records, which include the following information:

- Name of the employee.
- Social Security number of the employee.
- A copy of the employee's Hepatitis B Vaccination status, including:
  - Dates of any vaccinations.
  - Medical records relative to the employee's ability to receive vaccination.
- Copies of the results of the examinations, medical testing and follow-up procedures, which took place as a result of an employee's exposure to bloodborne pathogens.

As with all information in these areas, we recognize that it is important to keep the information in these medical records confidential. We will not disclose or report this information to anyone without our employee's written consent (except as required by law.)

### **LABELS AND SIGNS**

For our employees one of the most obvious warnings of possible exposure to bloodborne pathogens are biohazard labels. Because of this, we have implemented a comprehensive biohazard warning-labeling program in our district using labels of the type shown on the following page, or when appropriate, using red "color coded" containers. The Blood Borne Pathogens Committee is responsible for setting up and maintaining this program in our district.

On or before October 1, 1993, the following items in our School District will be labeled:

- Containers of regulated waste.
- Refrigerators/freezers containing blood or other potentially infectious materials. (Nurses)
- Sharps disposal containers. (Nurses)
- Other containers used to store, transport or ship blood and other infectious materials. (Nurses)
- Laundry bags and containers.
- Contaminated equipment.

On labels affixed to contaminated equipment we have also indicated which portions of the equipment are contaminated.

We recognize that biohazard signs must be posted at entrances to HIV and HBV research laboratories and production facilities. However, we do not have these types of operations in our facility, so we are not affected by these special signing requirements.

## **INFORMATION AND TRAINING**

Having well informed and educated employees is extremely important when attempting to eliminate or minimize our employee's exposure to bloodborne pathogens. Because of this, all employees who have the potential for exposure to bloodborne pathogens are put through a comprehensive training program and furnished with as much information as possible on this issue.

This program was set up so that employees would receive the required training on or before October 1, 1993. Employees will be retrained at least annually to keep their knowledge current. Additionally, all new employees, as well as employees changing jobs or job functions, will be given any additional training their new position requires at the time of their new job assignment.

The Business Manager is responsible for seeing that all employees who have potential exposure to bloodborne pathogens receive this training. He/she will be assisted by the following instructors:

- BH Nurse
- TR Nurse
- District Training Coordinator (superintendent)

## **TRAINING TOPICS**

The topics covered in our training program include, but are not limited to, the following:

- The Bloodborne Pathogens Standard itself.
- The epidemiology and symptoms of bloodborne diseases.
- The modes of transmission of bloodborne pathogens.
- SCSD #1 Exposure Control Plan (and where employees can obtain a copy).

Appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials.

A review of the use and limitations of methods that will prevent or reduce exposure, including:

- Engineering controls
- Work practice controls
- Personal protective equipment

Selection and use of personal protective equipment including:

- Types available
- Removal
- Disposal
- Proper use
- Handling
- Location within the facility
- Decontamination

Visual warnings of biohazards within our district including labels, signs and "color-coded" containers.

Information on the Hepatitis B Vaccine, including its:

- Efficacy
- Safety
- Method of Administration

- Benefits of Vaccination

- Our facility's free vaccination program

Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.

The procedures will follow if an exposure incident occurs, including incident reporting.

Information on the post-exposure evaluation and follow-up, including medical consultation that our facility will provide.

## **TRAINING METHODS**

Our district's training presentations make use of several training techniques including, but not limited to:

- Classroom type atmosphere with personal instruction.
- Training videos
- Training manuals/employee handouts
- Employee Review Sessions
- Hand-on Demonstrations, Guest Speakers

Because we feel that employees need an opportunity to ask questions and interact with their instructors, time is specifically allotted for these activities in each training session.

## **RECORD KEEPING**

To facilitate the training of our employees, as well as to document the training process, we maintain training records containing the following information:

- Dates of all training sessions
- Contents/summary of the training sessions
- Names and qualifications of the instructors
- Names and job title of employees attending our computer sessions.

We have used the forms on the following pages and/or our computer systems to facilitate this record keeping.

These training records are available for examination and copying to our employees and their representatives, as well as OSHA and its representatives.

**BOMB THREATS/TELEPHONE THREATS PROCEDURES  
(Evacuation Procedure)**

***Prevention***

The Bomb Threat Report Form should be accessible at each phone in a building

***Intervention***

**Date / Time / Initial**

**Person Responsible**

- |     |  |                      |
|-----|--|----------------------|
| ___ | 1. Call 911 (DO NOT use two-way radios or cell phones)   | Principal/Designee   |
| ___ | 2. Activate Crisis Team  | Principal/Designee   |
| ___ | 3. Call Superintendent   | Principal/Designee   |
| ___ | 4. Room Sweep (visual assessment of room and immediate area for out-of-place items) fast, only as evacuating   | Staff                |
| ___ | 5. Evacuate building <ul style="list-style-type: none"> <li>a. Follow students out, do NOT touch anything or alter lights, or close doors</li> <li>b. Take roll call</li> <li>c. Report missing students to Search &amp; Rescue Officer</li> </ul> | Staff                |
| ___ | 6. Find any missing students and return them to their teacher if safe  | Search & Rescue Team |
| ___ | 7. Prepare statement for media, parents and community including location of evacuated students   | PIO                  |
| ___ | 8. Document the threat   | Principal/Designee   |
| ___ | 9. Debrief with Crisis Team  | Principal/Designee   |
| ___ | 10. Re-enter building only after being advised by bomb squad   | Principal/Designee   |
| ___ | 11. Monitor students and staff in case counseling is necessary   | Counselor            |

***Postvention***

1. **Required Disciplinary Action:** Verified bomb threats made by students require immediate proceedings for the suspension and/or recommended expulsion of the student initiating the threat.
2. **Reporting:** The building principal shall submit a written report to the Superintendent's office as soon as possible.

# BOMB THREAT REPORT FORM

(Keep copies at main telephones for immediate use by the operator/secretary.)

School \_\_\_\_\_

Date \_\_\_\_\_

Name of Person taking call/threat \_\_\_\_\_

### QUESTIONS TO ASK:

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is it right now? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to explode? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. What is your address? \_\_\_\_\_
9. What is your name? \_\_\_\_\_

### CALLER'S VOICE:

- |                                   |                                   |                                  |                                    |  |
|-----------------------------------|-----------------------------------|----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Nasal    | <input type="checkbox"/> Angry   | <input type="checkbox"/> Stutter   | <input type="checkbox"/> Excited         |
| <input type="checkbox"/> Lisp     | <input type="checkbox"/> Slow     | <input type="checkbox"/> Raspy   | <input type="checkbox"/> Rapid     | <input type="checkbox"/> Cleaning Throat |
| <input type="checkbox"/> Soft     | <input type="checkbox"/> Ragged   | <input type="checkbox"/> Loud    | <input type="checkbox"/> Deep      | <input type="checkbox"/> Deep Breathing  |
| <input type="checkbox"/> Crying   | <input type="checkbox"/> Laughter | <input type="checkbox"/> Normal  | <input type="checkbox"/> Whispered | <input type="checkbox"/> Cracking voice  |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Accent   | <input type="checkbox"/> Slurred | <input type="checkbox"/> Disguised | <input type="checkbox"/> Familiar        |

If the voice is familiar, who did it sound like? \_\_\_\_\_

**EXACT WORDING OF THREAT:** \_\_\_\_\_

### BACKGROUND SOUNDS:

- |                                 |   |
|---------------------------------|---|
| <input type="checkbox"/> Street | <input type="checkbox"/> Animal Noises    |
| <input type="checkbox"/> Static | <input type="checkbox"/> PA System        |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Music            |
| <input type="checkbox"/> Motor  | <input type="checkbox"/> House Noises     |
| <input type="checkbox"/> Local  | <input type="checkbox"/> Office Machinery |
| <input type="checkbox"/> Booth  | <input type="checkbox"/> Long Distance    |

### THREAT LANGUAGE:

- |   |
|---|
| <input type="checkbox"/> Well Spoken (Educated)       |
| <input type="checkbox"/> Foul                         |
| <input type="checkbox"/> Irrational                   |
| <input type="checkbox"/> Taped                        |
| <input type="checkbox"/> Incoherent                   |
| <input type="checkbox"/> Message read by threat maker |

**REMARKS:** \_\_\_\_\_

TIME: \_\_\_\_\_ DATE: \_\_\_\_\_ SEX OF CALLER: M \_\_\_\_\_ F \_\_\_\_\_

CULTURE: \_\_\_\_\_ AGE: \_\_\_\_\_ LENGTH OF CALL: \_\_\_\_\_

IF CALLER ID IS AVAILABLE, WHAT IS THE NUMBER FROM WHICH THE CALL WAS RECEIVED:

\_\_\_\_\_

## DEATH OFF CAMPUS

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Verify information from reporting source/s (family, witness, police, etc.)	Principal/Designee
___ 2. Activate Crisis Team	Principal/Designee
___ 3. Notify Superintendent	Principal/Designee
___ 4. Contact staff as soon as possible.	Principal/Designee
___ 5. Meet with faculty before school if possible	Principal/Designee
___ 6. Inform students as needed	Principal/Designee/Counselor
___ 7. Contact the family of the deceased and offer assistance (such as counseling support, referrals, etc.)	Principal/Designee/Counselor
___ 8. Provide counseling for friends and at risk students	Counselor
___ 9. Give fact statement to media	PIO
___ 10. Arrange for school representatives to visit the family of the deceased	Principal/Designee
___ 11. Appoint someone to coordinate memorials, cards and/or food for the family	Principal/Designee
___ 12. Relay additional information (funeral arrangements, etc.) as it becomes available	Principal/Designee
___ 13. Plan follow-up counseling for students and faculty as needed	Counselor
___ 14. Debrief with Crisis Team	Principal/Designee

**\*Use discretion when working through the steps. Some steps may not be appropriate to initiate.**



## DEATH OR DYING AT SCHOOL

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Call the school office with information concerning the incident	Staff
___ 2. Activate Crisis Team	Principal/Designee
___ 3. Notify Superintendent	Principal/Designee
___ 4. Give medical assistance as appropriate	School Nurse/trained personnel
___ 5. Call 911 for emergency assistance	Anyone
___ 6. Clear students from the immediate incident area	Staff
___ 7. Secure area and protect evidence	Principal/Designee/LEO
___ 8. Prepare witness list	Principal/Designee
___ 9. Work with Emergency Personnel to inform the family of deceased	Principal/Designee
___ 10. Determine method of informing staff and students	Principal/Designee/Counselor
___ 11. Provide counseling for students and staff, especially friends of deceased and persons with recent losses	Counselor
___ 12. Prepare a fact sheet for other parents about the death, what the school is doing, and what reactions to expect from their child	PIO
___ 13. Prepare a written statement for district staff, including the transportation department	Principal/Designee
___ 14. If the deceased person rides a bus, have a school staff member ride that bus	Principal/Designee
___ 15. Prepare a fact sheet for the media (spokesperson)	PIO
___ 16. Hold a staff meeting as soon as possible to process feelings and plan for anticipated reactions of students	Principal/Designee
___ 17. Relay additional information (funeral arrangements, etc.) as it becomes available, as appropriate	Principal/Designee/PIO
___ 18. Arrange for representatives to visit the family of the deceased	Principal/Designee

\_\_\_19. Debrief with the Crisis Team

Principal/Designee

**\*Use discretion with necessary order**

**DEATH OF FAMILY MEMBER OF STUDENT**

**Date / Time / Initial**

**Person Responsible**

\_\_\_1. Activate the Crisis Team-Team determines if this is an individual or school crisis

Principal/Designee

\_\_\_2. Contact the family to gather information about the circumstances of the death, funeral arrangements, and needs of the child

Principal/Designee/Counselor

\_\_\_3. Share information with the student’s classmates if necessary

Counselor

\_\_\_4. Visit the home if necessary

Counselor/ Designee

\_\_\_5. Prepare the classmates to be supportive

Counselor

\_\_\_6. Provide counseling when the student returns if necessary

Counselor

\_\_\_7. Monitor the student’s academic performance throughout the year noting any difficulties, behavior problems or emotions that might be related to the death

Counselor

\_\_\_8. Debrief with the Crisis Team

Principal/Designee

**EARLY DISMISSAL – CAMPUS CLOSURE**

**Weather-related, crisis before school starts, damage or malfunction in buildings structure, community emergency or threat**

**Date / Time / Initial**

**Person Responsible**

\_\_\_1. Assess situation for campus closure

Principal/Designee

\_\_\_2. Provide staff with timeline and procedure for dismissal

Principal/Designee

\_\_\_3. Additional staff assigned to help with dismissal process

Principal/Designee

\_\_\_4. Account for 100% of students before releasing students

Principal/Designee

\_\_\_5. Check halls, bathrooms, etc. for students

Principal/Designee

\_\_\_6. Notify all staff that may be out of the building on field trips

Principal/Designee

\_\_\_7. Evaluate danger before students return

Principal/Designee/Emergency  
Personnel

**EVACUATION (NOT BOMB THREAT RELATED)**

**Prevention**

- 1. Update and post evacuation routes in each room annually.

**Intervention**

**Date / Time / Initial**

**Person Responsible**

___1. Call 911	Anyone
___2. Exit through nearest safe exit	Everyone
___3. Move to assigned evacuation assembly location	Everyone
___4. Follow students out and stay with students	Classroom Teacher
___5. Take student rosters, paper and pencil and/or Raptor	Classroom Teacher
___6. Take Roll	Classroom Teacher
___7. Report missing students to the authorities	Principal
___8. Account for 100% of students	Principal/Designee
___9. Debrief with the Crisis Team	Principal

**EVACUATION (BOMB THREAT RELATED)**

- 1. Do not touch, alter, open or close any desks, light switches, doors etc.
- 2. Wait for further instructions from the bomb squad

## EVACUATION – OFF CAMPUS

### **Reunification**

The District has established a reunification plan. The superintendent and central office staff will notify principals and parents regarding reunification procedures.

## FIRE / EXPLOSION

### **Prevention**

1. Because explosions can be triggered by other natural disasters – Earthquake, Tornado or Fire, care must be taken to check supply lines for natural gas and chemical storage areas anytime a significant physical disruption occurs in the building. (Facilities Safety Officer)
2. Be certain that reactive chemicals are not stored together.
3. Each teacher will have an exit map with a primary evacuation route marked, accurate and up-to-date, posted in each room. (Documentation Officer)

### **Intervention**

	<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Sound the fire alarm		Principal/Designee
___ 2. Evacuate building		Staff
<i>**Note: If an alarm occurs <u>between</u> classes or at lunch, students will be instructed to exit the building in an orderly manner. They will be instructed (in advance) <u>not</u> to leave the immediate area, but to wait away from the building for instructions from a staff member.</i>		
___ 3. Call 911		Staff
___ 4. Notify Superintendent		Principal/Designee
___ 5. Assist emergency personnel		Staff
___ 6. Assist injured persons		School Nurse/First Aid Team
___ 7. Keep a list of hospitalized persons and places to where students are evacuated		Principal/Designee
___ 8. Prepare a fact statement for media		PIO

- |  |                    |
|--|--------------------|
| ___9. Determine location for temporary classrooms and supplies when needed | Principal/Designee |
| ___10. Log all activities and decisions                                    | Principal/Designee |
| ___11. Debrief with the Crisis Team  | Principal/Designee |

**HAZARDOUS MATERIALS INCIDENTS OUTSIDE SCHOOL**

More than half of the hazardous materials travel by highways/trains.

***Prevention:***

The Facilities Safety Officer will prepare and familiarize staff with school procedures for environmental emergencies and make them aware of the following: A. The local warning and notification methods used in the event of a hazardous materials incident or environmental disaster. B. A general idea of what type of hazardous substances are located within a reasonable distance of the school building. This includes knowledge of neighborhood business and transportation routes adjacent to the school. C. An evaluation of the potential risks for hazardous materials incident occurrence, based on the investigation and assessment of surrounding highways, railroads, factories and businesses, which may carry, store, generate, or dump hazardous substances. D. The location of your school building in relation to major transportation routes, including highways, railroad lines etc. F. Find out what businesses surround your schools that contain hazardous materials and how they might affect your school if an incident should happen.

***Intervention General Procedures:***

- A. If you are in a motor vehicle, close off ventilation and shut your windows to reduce the possibility for contamination or inhaling the hazardous material.
- B. Avoid eating or drinking any food or water until in a safe zone.

***Intervention Responsibilities:***

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___1. Verify information	Principal/Designee
___2. Close all exterior doors and windows	Staff
___3. Shut down main power sources to close all ventilation sources	Principal/Designee
___4. Shut down gas supply	Principal/Designee
___5. Call 911 for emergency assistance	Principal/Designee
___6. Provide for emergency medical care	School Nurse/First Aid Team
___7. Notify Superintendent	Principal/Designee

- |  |                    |
|--|--------------------|
| ___ 8. Notify affected facilities        | Principal/Designee |
| ___ 9. Activate                          | Principal/Designee |
| ___ 10. Log all activities and decisions | Principal/Designee |

**HAZARDOUS MATERIALS INCIDENTS INSIDE SCHOOL**

***Prevention:***

1. Take inventory of all chemicals in every area of your building
2. Anticipate potential contact with hazardous materials in routine as well as emergency situations. Mark areas on evacuation maps where hazardous materials are stored.
3. Know where to find and how to use appropriate personal protective equipment such as disposable gloves, protective eyewear, masks, gowns and body fluid clean-up kits.
4. If your job requires the use of hazardous materials be sure that you follow proper storage, use and disposal procedures. Know treatment which can be done immediately in case a spill occurs in school.
5. Provide a complete and up to date inventory of all chemicals in your building to the District Environmental Specialist. This information will be compiled and submitted to the local Emergency Responders so that they know where hazardous materials are located within your school building.

**Date / Time / Initial**

**Person Responsible**

- |   |                                   |
|---|-----------------------------------|
| ___ 1. Verify information   | Principal/Designee                |
| ___ 2. Call 911 for emergency assistance  | Principal/Designee                |
| ___ 3. Shut down main power sources to close all ventilation sources                  | Facilities Officer                |
| ___ 4. Shut down gas supply   | Facilities Officer                |
| ___ 5. Provide for emergency medical care   | School Nurse/First Aid Team       |
| ___ 6. Notify Superintendent  | Principal/Designee                |
| ___ 7. Notify affected facilities   | Principal/Designee/Central Office |
| ___ 8. Activate Off-Campus Evacuation   | Principal/Designee                |
| ___ 9. Sweep building to account for 100% of students                                 | Search & Rescue Officer           |
| ___ 10. Keep list of hospitalized and/or evacuated persons and where they are located | Principal/Designee                |
| ___ 11. Prepare a fact statement  | PIO                               |
| ___ 12. Debrief with the Crisis Team  | Principal/Designee                |

## HOSTAGE SITUATION

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Call 911	Principal/Designee
___ 2. Activate ALICE Protocol	Principal/Designee
___ 3. Use student release plan for parents to get their child in consultation with law enforcement	Principal/Designee
___ 4. Prepare fact sheet	Principal/Designee
___ 5. Log all activities and decisions made	Principal/Designee
___ 6. Prepare plan on how to best support students and staff	Counselors
___ 7. Debrief with staff	Principal/Designee/ Counselors

## SEVERE WEATHER

### ***Prevention***

Earthquakes provide little if any advanced warning and there is little advanced preparation that can be done.

**Best areas for Tornado protection.** are generally considered to be: basements, small interior rooms with no windows, locker rooms and restrooms, hallways away from doors and windows which are not open to the direction of the tornado (usually southwest), rooms constructed of reinforced concrete, brick or block with no windows and a heavy concrete floor or roof system overhead, any protected area away from doors and windows. Have one of these areas set up as your Shelter In Place safe area.

### ***Intervention***

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
<b>EARTHQUAKE</b>	
___ 1. If outside-stay outside, lie flat in the nearest ditch and protect your head away from buildings. Make no effort to enter the building	Staff
___ 2. If inside, keep calm, stay away from glass, windows and outside doors, take cover under a desk, table, bench or against inside walls or doorways	Staff
___ 3. After the earthquake, check for injuries	Staff
___ 4. Report injuries to Medical Officer	Staff
___ 5. Check areas for evidence of leaking utility lines; go outside if you smell gas	Staff

\_\_\_6. Check for damage in gas, water, electrical, sewer, fire ignition sources, notify the proper service agency for repairs

Fac. Safety Officer

\_\_\_7. **BE PREPARED FOR ADDITIONAL SHOCKS**

Staff

\_\_\_8. Prepare Report

Principal/Designee

**TORNADO**

- \_\_\_1. Activate a Shelter In Place
- \_\_\_2. Move to assigned safe Area within building away from windows \_\_\_\_\_
- \_\_\_3. After the tornado has hit, check for injuries and take another roll call
- \_\_\_4. Report injuries to Medical Officer

Principal/Designee  
Staff  
Staff  
Staff

**CHILL FACTOR CHART**

Wind Speed (mph)	Air Temperature										
	32	23	14	5	-4	-13	-22	-32	-40	-49	-58
	Equivalent Temperature										
<b>Calm</b>	32	23	14	5	-4	-13	-22	-31	-40	-49	-58
<b>5</b>	29	20	10	1	-9	-18	-28	-37	-47	-56	-65
<b>10</b>	18	7	-4	-15	-26	-37	-48	-59	-70	-81	-92
<b>15</b>	13	-1	-13	-25	-27	-49	-61	-73	-85	-97	-109
<b>20</b>	7	-6	-19	-32	-44	-57	-70	-83	-98	-110	-121
<b>25</b>	1	-10	-24	-37	-50	-64	-77	-90	-104	-117	-130
<b>30</b>	-1	-13	-27	-41	-54	-68	-82	-97	-109	-123	-137
<b>35</b>	-1	-15	-29	-43	-57	-71	-85	-99	-113	-127	-142
<b>40</b>	-3	-17	-31	-45	-59	-74	-87	-102	-116	-131	-145
<b>45</b>	-3	-18	-32	-46	-61	-76	-89	-104	-118	-131	-147
<b>50</b>	-4	-18	-33	-47	-62	-78	-91	-105	-120	-134	-149
<b>LITTLE DANGER FOR PROPERLY CLOTHED PERSON</b>			<b>CONSIDERABLE DANGER</b>				<b>VERY GREAT DANGER</b>				
<b>DANGER FROM FREEZING OF EXPOSED FLESH</b>											



## SUICIDE ATTEMPT ON CAMPUS

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Call 911 to alert authorities	Anyone
___ 2. Prepare a witness list	Principal/Designee
___ 3. Clear witnesses from the area	Principal/Designee
___ 4. Notify Superintendent	Principal/Designee
___ 5. Call Parents	Principal/Designee
___ 6. Provide crisis counseling for the suicidal student while awaiting arrival of parents or transportation to a medical facility	Counselor/School Nurse
___ 7. If an ambulance is not needed, ask parents to come to the school and meet with Principal and counselor	Principal/Designee/Counselor
___ 8. Help students and staff process their feelings about what has happened	Counselor
___ 9. Ask parents for a mental health release for student re-entry	Principal/Designee
___ 10. Formulate a re-entry plan with parents, student, and appropriate staff to address the needs of the student	Principal/Designee/Counselor
___ 11. Fact sheet from the crisis management team	

## SUICIDE ATTEMPT OFF CAMPUS

___ 1. Meet with the student and his/her parents *Notify Superintendent	Principal/Designee/Counselor
___ 2. Ask parents for a mental health release to best support student on re-entry	Principal/Designee
___ 3. Provide emotional support to students and staff	Counselor
___ 4. Inquire about other suicidal students/suicide pact	Counselor
___ 5. Formulate a re-entry plan with parents, student, and appropriate staff to address the needs of the student	Principal/Designee/Counselor

## COMPLETED SUICIDE

### Date / Time / Initial

### Person Responsible

___1. Verify information from reporting source/s (family, witness, police, etc.) *Notify Superintendent	Principal/Designee/Counselor
___2. Hold a staff meeting to share information	Principal/Designee
___3. Provide counseling to students and staff	Counselor
___4. Assess suicide risk of others	Counselor
___5. Write a fact sheet for telephone inquiries	PIO
___6. Disseminate information about funerals/memorials	Principal/Designee/Counselor
___7. Send home information sheet for parents including expected emotional responses of children, what the school is doing, funeral arrangements, invitation to contact school, etc.	PIO
___8. Debrief with Staff	Principal/Designee

### GENERAL GUIDELINES

- Talk with students in their classes rather than a large assembly
- Talk with staff about how they can share the information with the students and provide written statement for teachers to read
- Set up a grief room
- Don't let memorials pop up
- Have all teachers change their seating charts

## SUICIDE THREAT (HIGH RISK)

___1. Make sure the student is not left alone, is under careful watch in a secure place and does not have any means to attempt suicide	Staff
___2. Call 911	
___3. Notify Parents immediately	Principal/Designee/Counselor
___4. If the parents are unavailable, arrange for hospital and law enforcement staff to transport the student accompanied by school personnel	Principal/Designee
___5. Determine if other students need to be involved in follow-up services	Counselor

\_\_\_6. Formulate a re-entry plan with parents, student, and appropriate staff to address the needs of the student

Principal/Designee/Counselor

### SUSPICIOUS PERSON ON CAMPUS

**Date / Time / Initial**

\_\_\_1. Notify office

\_\_\_2. Call 911

\_\_\_3. Initiate ALICE Protocol

\_\_\_4. If a class is outdoors or recess, go to the closest safe area Account for all students

\_\_\_5. Account for all students

\_\_\_6. Determine whether the person has a legitimate reason to be on campus

\_\_\_7. Have support available. Utilize a combination of extreme politeness, courtesy and firmness to structure and de-escalate the behavior.

\_\_\_8. Notify Superintendent

\_\_\_9. If the situation was witnessed by students or staff, inform them of the facts once the situation is resolved

\_\_\_10. Debrief with Staff

## TERRORISM

### **Biological**

- \_\_\_ 1. Call 911
- \_\_\_ 2. Call Public Health
- \_\_\_ 3. Turn off drinking water – use bottled water and sealed food  
\*Notify Superintendent
- \_\_\_ 4. Watch for symptoms
- \_\_\_ 5. Report concerns to Medical Officer
- \_\_\_ 6. Look and report items found in unusual locations
- \_\_\_ 7. Prepare for Evacuation
- \_\_\_ 8. Debrief with Crisis Team

### **Chemical**

- \_\_\_ 1. Call 911
- \_\_\_ 2. Activate Lockdown if the chemical is outdoors
- \_\_\_ 3. Seal windows and doors and vents
- \_\_\_ 4. Turn off ventilation system
- \_\_\_ 5. Look for symptoms and report to Medical Officer
- \_\_\_ 6. Administer first aid
- \_\_\_ 7. Debrief with Crisis Team  
\*Notify Superintendent

## VIOLENCE BETWEEN GROUPS

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Report gang identifiers (clothing, colors, symbols)	Staff
___ 2. Report rumors of violence	Staff
___ 3. Call 911 if necessary	Principal/Designee
___ 4. Remove all bystanders	Principal/Designee/Staff
___ 5. Activate ALICE Protocol if appropriate	Principal/Designee
___ 6. Re-establish order with assistance from available staff if possible	Principal/Designee
___ 7. Provide first aid to injured students	Staff/School Nurse
___ 8. Ask witnesses to describe what led to the altercation	Principal/Designee
___ 9. Ask parents of involved students to come to school	Principal/Designee
___ 10. Prepare a fact sheet *Notify Superintendent	Principal/Designee
___ 11. Debrief with Staff	Principal/Designee

## VIOLENCE/FIGHT – OUT-OF-CONTROL STUDENT

**Prevention**

1. Identifying problems that may lead to out-of-control behaviors and applying early prevention tactics.
2. Identifying and working with students who have tendencies toward temper loss and aggression.
3. Providing education about violence for both the students and faculty. Work toward alternatives to aggression through conflict resolution, negotiation skill training or other models.
4. Determining who your responders will be in advance (some staff is better at intervening on violence than others).

**Intervention**

<u>Date / Time / Initial</u>	<u>Person Responsible</u>
___ 1. Call 911 if needed	Principal/Designee
___ 2. Lockdown students in the building	Principal/Designee
___ 3. Remove other students from violent student if possible	Principal/Designee
___ 4. Attempt to calm the student by listening and reassuring him/her	Principal/Designee
___ 5. If fight continues, yell out the names and identify yourself and order them to stop	Principal/Designee
___ 6. Do NOT step in between the fighters	Principal/Designee
___ 7. Provide care for any injured students	School Nurse
___ 8. When situation is under control, talk to witnesses *Notify Superintendent	Principal/Designee/SRO
___ 9. Contact parents. Describe the behavior of the student and the action taken by the school.	Principal/Designee
___ 10. Discuss the incident with students that witnessed the behavior	Principal/Designee
___ 11. Provide counseling for staff and students as needed	Counselor
___ 12. Debrief with the Staff	Principal/Designee

## VIOLENT ASSAULT OF A STUDENT ON CAMPUS

### Date / Time / Initial

### Person Responsible

- |   |                        |
|---|------------------------|
| ___ 1. Provide medical attention if there are injuries  | School Nurse           |
| ___ 2. Call 911<br>*Notify Superintendent   | Principal/Designee     |
| ___ 3. Notify victim's parents  | Principal/Designee     |
| ___ 4. Notify assailant's parents and request a conference  | Principal/Designee/SRO |
| ___ 5. Follow board policy regarding disciplinary action, questioning of students and students taken into custody | Principal/Designee/SRO |
| ___ 6. Debrief with Staff   | Principal/Designee     |

## VIOLENT THREAT

### Date / Time / Initial

### Person Responsible

- |   |                    |
|---|--------------------|
| ___ 1. Document the threat (time, date, exact words of caller, description of voice, sex, age if apparent, tone, dialect, and background noises). | Principal/Designee |
| ___ 2. Activate C-STAG team and follow through with C-STAG protocols  | Principal/Designee |
| ___ 3. Depending on threat, activate ALICE Protocol   | Principal/Designee |
| ___ 4. If necessary, activate Crisis Management Team  | Principal/Designee |
| ___ 5. If necessary, debrief with Crisis Team   | Principal/Designee |

# WEAPONS/DRUGS/ALCOHOL ON CAMPUS

See Board Policy JFC-J, JGD/JGE, AND JFG

## ***Prevention***

At the commencement of the school year both oral and written announcements will be made to students and parents, summarizing the Board Policy about Weapons on Campus.

## ***Intervention***

### **Date / Time / Initial**

### **Person Responsible**

- |   |                    |
|---|--------------------|
| ___ 1. If staff has a report of a student having a weapon, that staff member will contact a school administrator immediately telling the details of the information available | Staff              |
| ___ 2. Make a determination about the kind of an incident that you have or may have   | Principal/Designee |
| ___ 3. Call 911 if necessary  | Principal/Designee |
| ___ 4. Call Superintendent  | Principal/Designee |
| ___ 5. Remove the student from class and walk him/her to the office   | Principal/Designee |
| ___ 6. Procedures regarding the searching of the student will be followed as outlined in the Board Policy on Search and Seizure JFG   | Principal/Designee |
| ___ 7. If at any time during the process of investigation the administrator in charge determines that the danger is escalating, the police should be called                   | Principal/Designee |
| ___ 8. Keep accurate lists of witnesses/those involved  | Principal/Designee |
| ___ 9. Develop a fact statement for staff and students  | Principal/Designee |
| ___ 10. Call the student's parents  | Principal/Designee |
| ___ 11. If suspensions (and expulsions) are initiated, follow board policy JGD/JGE  | Principal/Designee |



# CRISIS MANAGEMENT TEAM (CMT)

(Circle your campus)

**BHE**

**BHMS**

**BHHS**

**TRE**

**TRMS**

**TRHS**

## Principal/Designee

Immediately and solely responsible for emergency/disaster operations at the school until such time as fire, law enforcement or Red Cross takes over. Then shall assist and oversee staff and students in school-based operations (usually principal)

\_\_\_\_\_

Alt. \_\_\_\_\_ Alt. \_\_\_\_\_

## Search & Rescue Team

Does a quick check for missing students and staff. Does NOT enter unsafe areas unless appropriately trained in search and rescue (usually someone without a class)

\_\_\_\_\_

Alt. \_\_\_\_\_

## Dual Gate Reunification Team

Oversees location where students assemble, and how students are released to parents using a checklist or getting parent signatures. Collects and compiles all reports and documentation from the incident. Assists PRINCIPAL/DESIGNEE with writing fact statements (usually office personnel)

\_\_\_\_\_

\_\_\_\_\_

Alt. \_\_\_\_\_

## First Aid Team

Knows where supplies are located. Oversees first aid prior to paramedic arrival, then coordinates with paramedics (usually nurse)

\_\_\_\_\_

Alt. \_\_\_\_\_

## Counselor

Collect names of those who need defusing and debriefing

\_\_\_\_\_

Alt. \_\_\_\_\_

## BUILDING MANAGEMENT TEAM LEADER

### **Responsibilities:**

Is solely responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations. Ensure the safety of students, staff and others on campus. Lead by example: your behavior sets the tone for staff and students.

### **Start-up Actions:**

- Assess type and scope of emergency
- Determine threat to human life and structures
- Implement emergency/disaster plan and hazard specific procedures
- Develop and communicate an action plan
- Activate Crisis Management Teams as needed

### **Ongoing Duties:**

- Continue to monitor and assess total school situation
- Check for damage assessment information
- Check with teams for periodic updates
- Re-assign personnel as needed
- Report to Superintendent on status of students, staff, and campus as needed
- Develop & communicate revised incident action plans as needed.
- Begin student release or evacuation when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent, except individuals on request of parent/guardian.
- Authorize release of information through Superintendent or designee
- Remain on and in charge of your campus until redirected or released by the Superintendent or Emergency Personnel

### **Closing Down:**

- Authorize deactivation of CMT when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the Superintendent before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Superintendent
- Proclaim termination of the emergency and proceed with recovery operations if necessary
- Set up a debriefing for personnel involved and an evaluation of the management of the situation

### **Supplies:**

Campus Map	Master keys
School Crisis Procedures Manual	Vests, Bullhorn
2 sets of staff & student rosters	AM/FM radio (battery operated)
Disaster response forms	Campus two-way radios

## **COMMUNICATIONS/PUBLIC INFORMATION OFFICER (PIO)/District Communications Director**

### **Responsibilities:**

Responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and the district office. Receive and write down all communications from the district office. Acts as the official spokesperson for the school site in an emergency situation under the direction of the PRINCIPAL/DESIGNEE until the Superintendent is available. News media can play a key role assisting the school in getting emergency related information to the public. Information released must be consistent, accurate, and timely.

### **Start-Up Actions:**

- Check with Principal/Designee and get your job description clipboard
- Put on position identifier, such as vest
- Determine a possible "news center" site as a media reception area (located away from the students). Get approval from Principal/Designee
- Assess situation & obtain statement from Principal/Designee. Tape record if possible and write it down.
- Advise media that the site is preparing a press release & approximate time of its issue.
- Open & maintain a position log of your actions and all communications. Tape record & write down media briefings. Keep all documentation to support the history of the event.
- Maintain communications log: date/time/originator/recipient
- Disperse information to parents only as directed by the Superintendents or Principal/Designee
- Assist Principal/Designee in writing Action Plans and Fact Statements

### **Ongoing Duties:**

- Keep up-to-date on the situation
- Statements must be approved by the Principal/Designee and should reflect:
  - Reassurance "Everything is going to be OK"
  - Incident or disaster cause and time of origin
  - Size & scope of the incident
  - Current situation – condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
  - Resources in use
  - Best routes to school if known and appropriate
  - Any information school wishes to be released to the public.
- Read statements
- When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, give no names, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- Remind school site/staff volunteers to refer **all** questions from media or waiting parents to the PIO.
- Update information periodically with Principal/Designee.
- Monitor news broadcasts about incident. Correct any misinformation heard.

### **Closing Down:**

- Return equipment and reusable supplies
- Close out all logs. Provide logs and other relevant documents to the Documentations Officer.

**Supplies:** ID tags Battery operated AM/FM radio Scissors  
 Paper/pencil/marker Scotch tape/masking tape 8-1/2 x 11 handouts  
 Tape Recorder Poster board for display  
**Forms:** Disaster Public Info. Release Work Sheet – Sample Public Info. Release

**SEARCH & RESCUE TEAM**

**Roles/Responsibilities:**

- Identify needs and team capability to safely function
- Remove debris and recover victims

**Start-Up Actions:**

- Check in with Building Leader for situation briefing and get your job description clipboard
- Obtain necessary equipment and supplies
- Obtain a list of all students and who is absent from the building leader

**Ongoing Duties:**

- Close out all logs
- Provide logs and other relevant documents to the Building Crisis Team Leader

**Supplies:** Two-way radio Crisis Manual  
 Paper, pens List of students  
 Search & Rescue Maps, large campus map



Alphabetical grouping signs to organize parents (A-F, etc.)

Signature sheets, date and time of release

**Forms:** Emergency Time/Situation Report, Sample Log, Student Accounting Form

## **FIRST AID TEAM**

### **Responsibilities:**

Responsible for the provision of emergency medical response and first aid. Informs the Building Leader when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of on-site death.

- Triage Site set-up and operations
- First Aid
- CPR
- Defibrillator (and training)

### **Start-Up Actions:**

- Briefing and get your job description clipboard
- Establish scope of disaster with Building Leader and determine probability of outside emergency medical support and transport needs
- Set up first aid area in safe place, away from others.
- Obtain supplies from nurse's office if possible or from the Go Box
- Assign people with First Aid training to help.

### **Ongoing Duties:**

- Triage treatment of injured
- If there is an on-site death, do not move the body. Write down information to make available to law enforcement (date/time, exact location, name of decedent)
- Oversee care, treatment and assessment of injured
- Ensure caregiver and rescuer safety (gloves for protection, etc.)
- Stay alert for communicable diseases and isolate appropriately
- Keep Building Team informed of overall status
- Check on health care, medications, and meals for students with known medical conditions

### **Closing Down:**

- Return equipment to nurse's office and restock supplies
- Close out logs and provide the documentation to the Logistics Team

### **Supplies:**

First Aid Equipment

List of students with known medical conditions and what the conditions are.

Special medications for students with medical conditions.

## **COUNSELORS**

- Determines the psychological impact on students and staff and the nature of care and recovery services needed
- Contacts District Crisis Recovery Coordinator when incident occurs to discuss care and recovery needs
- Develops a plan for care and recovery using appropriate resources
- Has access to a handout with community resources
- Works with district and/or community resources
- Mobilizes mental health/counseling resource personnel
- Establishes and coordinates best practices in classroom information meetings, caregiver trainings, group and individual psychological first aid throughout the event to reduce panic and lessen trauma
- Identifies resources to manage grief and the healing process, as needed
- Coordinates best practice psychological recovery services, as needed.
- Prepares long-term support, as needed.
- Communicates resources available to administration, staff, students and parents/guardians.
- Maintains records of referrals and services provided.
- Assesses additional training needs of the school recovery team

## **BUDDY TEACHERS**

### ***Responsibilities:***

- Relieve teachers assigned to response team(s)
- Assume oversight of the safety and management of the students assigned to response team teacher(s) as well as own students

### ***Qualifications:***

- Approachable and trusted by students
- Effective at calming and managing large number of students
- Able to focus on managing students and not investigating the incident.

## STAFF WITH SKILLS IN MEDICAL CARE

Name

Training/Certification

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## STAFF WITH CELL PHONES

Name

Phone Number Name

Phone Number

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## STAFF/STUDENTS THAT NEED SPECIAL ASSISTANCE IN EVACUATION

Name

Assistance Needed

Person Giving Assistance

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## BUDDY TEACHER LIST

Teacher

Buddy Teacher

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



## COMMUNITY RESOURCES

Ambulance	911, 672-5538
County Emergency Management	675-2550
Highway Patrol	674-8569, 800-442-9090
Memorial Hospital of Sheridan County	672-1100
Montana Dakota Utilities	673-3140 After Hours: 800-638-3278
National Guard	672-7118
Northern Wyoming Mental Health Center	674-4405
Police Department	672-2413
Poison Control	800-442-2702
Public Health	672-5169
SCSD #2 Administrative Office	674-7405
Sheriff Department	672-3455
VA Medical Center	672-3473
Weather Service (National)	674-8639
Principal/Designee Road Information	1-888-996-7623

# BLOODBORNE PATHOGENS/BODY FLUIDS EXPOSURE PROCEDURE

## Teacher Checklist

\*Blood Borne Pathogen kits are in \_\_\_\_\_.

\*Report incident to office immediately.

\*Ask for a custodian to clean the area.

\*If giving first aid, follow Universal Precautions.

\*If exposed to bloodborne pathogens/body fluids, wash affected area immediately.

\*Dispose of contaminated materials in appropriate containers which are in \_\_\_\_\_.

\*Obtain assistance from nurse for follow-up.

# EXPOSURE INCIDENT LOG

An exposure may have occurred if: Exposure means reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

**\*Determine if exposure occurred. If inspection shows no exposure, the incident is closed. If the inspection shows exposure has occurred, take the following steps:**

Date/Time Completed

- \_\_\_\_\_ Immediate First Aid (Use Universal Precautions)
- \_\_\_\_\_ Report to Principal/Designee/School Nurse
- \_\_\_\_\_ Identify source and obtain blood sample when indicated and possible
- \_\_\_\_\_ Complete Incident report
- \_\_\_\_\_ Prompt preliminary medical evaluation and baseline blood work as indicated
- \_\_\_\_\_ If indicated, provide hepatitis B Vaccine and AZT Shot
- \_\_\_\_\_ File statement that medical follow-up has been done or that employee refused (include signed refusal form)

---

Employee Signature

Date

---

Supervisor Signature

Date

Note: This log is to be maintained for five years from the date of occurrence.

## EXAMPLE OF CONTENTS FOR A GO BOX/GO BUCKET/CRISIS RESPONSE BOX

Crisis Intervention Plan Manual	Vests and/or Position Identifiers
Duct Tape	Scissors
Towels	Water In Containers
Portable Radio, Batteries	Flashlights
Current List Of All School Employees	School District Directory
Copies Of School Maps	Blueprints Of Utilities Locations
Hard Copies Of Sample Written Communications	Aspirin, Roloids For Team Members
Extra Disposable Cups	Bloodborne Pathogen Kits
Two-Way Radios	Dry Erase Markers
Pencils, Pens, Markers, Notebooks	Yearbook
Master Class Schedule	Tape Recorder
Matches	Blank Badges For Emergency Personnel
First Aid Kit	Parents' Check Out Colored Slips
Wet Ones	Camera And Film
List Of Room Number Extensions	Clipboards
Job Description Sheets Of Crisis Team On Clipboards	AM/FM Radio
Master Keys	Bullhorn
Alphabetical Grouping Signs	Stapler
Laminated Poster Board/White Board	Master Lists Of Students And Their Emergency Info.
Lists Of Students With Medical/Emotional Needs	List Of Emergency Medical Personnel On Campus & Location

In case of an emergency, staff members grab their go-buckets. These are kept in every room and are updated even calendar years by buildings and grounds supervisors.

## FACT STATEMENT SHEET INFORMATION

Be sure there is a clear indication of the sender on the fact sheet (letterhead and name).

Check for accurate and complete information.

Hint – full disclosure will control rumors. It is essential to give accurate and complete information to district communications officer.

Within the fact sheet, name your source of information after double-checking accuracy!

You cannot have several versions!

Update the Fact Sheet as new information becomes available.

## MEDIA FORM

Verified Information for the Release to Media

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

Here is information available at this time:

\_\_\_\_\_ All (students/employees) [(are being) or (have been)] accounted for.

\_\_\_\_\_ No further information is available at this time.

\_\_\_\_\_ Emergency Medical Services [(are here) or (are not available to us)].

\_\_\_\_\_ Police [(are here) or (are on the way)].

\_\_\_\_\_ Fire Department/paramedics [(are here) or (are on the way)].

\_\_\_\_\_ Other agencies (give names) [(are here) or (are on the way)].

\_\_\_\_\_ A communication center for parents is being set up at \_\_\_\_\_ to answer questions about individual students.

\_\_\_\_\_ Injuries have been reported at \_\_\_\_\_, and are being treated on-site by \_\_\_\_\_. (#) \_\_\_\_\_ reported injured.

\_\_\_\_\_ Students have been taken to a safe area, and are with \_\_\_\_\_.

(#) \_\_\_\_\_ Students have been taken to the hospital for treatment of a serious injury. Parents of injured students should go to the emergency room.

\_\_\_\_\_ Confirmed deaths have been reported at \_\_\_\_\_. Names cannot be released until families have been notified.

\_\_\_\_\_ Structural damage has been reported at the following sites: \_\_\_\_\_.

### Updated Report

# \_\_\_\_\_ Students remaining at school # \_\_\_\_\_ Staff remaining at school to care for students.

Assistance Required: Water \_\_\_\_\_ Food \_\_\_\_\_ Blankets \_\_\_\_\_

Volunteers \_\_\_\_\_ Other \_\_\_\_\_

**EXPOSURE INCIDENT REPORT  
INVOLVING A SCHOOL EMPLOYEE**

Employee Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Social Security #: \_\_\_\_\_

Source Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

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

Exposure Incident Date: \_\_\_\_\_

Exposure Incident Date: \_\_\_\_\_

Exposure Incident Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Incident confirmed as an exposure: \_\_\_\_\_

\_\_\_\_\_  
Nurse or Principal

# BOMB THREAT REPORT FORM

(Keep copies at main telephones for immediate use by operator/secretary.)

School \_\_\_\_\_

Date \_\_\_\_\_

Name of Person taking call/threat \_\_\_\_\_

## QUESTIONS TO ASK:

10. When is bomb going to explode? \_\_\_\_\_
11. Where is it right now? \_\_\_\_\_
12. What does it look like? \_\_\_\_\_
13. What kind of bomb is it? \_\_\_\_\_
14. What will cause it to explode? \_\_\_\_\_
15. Did you place the bomb? \_\_\_\_\_
16. Why? \_\_\_\_\_
17. What is your address? \_\_\_\_\_
18. What is your name? \_\_\_\_\_

## CALLER'S VOICE:

- |                                   |                                   |                                  |                                    |  |
|-----------------------------------|-----------------------------------|----------------------------------|------------------------------------|--|
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Nasal    | <input type="checkbox"/> Angry   | <input type="checkbox"/> Stutter   | <input type="checkbox"/> Excited         |
| <input type="checkbox"/> Lisp     | <input type="checkbox"/> Slow     | <input type="checkbox"/> Raspy   | <input type="checkbox"/> Rapid     | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Soft     | <input type="checkbox"/> Ragged   | <input type="checkbox"/> Loud    | <input type="checkbox"/> Deep      | <input type="checkbox"/> Deep Breathing  |
| <input type="checkbox"/> Crying   | <input type="checkbox"/> Laughter | <input type="checkbox"/> Normal  | <input type="checkbox"/> Whispered | <input type="checkbox"/> Cracking voice  |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Accent   | <input type="checkbox"/> Slurred | <input type="checkbox"/> Disguised | <input type="checkbox"/> Familiar        |

If voice is familiar, who did it sound like? \_\_\_\_\_

**EXACT WORDING OF THREAT:** \_\_\_\_\_

## BACKGROUND SOUNDS:

- |                                 |   |
|---------------------------------|---|
| <input type="checkbox"/> Street | <input type="checkbox"/> Animal Noises    |
| <input type="checkbox"/> Static | <input type="checkbox"/> PA System        |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Music            |
| <input type="checkbox"/> Motor  | <input type="checkbox"/> House Noises     |
| <input type="checkbox"/> Local  | <input type="checkbox"/> Office Machinery |
| <input type="checkbox"/> Booth  | <input type="checkbox"/> Long Distance    |

## THREAT LANGUAGE:

- |   |
|---|
| <input type="checkbox"/> Well Spoken (Educated)       |
| <input type="checkbox"/> Foul                         |
| <input type="checkbox"/> Irrational                   |
| <input type="checkbox"/> Taped                        |
| <input type="checkbox"/> Incoherent                   |
| <input type="checkbox"/> Message read by threat maker |

**REMARKS:** \_\_\_\_\_

TIME: \_\_\_\_\_ DATE: \_\_\_\_\_ SEX OF CALLER: M \_\_\_\_\_ F \_\_\_\_\_

CULTURE: \_\_\_\_\_ AGE: \_\_\_\_\_ LENGTH OF CALL: \_\_\_\_\_

NUMBER AT WHICH CALL WAS RECEIVED: \_\_\_\_\_



## CRISIS PLAN POLICY

A primary responsibility of public schools is to provide a safe and secure environment for students, employees, and the public. A standard of reasonable care under the doctrine of *in loco parentis* compels our district to establish clearly defined policies and protocol for responding to crises.

A school crisis is defined as an event that threatens the safety and security of students and/or staff, is likely to escalate in intensity, interfere with normal functioning of the school, or interfere with learning. It is the policy of Sheridan County School District #1 to respond quickly and effectively to crises in our schools by:

1. Developing, implementing, annually evaluating and periodically updating the District Crisis Management Plan. This plan will establish a District Crisis Management Team and Plan based on the Federal Emergency Management Agency's (FEMA) Incident Command Structure (ICS) with provisions for safe building environments, procedures for communication with the media, and a system for coordinated community planning.
2. Mandating the development of site-based crisis management plans in each building consistent with the District Crisis Management Plan. These plans will include specific issues and protocol for crisis management teams, systematic training for staff, and dissemination of information to the community and the media.
3. Training all school personnel in crisis management to their level of job responsibility. Crisis management protocol will be reviewed annually by all staff.

Each crisis plan will include the following:

Prevention: procedures designed to avoid, when possible, crisis events at school.

Intervention: protocol for students and district personnel to manage and respond appropriately to crisis events.

Postvention: procedures and responses to help affected people to cope with physical, social and emotional pain and trauma after a crisis and to learn from the experience.

4. Lists of community resources and community resource agencies will be made available.

All existing district and site-based emergency and crisis plans will be reviewed to conform to the guidelines established through this policy. Administrative regulations and procedures will be developed to assure implementation of this policy.

*Adopted: 9/16/03*

*Revised: 05/14/13; 2/18/20*

## DISTRICT CRISIS MANAGEMENT PLAN POLICY

The District Crisis Management Plan will include the following:

### I. Crisis Management Team

A Crisis Management Team will be organized according to the Federal Emergency Management Agency's (FEMA) Incident Command System, as a model to assist the Superintendent with direction, coordination, effective communication, and support during and/or following a crisis situation or tragedy.

Crisis Management members will receive in-service training in crisis response and information about their duties and responsibilities. Meetings will be held during the school year to evaluate and update safety procedures on a district-wide basis. Crisis Interventions will be evaluated within two weeks after the crisis.

### II. Safe Building Environments

The building will be periodically checked and modified to provide safe environments, controlled entry of unauthorized persons, and adequate emergency communication. This should include a communication system with every location (intercoms, buzzers, cell phones, radios). Each building plan will determine a command post outside the school campus, in the event that evacuation is necessary.

### III. Levels of Crisis:

SCSD #1 recognizes three levels of Crises:

Level I: Local building situation handled by the principal with notification of the Superintendent.

Level II: School emergency handled by the principal with support from the Superintendent and appropriate central office staff.

Level III: School emergency handled by the principal with support from Superintendent, appropriate central office personnel and outside emergency agencies.

### IV. Access to the Media

A media spokesperson will be identified and procedures for media contact with building administrators and other persons directly involved in a crisis situation will be developed.

The various media organizations will be notified of the district's crisis plan media communications procedures.

Fact statements will be used to disseminate information to the media. All facts statements shall include verified information about the crisis. The fact statement will be used and referred to in all subsequent communication.

### V. Coordinated Community Planning

General information about the District's Crisis Management Plan will be communicated to parents.

All appropriate emergency response agencies will be supplied with each school's building floor plans.

### VI. Site-Based Crisis Management Plans

#### A. Protocol

Prevention:

Each building will develop a prevention protocol manual for administrators, staff and students located in each room for the following foreseeable crisis:

Abduction

Bloodborne Pathogen/Body Fluid Exposure Control

Bomb Threat

Death of a Student

Earthquake

Emergency Closure of School

Explosion/Fire  
Flood  
Hazardous Materials/Environment Disaster  
Intruder  
Out-Of-Control Student  
Tornado/Severe Thunderstorm  
Utilities Loss  
Violence (shootings, hostages, civil disturbance, assault)/Death of Students or Staff  
Weapons in School

Students and staff will periodically practice these procedures as outlined in the protocol manual.

Intervention: Procedures will be developed for:

- a. Notification of the site-based Crisis Team, the Superintendent and the appropriate emergency agencies as needed.
- b. Communication of the crisis situation to staff.
- c. Completion of documentation of the situation and procedure.
- d. Dissemination of information using fact statements.
- e. Notification of parents of involved students.
- f. Transportation of students if necessary.

Postvention: Procedures will be developed for:

- a. Dissemination of information through a fact statement.
- b. Provision of long-term assistance and counseling for persons involved when needed.
- c. Removal of deceased's belongings.
- d. Provision of support through debriefings and counseling for administrators and staff and students.
- e. Filing of a written report with the Superintendent, when indicated, describing the incident and procedures followed.
- f. Evaluation of the incident procedures within two weeks of its completion.

#### A. Crisis Management Teams

Each building will use the Incident Command Structure Model to organize a Building Crisis Management Team (BCMT) to develop a systematic method for handling a crisis. The principal will appoint members of the team by September 1 of each school year. The purpose of the team is to assist the principal with direction, coordination, effective communication, and support during and/or following a crisis situation.

BCMT members will receive in-service training (from whom, how often, who keeps track?) in crisis response and information about their duties and responsibilities. The BCMT will meet periodically to review duties and meet after crisis events to evaluate procedures followed. The superintendent will be responsible for BCMT training endeavors.

#### B. Systematic Training

All school personnel will receive crisis management training appropriate to their level of job responsibility. The training will include information about post-trauma delayed reactions and how to conduct post-vention classroom discussions. Crisis management protocols will be reviewed annually by all personnel.

*Adopted: 9/16/03, 05/14/13*

*Reviewed: 2/18/20*