**Blue Valley**

**USD #384**

****

***Crisis / Violence***

***Plan for***

***Blue Valley USD #384 Schools***

Updated 6/18

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**EMERGENCY PHONE NUMBERS**

In the event of an emergency, call:

Police\* 911 or (785) 537-2112 (Riley) or (785) 457-3353 (Pottawatomie)

Fire\* 911 or (785) 293-5211 (Riley) or (785) 468-3325 (Pottawatomie)

Paramedics\* 911

Highway Patrol\* Topeka-(785) 296-8600

Poison Control\* 1-800-222-1222

Water\* Bruce Zimmer (785) 293-5646 (Randolph) or (785) 468-3209 (Olsburg)

Randolph Sub Station (785) 293-5220

Gas/Propane\* Wanklyn Oil (785) 292-4710

Electrical\* Weststar Emergencies-1-800-544-4857

Brady Burton, Superintendent – (785) 293-2429

Marion Mazouch, Principal – (785) 293-2436

Matt Schreiber, Counselor – (785) 564-0092

Jessica Davis, Social Worker – (785) 477-4734

Deb Sumerour, Head Custodian – (785) 293-2004

**PURPOSE**

The purpose of the Crisis Violence Plan (CVP) is to provide a controlled plan of action to ensure direction, support, coordination of resources, and effective communication to students, staff, and community. Any situation with the school or community, which threatens the health, safety, and/or security of students, faculty or staff, shall be considered a crisis. Those crisis situations include, but may not be limited to the following situations: grief situations (death, terminal/chronic illness), suicide, accidents, acts of violence (intruder, hostage situation, bomb threat, rape, kidnapping, verbal/physical assault, weapons, harassment), and man-made or natural disasters.

**EMERGENCY RESPONSE TEAM**

**District Management Coordinator:** Superintendent

 \* Develops crisis plan and assigns specific roles to individual staff members that they will assume if an emergency occurs.

 \* Coordinates **Emergency Response Team** and the specific duties of each individual.

 \* Interacts with law enforcement personnel as needed.

 \* Interacts with news media as needed.

1. Clarify building and district policy concerning the media.
2. Educate faculty and students on how to handle the media.

 \* Keep on hand a floor plan of all buildings in the district that shows room numbers and the locations of windows, doors, storerooms, restrooms, and offices.

 \* Keep on hand a list of who has building and room keys for all buildings in the district.

**Building Level Coordinator(s):** Principal & Counselor

\* Handles emergency as it relates to the **building and staff.**

\* Notifies and updates staff in the event of an emergency.

 \* Gathers information to account for personnel and students.

 \* Determines if there is a need to change class schedule or location, class coverage or reassignment of staff.

 \* Makes certain necessary accident reports are completed.

**Communications Coordinator(s) & Parent Liaison:** Principal & Secretary

\* Handles emergency as it relates to communication with **parents**.

 \* Coordinates phone calls and release of information to parents.

1. Enlist support personnel to answer phone calls and brief them on approach to utilize.
	1. Discuss how phone calls will be referred to you and your support personnel.
	2. Discuss under what circumstances students will leave school grounds and how parents will be notified.
2. Be prepared to discourage parents from coming to school to pick up their children and if they insist, then determine how this can best be accomplished (controlled, low profile method).
3. Be prepared to directly and honestly tell parents the facts as you know them and assure them that the school is doing all that it can to assure the safety and well-being of students.
4. Determine under what circumstances as written communication might be sent to parents and how this can be accomplished.
5. Discuss with the transportation director how parents and you personally will be notified in the event of a bus accident involving students from your school.

Crisis Response

1. Follow crisis procedures.
2. Provide meeting for parents.
3. Review and analyze events with emphasis on improving building response.
4. Follow-up meeting for parents if determined necessary.

**Student Coordinator(s):** Counselor

 \* Handles emergency as it relates to **students.**

 \* Locates students in appropriate areas.

 \* Coordinates the release of students to parents.

 \* Present an honest, clear, concise message to the students concerning the nature of the crisis in age appropriate terms.

 \* Follow-up to analyze crisis events and ways to improve communication between faculty and students.

 \* Removal of belongings of deceased student and rearrangements of classrooms to assist other students to get their minds on the future.

 \* Assist campus personnel in managing students immediately after a crisis.

 \* Provide supportive counseling to students and faculty.

 \* Contact parents to suggest outside counseling as necessary.

 \* Contact the injured or deceased student’s family to offer assistance.

 \* Monitor student adjustment and provide long term counseling as necessary.

**Law Enforcement Liaison:** Principal

 \* Evaluate building security and review district policy.

 \* Develop relationship with local law enforcement agencies and guidelines for how and when to contact them and what support they need on arrival.

 \* Educate personnel on district policies on security and what they can look for and who to contact for assistance.

 \* Discuss ways to isolate a dangerous individual and cordon off parts of the building if necessary.

# Crisis Response

1. Contact significant others (district security, local law enforcement) in accordance with district crisis plan and the severity of the situation.
2. Isolate dangerous or threatening individual.
3. Review past events and analyze ways that improvement can be made.

**Medical/Clergy/Funeral Liaison:** School Nurse

 \* Be familiar with the school crisis plan.

 \* Identify campus personnel who have training in C.P.R. and emergency first aid.

 \* Make emergency medical supplies available in each room.

 \* Familiarize self with local hospitals and ambulance services.

 \* Identify which entrance to the school that an ambulance will be directed to stop.

 \* Discuss circumstances under which parents of an injured student will be contacted.

 \* Discuss how students under the influence of drugs will be handled and contained. Be alert to possible suicide attempt.

 \* Be familiar with suicide detection program and alert to self-inflicted wounds and contact appropriate counselor.

 \* Communicate with Funeral Home and Clergy as necessary.

# Crisis Response

1. Assess severity of the situation and apply medical skills.
2. Contact hospital and family if necessary.
3. Review and analyze crisis event.
4. Follow-up communications with hospital to monitor the medical condition of the ill or injured student or staff member. Provide correct and accurate information as to their condition to crisis coordinator for dissemination to students and faculty.
5. Assist school in maintaining confidentiality.

**Building Facilities Liaison:** Maintenance Coordinator

 \* Be familiar with school crisis plan.

 \* Educate necessary personnel regarding building facilities.

## Crisis Response

 1. Respond to building needs as it relates to each crisis.

**Emergency / Crisis Plan**

The first concern of all personnel employed by the Blue Valley Unified Schools is the safety of the children.

Planning and forethought are vital to sound safety practices to be followed in times of emergency.

It is the intent of the Crisis Management Plan to develop and implement: 1) primary prevention to prevent a crisis situation from occurring, 2) secondary prevention to deal with the immediate aftermath, and 3) tertiary prevention with provides long term follow-up for those affected by the crisis. Components of the plan:

1. Administrative commitment to support the effort by allocating staff time, resources, and leadership.
2. Designation of responsible parties. Appropriate staff must be given the directive and resources to take action. Clear responsibilities and reporting lines will be spelled out.
3. Plan for All Staff In-service Education. It is imperative that all staff, including clerical, food service, and maintenance staff, understand the goal of the plan and learn prevention strategies.

This document will cover the most common emergency/crisis situations, which affect schools, the students and the staff.

**BASIC FIRST AID PRIORITIES**

 1. Survey the scene to make sure it is safe. You cannot help by becoming a victim yourself.

 2. Do not move the victim if you suspect a neck or back injury.

 3. Make certain the person is breathing.

 4. Make certain the person’s heart is beating.

 5. Control severe bleeding.

 6. **Call 911.**

1. Do CPR as necessary.

8. Treat all body fluids as potentially infectious.

**In a serious emergency for which medical care is needed at once, call the Rescue Squad. Dial 911.**

**UNIVERSAL PRECAUTIONS**

 \* All body fluids of all persons should be considered to potentially contain infectious agents (germs).

 \* When possible, avoid direct contact with body fluids. Disposable gloves are available for emergency use as necessary.

 \* Vigorous hand washing should always be a first priority whenever one comes in contact with any body fluid.

 \* Disposable gloves, plastic bags, and a 1:10 solution of Clorox or any other accepted disinfectant needs to be used for protection and cleanup in all situations.

* When items contaminated with body fluids (such as bloody bandages or disposable diapers) are being disposed, place items in a plastic bag, and tie the bag securely. Follow protocol for disposal of contaminated items.

**PROCEDURES IN CASE OF ILLNESS OR**

 **INJURY**

 1. Administer first aid in accordance with stated practices. Make sure the student is made as comfortable as possible.

 2. Promptly notify parents when it is possible to do so; the person in charge should wait for instructions from the parents before proceeding further. There should be a definite understanding that the responsibility for arranging for or providing medical care rests with the parents, not with the school. (Promptly notify the person designated by the parents on the student’s census card when, after reasonable attempts, it is not possible to notify the parents.)

 3. Get the student home or to a physician safely and as promptly as possible.

 4. No student may be dismissed from school until parents or designated responsible adult (by parent) has been contacted. No ill or injured child should be sent home alone in accordance with district policy.

 5. **In a serious emergency for which medical care is needed at once, call the Rescue Squad. Dial 911.**

a. Notify the parent of the emergency as soon as possible. Inform them that the Rescue Squad has been called and the hospital to which the student has been taken.

 b. Rescue Squad transports the student to the closest hospital.

 c. If Rescue Squad personnel determine that the situation does not warrant use of this service, notify the parent or physician who has been designated by the parents. If you are unable to reach the child’s physician, seek advice from the closest emergency room.

1. If the parent wishes to use a private ambulance, it must be understood that the cost will be borne by the parent.
2. **Poison Control: 1-800-332-6633**

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**INTRUDER PLAN**

1. When we suspect that students and staff may be in danger a **“Lockdown”** announcement will be made over the intercom by office staff.

**Choose the PAGING button on the phone.**

1. Announcement – **We are in lockdown situation, please lock all doors. There is an intruder inside/outside the building. Please move to a safe location in your rooms.**
2. Office staff will immediately call 911 and the district office.
3. Students and staff should immediately go to the designated locations in the classrooms.
4. When students are in the safest location, teachers should take roll and call office if any students are not accounted for in their classrooms.
5. Communication may take place by email or cell phones, therefore keep laptops and cell phones with you in your secure location.
6. Students in the halls when the announcement is made should go to the nearest room or office.
7. Administration, SRO, and custodial staff should immediately check halls and restrooms for students and escort them to the nearest safe room.
8. Under no circumstance should students leave one room to return to their assigned room until the **“All Clear”** signal is given.

**Prevention Actions**

* All exterior doors that are not used regularly by students and staff should remain locked all times. Gym doors, back doors, kitchen, classroom exits, etc.
* Turning off lights and closing blinds will make it more difficult for intruders to find or identify students and staff.
* All visitors should report to office first.
* Unfamiliar activity or people, inside and outside the building should always be immediately reported to administration or SRO.

**ACTS OF VIOLENCE**

 1. Summon emergency help from listed emergency numbers.

 2. Take control and stabilize situation.

 3. Isolate the intruder.

 4. Take appropriate action for the situation including any or all of the following:

 a. Evacuate the building, or

 b. Move students to another location within the building;

 c. Stay in classrooms with doors closed and/or locked;

 d. Take attendance.

District Management Coordinator – Superintendent

 \* notifies Emergency Response Team.

 \* contains the media in the specified area and may read a statement when it is prepared.

 \* determines the time and method for communicating the prepared statement to staff, students and the public.

Building Level Coordinator - Principal

 \* gathers information to account for personnel and students who were in the building.

 \* arranges for traffic control around campus.

 \* establishes follow-up of staff and students who were affected by the incident.

Communications Coordinator – Principal, Secretary

 \* directs family members to a secured area to await the release of information, and/or facilitate the orderly release of students to parents.

Student Coordinator – Counselor, Staff

 \* obtains student lists from office personnel to assist in identification for release of students.

 \* move all those who witnessed the incident to a central holding area under supervision.

 \* relocates students if deemed necessary by emergency services.

 \* documents release of students to parents.

**BOMB THREAT**

 1. Use the THREAT CALL CHECKLIST.

 2. Upon receipt of a bomb threat, the person receiving the call should make every attempt to:

 a. Prolong the conversation as much as possible.

 b. Identify background noises.

 c. Note distinguishing voice characteristics.

 d. Interrogate the caller as to description of the bomb.

 e. Determine the caller’s knowledge of the facility.

 f. DO NOT HANG UP THE PHONE (use another phone to call authorities).

 3. Summon emergency help from listed emergency numbers.

Building Level Coordinator – Principal

 \* confirms notification of the police about evacuating the building.

 a. follow standard fire drill.

 b. move students to an alternate location during inclement weather for a possible prolonged search.

 \* checks absentee list for possible clues to who might have phoned in the bomb scare.

Teachers

 \* check attendance when students are assembled away from the school.

Custodians

* shut off gas and electric power after all students have been evacuated.

**BUS OR VEHICLE ACCIDENT**

1. If bus radio or phone remains operational, the bus driver will immediately notify the central office, building principal, or the transportation director of the accident.

 2. Central office or building principal will summon emergency help from listed emergency numbers.

 3. The superintendent, building principal, and/or transportation director will go to the scene of the accident to assess the situation and get accurate information.

1. **If there are injuries requiring a doctor or hospitalization**, follow crisis plan procedures for ACCIDENTS.

5. If there are no injuries requiring medical treatment, office personnel will notify parents of the accident and subsequent plans.

**THREAT CALL CHECKLIST**

**DON’T HANG UP PHONE**

**(USE ANOTHER PHONE TO CALL POLICE)**

**Record the exact words used by caller**:

**ASK:**

What time is it set for?

Where is it?

What does it look like?

Why are you doing this?

Who are you?

**VOICE ON THE PHONE: (CHECK LIST)**

 MAN WOMAN CHILD AGE RANGE

 INTOXICATED SPEECH IMPEDIMENT

 ACCENT OTHER

**BACKGROUND NOISE: (CHECK LIST)**

MUSIC CHILDREN TALK FARM EQUIPMENT

 TRAFFIC TYPING MACHINES

 OTHER

POLICE NUMBER - **911**

Person receiving call must immediately notify authorities and give above information, then notify person in charge and alert District Management Coordinator.

DATE: TIME OF CALL:

RECEIVED BY:

**Distribute copies immediately as shown below:**

 cc: District Management coordinator and Building Level Coordinator

**NATURAL AND MAN-MADE DISASTERS**

 1. Summon emergency help from listed emergency numbers.

 2. Take control of the situation.

**FIRE - EXPLOSION**

 1. Sound appropriate alarm to alert all staff and students.

 2. Evacuate students to a designated holding area.

 3. Custodians shut off gas and electric power.

**TORNADO**

 1. Sound appropriate alarm to alert all staff and students.

 2. Evacuate students to designated areas within building.

 3. Custodians shut off gas and electric power.

**HAZARDOUS MATERIALS (INSIDE/OUTSIDE)**

 1. Hazardous materials inside, treat as fire drill.

 2. Hazardous materials outside, do the following:

 a. Take all students inside the building.

 b. Close all doors, windows and ventilation systems.

 3. Notify District Management Coordinator.

**Teachers**

 \* check attendance and make lists of those missing.

**District Management Coordinator -** Superintendent

 \* notifies Emergency Response Team.

 \* determines the time and method for communicating a prepared statement to the remaining staff, students, and public.

**Building Level Coordinator - Principal**

 \* gathers information to account for personnel and students who were in the building.

 \* assesses the situation to determine what locations require emergency services.

 a. directs or escorts persons with non-life threatening injuries to an emergency medical treatment area.

 b. attends to persons with life-threatening injuries while awaiting emergency services.

 \* arranges for traffic control around campus.

**Communications Coordinator – Principal & Secretary**

 \* contains the media in a specified area and may read a statement when it is prepared.

 \* directs family members to a secured area to await the release of information and /or facilitate the orderly release of students to parents.

**Student Coordinator – Counselor**

 \* relocates students if deemed necessary by emergency services.

 \* documents release of students to parents.

**POTENTIAL SUICIDE**

Notify Student Coordinator and Emergency Response Team.

Determine the level of risk.

 a. **Life-Threatening Crisis** - a validated suicide attempt.

 b. **High Risk -** indicators, signs and/or events that make protection necessary.

 c. **Seriously at Risk -** not life threatening, but serious concern.

 d. **Reasonable Concern -** based on comments, threats, gestures, etc.

Student Coordinator – Counselor

 \* takes appropriate action for the level of risk.

 \* documents concerns and actions taken.

**TERMINAL / CHRONIC ILLNESS**

Building Level Coordinator - Principal

 \* gathers all the facts regarding the terminal or chronic illness.

 \* calls a full staff meeting.

 a. Issue statement of facts known regarding illness.

 b. Inform staff of plans.

 c. Recommend how staff should respond to students’ questions.

 d. Inform staff of support that is available.

Student Coordinator – Counselor

 \* checks with classroom teachers to determine whether or not support services should be made available to discuss the illness with students and/or staff.

 \* documents concerns and actions taken.

**ACCIDENTS**

**During the school day or at a school-sponsored event ....**

 1. Secure PARENTAL PERMISSION SLIPS prior to taking students on field trips, activity trips, etc.

 2. Take control and stabilize situation.

 3. Summon emergency help from listed emergency numbers.

 4. Make certain the proper procedures for blood borne pathogens are used if first aid is used, body fluid cleanup, etc., is required.

District Management Coordinator – Superintendent

 \* notifies Emergency Response Team.

Building Level Coordinator - Principal

 \* determines if there is a need to change the schedule, class location, class coverage or reassign staff.

 \* arranges for traffic control around campus.

 \* makes certain accident reports are filled out.

Communications Coordinator –Principal & Secretary

 \* notifies parents or guardians of students involved in the accident.

 \* contains the media in a specified area and may read a statement when it is prepared.

Student Coordinator – Superintendent

* identifies witnesses and/or others, such as close friends on campus, who need to be dealt with individually.

**DEATH SITUATIONS OFF CAMPUS**

District Management Coordinator – Superintendent

 \* notifies the Emergency Response Team.

 \* gathers accurate facts and relays information to appropriate administrators.

 \* notifies district staff through telephone tree.

 \* makes all appropriate announcements to radio and TV stations if school schedule is to be revised to accommodate staff and/or students who wish to attend memorial service.

Building Level Coordinator - Principal

 \* calls a full staff meeting (certified and classified staff).

 \* issues a statement of facts known regarding the death.

 \* informs staff of plans.

 \* recommends how staff should respond to students’ questions.

 \* informs staff of available support.

 \* polls the staff to see how many wish to attend memorial services.

 \* determines whether or not to dismiss school (partial/all day) to accommodate students/staff who wish to attend memorial service.

 \* communicates with the funeral home regarding appropriate memorials and time of memorial service.

Communications Coordinator – Principal & Secretary

 \* meets with family members of victim(s); informs them of school plans.

 \* contains the media in a specific area and may issue a statement when it is prepared.

Student Coordinator – Counselor

 \* identifies if there are others, such as close friends on campus, who need to be dealt with individually.

 \* checks with classroom teachers to determine whether or not support services should be made available to discuss the death with students and/or staff.

 \* documents concerns and actions taken.

 \* arranges for the removal of victim’s name from mailing lists, billing list, memos, absentee call lists, etc.

**DEATH SITUATIONS ON CAMPUS**

 1. Summon emergency help from listed emergency numbers.

 2. Take control and stabilize situation.

 3. Isolate and secure area where death occurred.

 4. Move all those who witnessed death to designated area under supervision.

 5. Notify District Management Coordinator, Superintendent.

District Management Coordinator – Superintendent

 \* notifies Emergency Response Team.

 \* arranges for notification of next of kin that an accident has taken place.

 \* determines the time and method for communicating a prepared statement to the remaining staff, students, and public.

 \* makes all appropriate announcements to radio and TV stations if school schedule is to be revised to accommodate staff and/or students who wish to attend memorial service.

Building Level Coordinator - Principal

 \* confirms death through law enforcement or hospital.

 \* determines if there is a need to change the schedule, location of a class, class coverage or staff assignment.

 \* determines whether or not to dismiss school (partial/all day) to accommodate students/staff who wish to attend memorial service.

 \* communicates with the funeral home regarding appropriate memorials and time of memorial service.

 \* establishes follow-up of staff and students who were affected by the death.

Communications Coordinator – Principal & Secretary

 \* meets with family members of victim(s); informs them of school plans.

 \* contains the media in a specified area and may read a statement when it is prepared.

Student Coordinator – Counselor

 \* checks with classroom teachers to determine whether or not support services should be made available to discuss the death with students and/or staff.

 \* arranges for the removal of victim’s name from mailing lists, billing list, memos, absentee call lists, etc.

 \* gathers victim’s personal belongings for family.

**PREVENTION / PREPARATION**

**Identify potential problem sites.**

 Internal: exits, restrooms, gyms, cafeteria, shops, boiler rooms, etc.

 External: bus zones, commons area, parking areas, adjacent property, athletic grounds, etc.

**List available resource people who could quickly respond to the above sites, including:**

 School security, teaching and non-teaching staff, traditional and non-traditional student leadership, parents, community, police.

**Specify tasks for each resource person and develop a communication network to the central command post.**

 \* Clearly define chain of command for both school and police officials.

 \* Initiate a program of presenting critical information to school and police officials.

**Other considerations:**

 \* Provide separate and joint in-service training to police and school personnel on skills and techniques for dealing with school disruptions.

 \* Give school staff clear operational instructions.

 \* Establish a signal system for announcing an emergency and its termination.

 \* Have emergency list of telephone numbers available.

 \* Establish a central command post.

 \* Develop a way of assisting injured people.

 \* Develop a method of isolating and removing disruptive students from school premises.

 \* Develop ways of communicating quickly with parents and community groups.

 \* Establish a written reporting process to be used in disruptive situations.

 \* Develop a coordinated press relations policy in cooperation with police.

 \* Advise police of any specific problem for schools created by the police plan.

**Review, update, and reissue school security plan.**

\* Develop a procedure requiring annual review and update of all foregoing plans. Reissue revised plans to all involved personnel.

**REQUESTING POLICE**

**Who calls the police?**

 \* Discuss with staff conditions for calling police.

 \* Provide a “call back” number so that the police can verify the call as legitimate.

**Who will be in charge?**

 \* The principal or his authorized designee remains in charge of school premises and personnel.

 \* The police will have primary responsibility for the enforcement of the law and will insist on making the final decision on all matters involving their sworn obligations.

**ASSIGNING CLEAR ROLES**

In developing a crisis plan the first step is to assign specific roles to individual staff members that they will take on if an emergency occurs. Personnel should be designated:

 \* To go to the hospital or emergency medical site where injured students have been taken.

 \* To oversee the telephones.

 \* To inform administrators in the central office about the emergency and how it is being dealt with.

 \* To work with the media.

 \* To oversee transportation needs.

 \* To assist in identifying students and adults who may be injured.

 \* To review students and personnel records and notify parents and spouses.

Administrators should describe in writing what needs to be done and who is responsible for each task. Also, keep on hand a list of who has keys and a floor plan that shows room numbers and the locations of windows, doors, storerooms, restrooms, and offices.

**CRISIS MANAGEMENT TIPS**

 1. Don’t make the emergency worse than it actually is. Don’t let people take foolish chances and become part of the problem.

 2. Control the information flow. The problem generally is too much, not too little. Reliable filters must be established, so you can get some isolation from all the information clamoring for your attention. Equally important is the formulation of a plan to pass information to others quickly. Others need to have an overview of what you are doing in order to support the needed logistics efforts to bring in additional resources.

 3. Delegate! Start putting problems in “boxes” early and give them to others to work, while insuring a smooth pass off. You can’t possibly deal with everything, so start trying to identify coherent aspects of the problem to give to someone else. Insist on feedback--review and summary of actions taken and results.

 4. Refuse to be drawn into trivia. Demands that you personally deal with even the most mundane problems will be made constantly. Don’t do it! Keep your focus on important things and refuse to deal with lesser items.

1. Remember personalities! You may feel that you are dealing with all that one human can handle and that everyone should understand your problems, state of mind, fatigue, etc. and act accordingly. Many will, some won’t. Rivalries among the staff can surface, and people will act irrationally. Be prepared to deal with these facts of human nature and don’t let them frustrate you.

6. Insist subordinates get adequate rest. They won’t otherwise, and you will be left with people who are performing poorly because of exhaustion. Remember, this rule also applies to you.

 7. Bring key organizations and people together fairly often to disseminate information and exchange views. People and organizations react negatively or irrationally when there is a dearth of information; counter this by scheduled meetings. Here and in everyday management, insist on economy of communications.

 8. In the face of uncertainty remember to select the option that leaves the greatest freedom for subsequent actions. You won’t have enough information available in many cases to be comfortable with your decision. Face the need for possible future reversals and act to minimize their impact.

 9. Accountability. Litigation may follow! Keep a good audit trail of actions, conditions, and decisions to facilitate your defense, should it be necessary. Establish from the outset a systematic effort to gather and store data to assist you in the future.

 10. Do not let individuals or organizations abdicate their responsibilities.

 11. Establish relationships with other organizations and their capabilities, limitations, and lines of communications well in advance. A time of crisis is not a time to get to know people.

1. Critically reexamine assumptions. Here and in everyday management most of our decisions are based on assumptions. Some of these are in the forefront of our thought processes; many are not. Critical reviews and updates of all assumptions going in the decision-making process are vital.

13. Return to normal operations as soon as possible. In the meantime appoint a responsible staff officer whose only job is to supervise normal, day-to-day operations.

**EMERGENCY SITE PLANS**

**EXTERNAL DISTURBANCE**

**Disturbance on school grounds~**

\* Keep students inside

 \* Delay dismissal

 \* Go to designated shelter areas

 \* Stay out of hallways

**SITE PLAN:**

1. Notify Teachers to lock down – Principal & Secretary

2. Phone 911 - Secretary

3. Outside activities go to nearest shelter or classroom

1. Notify USD Office

**Neighborhood disturbance~**

\* Keep students inside

 \* Delay dismissal

 \* Go to designated shelter areas

 \* Stay out of hallways

**SITE PLAN:**

1. Notify teachers to lock down – Principal & Secretary

2. Outside activities go to nearest shelter or classroom.

**Intruder on school grounds with weapon~**

\* Keep students inside

 \* Delay dismissal

 \* Go to designated shelter areas

 \* Stay out of hallways

**SITE PLAN**

1. Notify staff to lock down – Principal & Counselor

2. Phone 911 - Secretary

3. Notify USD Office – Principal & Secretary

4. Communication: News media – Principal & Superintendent

 Parents - Secretary

**Shots fired at playground or building~**

\* Drop to the ground or classroom floor; crawl to building

**SITE PLAN**

1. Notify Staff to lock down –Principal & Secretary

 Outsider Activities - Drop to ground

2. Phone 911 - Secretary

3. Notify USD Office – Principal & Secretary

4. Communications: News Media – Principal & Superintendent

**Civil Defense Siren/Weather-related~**

\* Delay dismissal

 \* Go to designated shelter areas

**SITE PLAN**

1. Tornado Warning – Principal & Secretary

2. During activities: Announce designated areas for

 shelter - Principal

 Sponsors help direct to shelters

3. All Clear – Principal & Secretary

**INTERNAL DISTURBANCE:**

**Unauthorized individual(s) in building~**

 \* Crisis signal

 \* Notify staff to remain in rooms

 \* Stay out of hallways

 \* Support staff to office to assist

**SITE PLAN**

1. Determine if they are a threat – Principal & Counselor

2. Notify Staff to lock down - Secretary

3. Support staff to office: Counselor

4. Phone 911 if needed - Secretary

**Student/Adult with disruptive or assultive behavior~**

\* Crisis signal

 \* Notify staff to remain in rooms

 \* Evacuate some sections

 \* Support staff to office to assist

**SITE PLAN**

1. Notify staff to lock down - Secretary

2. Contact support staff - Resource Officer, Counselor, Principal

3. Call 911 if necessary - Secretary

4. Notify Unified Office - Secretary

**Hostage Situation** -

 \* Crisis signal

 \* Notify staff

 \* Evacuate some sections

 \* Support staff to office to assist

**SITE PLAN**

1. Notify staff to lock down – Principal & Counselor

2. Phone 911 - Secretary

3. Communication: News Media and Parents – Superintendent, Principal, Secretary

**Bomb threat~**

\* Evacuate building only as directed by police

 \* Fire alarm may activate bomb; use intercom or other signal

 \* Extended time out of building; make arrangements with close, large facility to temporarily house students

**SITE PLAN**

1. Notify Classroom teachers to evacuate - Principal

 High School to:

 - Middle School - Senior Citizen Center

 Middle School to:

 - High School - Methodist Church

 Olsburg Elementary to:

 - Lutheran Church

2. Phone 911 - Secretary

3. Notify District Office - Secretary

4. Communications: News media, Principal, Superintendent;

* Parents - Secretary

**Explosion~**

\* Fire alarm to evacuate students

 \* Extended time out of building; make arrangements with close, large facility to temporarily house students

**SITE PLAN**

1. Phone 911 and Wanklyn Oil – 785-292-4710

2. Fire Alarm - Principal

3. Evaluate situation as to needs - Principal

4. Notify Unified Office

**BIO TERRORISM**

1. Do not handle any suspicious material.

2. Evacuate immediate area.

3. Isolate any who might be exposed.

4. Call 911

5. Do not evacuate until authorized by law enforcement and HAZMAT.

**Memorials**

Students may be given direction as to what is appropriate as a memorial to a student. There is a fine line between dramatizing a death and doing something that allows students to express a sense of loss and to channel feelings. It is important to remember the emotional well being of the surviving students. We need to ask, “will this alleviate pain” or “will it cause pain?” To maintain control of the grief and be of the most help to the grieving student, there are several things that must not be done. (The following directives are recommended, however the crisis coordinator and administrators may need to use discretion in these areas to meet the needs of students, family and community.)

A. Do not fly the school flag at half-staff.

B. Do not have a moment of silence in an all-school assembly.

 C. Do not have a memorial service at school.

 D. Do not have an “In Memoriam” page in the school yearbook.

 E. School facilities should not be sued for funeral services unless waived by the superintendent.

F. You do not want people to be greater in death than in life. These items tend to glorify death.

If at all possible, on the day of the funeral service, school should not be canceled or dismissed. There are those students who either do not wish to attend or those who need the stability of the normal school routine. Students who wish to attend services should have written parental permission and will be expected to make up the work missed. Sometimes it might be necessary to make exceptions to making up work.

**Suggested Memorials**

1. Blood drive
2. Letters of remembrance to parents
3. Poetry
4. Outdoor planting
5. Park benches
6. Additional outdoor furniture
7. Funds to support prevention activities

**Threat Assessment Team Response Meeting Agenda**

* 1. Review staff statement
	2. Prepare statement to be read to students.
	3. Assess/estimate the impact of the crisis on students and staff as well as neighboring districts and attendance centers. If deemed necessary by the Crisis Team, the superintendent will make contact with any other district possibly affected by the tragedy.
	4. Initiate telephone trees to notify staff of early staff meeting, if not already done.
	5. Assess needs for community resources people and initiate contact with them.
	6. Verify availability of rooms for grief groups. At the elementary level students will remain in their classrooms with resource people coming to the rooms.
	7. Make Crisis Team Assignments.
	8. Determine schedule of events.

**Threat Assessment Team**

USD #384 will have a Threat Assessment Team to evaluate any threat made in the district and to decide the steps to take place in dealing with the threat including the notification to parents and the public.

The team will be made up of the following people:

* Brady Burton, Superintendent/MES Principal
* Marion Mazouch, BVHS/BVMS Principal
* Matt Schreiber, K-12 Counselor
* Jessica Davis, K-12 Social Worker
* Maggie Haag, K-12 Nurse
* Brian Swearingen, SRO

USD \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Crisis Response Plan Evaluation**

Possible Staff Evaluation Questions:

1. In what way did the crisis plan help or hinder your ability to cope with the situation?
2. Did you receive the adequate information throughout the crisis?
3. How well do you feel the emotional needs of students were met?
4. Do you see a need for any modifications in the plan? If so, please explain.
5. What kind of feedback did you receive from students?

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Possible Parent Questions conducted by telephone interview:

1. Did the school meet the emotional needs of the student during the crisis?
2. Did the school provide you with adequate information to assist you in coping with the situation at home?
3. What comments did you receive from your student?
4. In what way do you feel we could improve our response?

**Authority During Crisis**

The Riley County Sheriff’s department or Pottawatomie County Sheriff’s department will be in charge of the building site. In all cases the Sheriff will give the all clear as to when a building can be re-entered.

In the case of a lock down the Sheriff’s department will be the only ones authorized to remove students and staff from their lock down.

**Specified Areas for Use During an Evacuation of the Building:**

High School to:

 - Middle School - Methodist Church – Contact Becky Brenner

 (785-293-5255 or 839-5256)

Middle School to:

 - High School - Methodist Church – Contact Becky Brenner or Pat Booth (785-293-5255 or 293-5256)

 (key also at middle school)

Olsburg Elementary to:

 - Lutheran Church – Contact Dan Holt (785-468-3341)

GAAF Emergency Safety Interventions (See JRB, JQ, JQA, and KN) GAAF

The board of education is committed to limiting the use of Emergency Safety Interventions (“ESI”), such as seclusion and restraint, with all students. The board of education encourages all employees to utilize other behavioral management tools, including prevention techniques, de-escalation techniques, and positive behavioral intervention strategies.

 This policy shall be made available on the district website with links to the policy available on any individual school pages. In addition, this policy shall be included in at least one of the following: each school’s code of conduct, school safety plan, or student handbook.

Definitions (See K.A.R. 91-42-1)

“Emergency Safety Intervention” is the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

“Seclusion” requires all three of the following conditions to be met: (1) the student is placed in an enclosed area by school personnel; (2) the student is purposefully isolated from adults and peers; and (3) the student is prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.

“Chemical Restraint” means the use of medication to control a student’s violent physical behavior or restrict a student’s freedom of movement.

“Mechanical Restraint” means any device or object used to limit a student’s movement.

“Physical Restraint” means bodily force used to substantially limit a student’s movement.

“Physical Escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

“Time-out” means a behavioral intervention in which a student is temporarily removed from a learning activity without being confined.

GAAF Emergency Safety Interventions GAAF-2

 Prohibited Types of Restraint

 All staff members are prohibited from engaging in the following actions with all students:

* Using face-down (prone) physical restraint;
* Using face-up (supine) physical restraint;
* Using physical restraint that obstructs the student’s airway;
* Using physical restraint that impacts a student’s primary mode of communication;
* Using chemical restraint, except as prescribed by a licensed healthcare professional for treatment of a medical or psychiatric condition; and
* Use of mechanical restraint, ***except***:
	+ Protective or stabilizing devices required by law or used in accordance with an order from a licensed healthcare professional;
	+ Any device used by law enforcement officers to carry out law enforcement duties; or
	+ Seatbelts and other safety equipment used to secure students during transportation.

Training

 All staff members shall be trained regarding the use of positive behavioral intervention strategies, de-escalation techniques, and prevention techniques. Such training shall be consistent with nationally recognized training programs on the use of emergency safety interventions. The intensity of the training provided will depend upon the employee’s position. Administrators, licensed staff members, and other staff deemed most likely to need to restrain a student will be provided more intense training than classified staff who do not work directly with students in the classroom. District and building administration shall make the determination of the intensity of training required by each position.

 Each school building shall maintain documentation regarding the training that was provided and a list of participants.

GAAF Emergency Safety Interventions GAAF-3

Documentation

 The principal or designee shall provide written notification to the student’s parents any time that ESI is used with a student. Such notification must be provided within two (2) school days.

 In addition, each building shall maintain documentation any time ESI is used with a student. Such documentation must include all of the following:

* Date and time of the intervention,
* Type of intervention,
* Length of time the intervention was used, and
* School personnel who participated in or supervised the intervention.

 All such documentation shall be provided to the building principal, who shall be responsible for providing copies of such documentation to the superintendent on at least a biannual basis. At least once per school year, each building principal or designee shall review the documentation of ESI incidents with appropriate staff members to consider the appropriateness of the use of ESI in those instances.

Reporting Data

 District administration shall report ESI data to the state department of education as required.

Local Dispute Resolution Process

 The board of education encourages parents to attempt to resolve issues relating to the use of ESI informally with the building principal and/or the superintendent before filing a formal complaint with the board. In the event that the complaint is resolved informally, the administrator must provide a written report of the informal resolution to the superintendent and the parents and retain a copy of the report at the school. The superintendent will share the informal resolution with the board of education and provide a copy to the state department of education.

GAAF Emergency Safety Interventions GAAF-4

If the issues are not resolved informally with the building principal and/or the superintendent, the parents may submit a formal written complaint to the board of education by providing a copy of the complaint to the clerk of the board and the superintendent.

 Upon receipt of a formal written complaint, the board president shall assign an investigator to review the complaint and report findings to the board as a whole. Such investigator may be a board member, a school administrator selected by the board, or a board attorney. Such investigator shall be informed of the obligation to maintain confidentiality of student records and shall report the findings and recommended action to the board in executive session.

 Any such investigation must be completed within thirty (30) days of receipt of the formal written complaint by the board clerk and superintendent. On or before the 30th day after receipt of the written complaint, the board shall adopt a report containing written findings of fact and, if necessary, appropriate corrective action. A copy of the report adopted by the board shall be provided to the parents, the school, and the state board of education.

Approved: KASB Recommendation – 6/13

**Adopted 6-26-13**

**Additional Resources**

1. FEMA – [www.fema.gov](http://www.fema.gov)

2. American Red Cross – [www.redcross.org](http://www.redcross.org)

3. U.S. Department of Education – [www.ed.gov](http://www.ed.gov)

4. U.S. Department of Justice – [www.usdoi.gov](http://www.usdoi.gov)

5. The Center of Mental Health Services – [www.mentalhealth.org](http://www.mentalhealth.org)

6. National Weather Service – [www.noaa.gov](http://www.noaa.gov)

7. American Association of School Administrators – [www.aasa.org](http://www.aasa.org)

8. National Association of School Resource Officers – [www.nasro.org](http://www.nasro.org)

9. National PTA – [www.pta.org](http://www.pta.org)