

Jenkins INDEPENDENT SCHOOL Safety Plan

*“Act well at the moment, and you will have
performed a good action for all eternity.”*

(John Caspar Lavater)



District Support Team Emergency Numbers

Title	Name – Location	Numbers
Superintendent	Freddie Bowling – Central Office	832-2182 606-477-4422
Principal Asst. Principal	David Lee – JISD -JMHS Stacy Collier - JISD - Burdine	832-2184 832-2711
Director of security/law enforcement	Rondall Baker – Central Office	832-2182
Director of maintenance	Freddie Bowling – Central Office	832-2182
Director of transportation	Rondall Baker – Central Office	832-2182
Director of nutritional services	Susan Baker – Central Office	832-2182
Director of supply services	Freddie Bowling – Central Office	832-2182
Director of safety	Rondall Baker – Central Office	832-2182
Director of buildings and grounds	Freddie Bowling – Central Office	832-2182
Director of special education	Sherry Wright	832-2182
Director of student support (counseling, soc. work, etc.)	Karen Corbett – JISD, Counselor	832-2184
Director for safe and drug free schools	Rondall Baker – Central Office	832-2182
Director of health or medical services	Rondall Baker – Central Office	832-2182
Director of public relations	Rondall Baker – Central Office	832-2182
Legal Counsel	KSBA	502-695-4630
Board of Education Members	Tracy Goff – Chairman Eileen Sanders – Vice Chairman Paulette Sexton - member Brenda Depriest - member Sara Brown - member	832-9065 832-4122 832-2961 832-4020 832-4003

Local / Regional Emergency Response Numbers

Agency – Address	Name – Title	Numbers
Kentucky Community Crisis Response Board (KCCRB) 612-B Shelby St. Frankfort, KY 40601		502-564-0131 – Office 888-522-7228 – Toll free 502-564-0133 – Fax
Jenkins Police Department Mayor Office – City of Jenkins City of Jenkins Water Department City of Jenkins – City Clerk	Jim Stephens – Chief of Police Charles Dixon – Mayor Bo Hopkins Sherry Puckett	832-4411 832-2142 832-2635 832-2141
Jenkins Fire Department	Rick Corbett - Chief	832-4881 832-2141 – non-emergency
Neon Rescue Squad Neon, KY	Marshall Bevins Carter Bevins	855-7303 855-7073 – non-emergency
Letcher Co. Sheriff's Office Whitesburg, KY	Danny Webb - Sheriff	633-2293
Kentucky State Police Hazard, KY	Tim Kilburn Derek Hall	435-6069
ARH Healthcare Family Clinic Jenkins, KY	ARH Owner/Manager	832-2171 832-2172
Whitesburg Appalachian Regional Healthcare Whitesburg, KY	Ellen Wright, Administrator	633-3500
Letcher Co. Social Services	Lynn Akers Bentley Glenda Banks	633-0191
Letcher Co. Judge Executive Whitesburg, KY	Jim Ward, Judge Executive	633-2129 633-2190

Resource Directory

Jenkins Ind. School	832-2711	Principal	David Lee
Family Resource Center	832-2711	Director	Angela Gibson
ESS	832-2711	Coordinator	Sherry Wright
Special Education Services	832-2182	Director	Sherry Wright
Counseling Services	832-2711	Counselor	Karen Corbett
Safe & Drug Free Schools	832-2183	Director	Rondall Baker
Technology Director	832-2182	Director	Damian Johnson
Instructional Supervisor	832-2182	Curriculum	Serena Anderson
Instructional Supervisor/ARI	832-2182	Coordinator	Christle Carter
Personnel	832-2182	Director	Mary Niece

Suspected Disability (Developmentally Delayed Referrals)

Contact Sherry Wright 832-2182 (email: sherry.wright@jenkins.kyschools.us)

Program Descriptions:

ESS After School Tutoring

Family Resource Centers/Youth Service Center: *Is designed to comprehensively coordinate the resources of the community to address the individual needs of children and their families.*

Universal Emergency

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures, which can be utilized in responding to various emergencies:

- A. Evacuation**
- B. Reverse Evacuation**
- C. Severe Weather Safe Area**
- D. Shelter in Place**
- E. Lockdown**
- F. Drop, Cover, and Hold**

(Adapted from FEMA, 1999 and Henniker Community School, 2000)

Universal Emergency Procedures

<p>A. <u>Evacuation</u> (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none">Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)Take roll book for student accountingAssist those needing special assistanceDo not stop for student/staff belongingsGo to designated Assembly AreaCheck for injuriesTake attendance; report according to Student Accounting and Release proceduresWait for further instructions	<p>B. <u>Reverse Evacuation</u> (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none">Move students and staff inside as quickly as possibleAssist those needing special assistanceReport to classroomCheck for injuriesTake attendance; report according to Student Accounting and Release proceduresWait for further instructions.
<p>C. <u>Severe Weather Safe Area</u> (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none">Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)Occupants of portable classrooms shall move to the main building to designated safe areasTake roll book for student accountingTake attendance; report according to Student Accounting and Release proceduresAssist those needing special assistanceDo not stop for student/staff belongingsClose all doorsRemain in safe area until the "all clear" is givenWait for further instructions	<p>D. <u>Shelter in Place</u> (For use in external gas or chemical release)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none">Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated locationAssist those needing special assistanceClose and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release)Take attendance; report according to Student Accounting and Release proceduresDo not allow anyone to leave the classroomStay away from all doors and windowsWait for further instructions
<p>E. <u>Lockdown</u> (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none">Students are to be cleared from the halls immediately and to report to nearest available classroomAssist those needing special assistanceClose and lock all windows and doors and do not leave for any reasonCover all room and door windowsStay away from all doors and windows and move students to interior walls and dropShut off lightsBE QUIET!Wait for further instructions	<p>F. <u>Drop, Cover and Hold</u> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command "Drop" is made:</p> <ul style="list-style-type: none">DROP – to the floor, take cover under a nearby desk or table and face away from the windowsCOVER - your eyes by leaning your face against your armsHOLD - on to the table or desk legs, and maintain present location/positionAssist those needing special assistanceWait for further instructions

General Emergency Intervention Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- ☐ Take a deep breath, don't panic, verify information
- ☐ Activate school's Emergency Management Team, Incident Command System (ICS); activate and assign duties as needed:
 - Safety Official (overall safety conditions of campus)
 - Public Information Official (media relations, contact)
 - Liaison Official (coordinate with outside agencies)
 - Planning/Intelligence (incident time log, evaluate information)
 - Operations (student accounting and release, facilities, medical, crisis intervention & response, food and water)
 - Logistics (communications and supplies)
 - Administration/Finance (documentation, record keeping)
- ☐ Provide Determine whether to call 911, whether to implement Universal Emergency Procedures, Emergency Management Protocols
- ☐ Notify and request assistance from the District Support Team to:
 - Assist with planning for a response and implementing protocols
 - Provide recovery support to students
- ☐ Set up a Command Post for communication and emergency management
- ☐ Bring "emergency toolbox" to Command Post (inside or outside)
- ☐ Hold emergency all-staff meeting (before and/or after school day) to:
 - Advise staff of the known facts and provide written statement
 - Support their concerns and emotions
 - Provide classroom assistance if needed
 - Outline schedule for the day; modify day's schedule if needed
 - Identify resources available to teachers and students
- ☐ Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- ☐ Inform closest friends of the affected student and provide support
- ☐ Prepare formal statement or announcement to students, parents and media; provide statement to secretaries, staff, etc.
- ☐ Notify board of education members as appropriate
- ☐ Expand span of Incident Command System as needed, deactivate ICS when activities are completed
- ☐ Review and implement "Recovery" activities
- ☐ Document actions taken, secure records as legal documents

Emergency Management Protocols

(Alphabetical Index)

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Accidents at School

Although each situation is different, the following steps are intended as a general listing of actions to consider when faced with an accident during the school day.

Staff actions:

- Report accident to principal, office; call 911 if warranted
- Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services arrives
- For relatively minor events, have students taken to office or school clinic for assistance

Principal or Team actions:

- Provide appropriate medical attention, call 911 if needed
- Complete appropriate documentation including (*list district forms*)
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

Other suggested preventive/supportive actions:

- Post in the office or school clinic the names of building staff who have completed first aid or CPR training
- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Bloodborne Pathogen Program)
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

☐ Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

AIDS / HIV infection

Principal, Team, Staff:

Exercise appropriate caution when informing others about an individual with AIDS or HIV infection (i.e., don't panic and spread word indiscriminately to everyone that an individual has aids or HIV infection. **This is confidential information**)

Make certain that those individuals who contact the child on a regular basis know, and insist they maintain confidentiality. Those individuals would include:

- Principal
- School nurse
- Teachers
- School secretary

Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities

If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted

Tips for teachers:

AIDS is not spread through casual contact. It is only spread through sexual contact or through blood or other body fluids

Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected

If a child cuts themselves and is bleeding take the following actions:

- Put on clean latex gloves
- Clean the wound with antiseptic cleaner
- Bandage the wound securely
- Dispose of any blood contaminated items by placing them securely in two plastic bags and disposing of them
- Clean any blood spills up with appropriate cleaning solution

☐ Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Aircraft Emergency

Aircraft Crash Into Building:

Staff Actions:

Notify Principal

Move students away from immediate vicinity of crash

Principal, Team:

Call 911

Notify District Support Team, Central Office

Determine whether to implement evacuation procedures

Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash

Provide for first aid, treatment and removal of injured occupants from school buildings

Account for all building occupants and determine extent of injuries

Wait for instructions; you will be advised when it is safe to re-enter the building

Aircraft crash near school site but no damage to building:

Staff Actions:

Notify Principal

Move students away from immediate vicinity of crash

Principal, Team:

Call 911

Initiate Shelter in Place plan if warranted

All students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or go to designated area until further instructions are received

No evacuations should occur unless subsequent explosions or fire endanger the building

☐ Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Allergic Reaction

Possible Symptoms:

Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue

Restlessness, sweating, fright, shock

Shortness of breath, vomiting, cough, hoarseness

Staff First Actions:

If imminent risk, call 911

Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)

Assist in getting “Epi pen” (Epinephrine) for individuals who carry them (usually in backpack), and prescription medications (kept in office)

If an insect sting, remove stinger immediately

Notify principal

Assess situation help student/employee to be comfortable

Move only for safety reasons

Principal, Team:

Call 911, depending on circumstances

Notify parent or guardian

Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated

Observe for respiratory difficulty

Record on an attached label: time & site of insect sting or food ingested, name of medicine, dosage & time administered

Preventive/Supportive Actions:

Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel

Bus drivers should have emergency sheets for all known acute reactors

Encourage employees with special health considerations to alert building director and work associates of any difficulties and possible remedial actions

Additional steps for our school/facility (if any):

- Staff will be provided with names of students and other school personnel
- who may have an allergic reaction and need assistance.

• _____

• _____

• _____

Assault

When student(s) or staff have been assaulted use the following guidelines:

Staff observing the incident:

Report to school principal the type and number of injuries and if assailant is still in area

Give a good description of the assailant (clothing, height, etc.)

Give location of the assault

If assailant has left the building on foot give direction of travel

If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel

Administer first aid, and get medical attention if needed

Principal, Team:

Call 911 if warranted, or notify school law enforcement

Give type and number of injuries

Advise if assailant is still in building or on the property

Give description of assailant

Give direction of travel and type of vehicle

If threat still persists determine whether to initiate Lockdown

Notify District Support Team, Central Office as appropriate

Document actions and complete incident reports

☐ **Additional steps for our school/facility (if any):**

- _____
- _____
- _____
- _____

Bomb Threat ***(2 page section)***

In the event of a Bomb Threat to the school or facility:

Staff Actions:

The person receiving the call should initiate:

Call Trace Procedures: DO NOT HANG UP THE PHONE

- Clearly establish and write down which line the call was received on (example line 1 or line 2);
- **Do Not Hang UP the Telephone** until you are ready to initiate the call trace procedure.
- **Quickly re-establish dial tone on the telephone line that the call to be traced was received on. It is very important that this be done quickly before another incoming call is received on that line, because the call trace feature only traces the last incoming call on that line.**
- **Dial *57**
- Listen for a voice announcement, which tells you the cost to trace the call.
- **Dial 1 to trace the call.** Listen for a voice announcement stating that the call was traced.
- Contact law enforcement immediately.

The person receiving the call should make every attempt to:

- Prolong the conversation as much as possible
- Identify background noises & voice characteristics
- Engage the caller to give description of bomb, where it is, and when it is due to explode.
- Determine the caller's knowledge of the facility
- **AVOID HANGING UP THE PHONE** (Use another phone to call authorities)

Complete the Bomb Threat - School Report (next page)

The person receiving the call will immediately alert the principal or person in charge (without hanging up)

Principal, Team:

Call 911 and District Support Team

Using standard procedures, evacuate the school immediately; NOTE: modify evacuation routes if necessary based on possible location of bomb

If what appears to be a bomb is found: DO NOT TOUCH IT; the police department will take charge

Turn off cell phones and DO NOT transmit with radios

Leave the immediate environment as it is

- **Avoid altering any electrical items or systems (DO NOT turn on or off lights, DO NOT change thermostat, etc.)**
- **Avoid opening and closing doors**

- Evacuate personnel at least 300 feet from the building; during inclement weather and a possible prolonged search, move students to an Alternate Building Location
- Check absentee list for possible clues to who might have phoned in the bomb scare
- Follow standard student accounting and reporting procedures
- After an “all clear” by emergency personnel, return to class

☐ Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

BOMB THREAT - SCHOOL REPORT

(Completed by person receiving the call)

Date _____ Time of call _____

Bomb threat was received on telephone number _____

Exact language/wording used by the caller _____

Record the following information as provided:

What time is it set for? _____ Where is it? _____

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (check/fill in):

Gender: ☐ Male ☐ Female Describe _____

Age: ☐ Adult ☐ Child Describe/estimate age _____

Speech: ☐ Normal ☐ Excited Describe _____

Speech: ☐ Slow ☐ Fast Describe _____

Did the caller have an accent? Describe: _____

Did you recognize the caller's voice? Describe: _____

Background noises: ☐ music ☐ traffic ☐ machine ☐ voices/talking
☐ airplanes ☐ typing ☐ children ☐ TV / radio
☐ other _____

Other Notes: _____

Person receiving call:

Name _____ Home Phone _____

Address _____

Notification:

School Principal _____ Time _____

Police _____ Time _____

Bus Accident

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The roster should be provided to the Bus Driver within the first week of school. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers should have designated procedures for handling emergency situations.

If a school bus should be involved in an accident, the following procedures are to be followed by the bus driver.

1. If there is an injury, *immediately move the person from danger* and administer first aid. If there is no inherent danger where the student is located, **DO NOT MOVE THE STUDENT!** This must be done due to the fact *that there may be a serious neck or back injury which is unseen*. Always assume that a neck or back injury exists!
2. If the injuries appear to be serious, an ambulance will immediately be called by using the two-way mobile radio if the bus is so equipped. If the bus is not equipped with two-way radio, stop a passing motorist or send an older student to make a telephone call for assistance.
3. If the accident caused either injuries to persons in any vehicle, or damages to any vehicle, the police must be notified immediately to investigate the accident.
4. The Director of School Transportation and the Superintendent should be notified as quickly as possible.
5. When reporting the accident to the dispatcher:
 - a. Give the exact location of the accident.
 - b. Indicate whether or not another bus is needed to transport the students.
 - c. Indicate whether or not a wrecker is needed.
6. Make sure to get the names, addresses, driver's license numbers, tag numbers and insurance information of all persons involved in the accident. It is very important to get the names and addresses of any witnesses to the accident.
7. Fill out an accident report in full and file it with the Director of Transportation on the day of the accident. Failure to do this constitutes negligence on the part of the driver.

EMERGENCY NUMBERS FOR BUS INCIDENT:

AMBULANCE – FIRE DEPARTMENT
DIRECTOR OF TRANSPORTATION-
Deborah Watts
SUPERINTENDENT, Deborah Watts

911 or 832-4881
606- 832-2183 (Work)
606-634-1703 (Cell)
606-832-2183(Work)

Bus Accident

The following protocol is intended to outline the general steps to be taken by school personnel should an accident occur

In the event of a Bus Accident:

Staff at the Scene:

Call 911, if warranted

Call principal

School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency

School staff at the scene of a school bus accident will move all uninjured students to a safe distance from the accident

The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Principal, Team:

Notify District Support Team, Central Office

Ascertain the names of any injured students and the nearest location of any medical treatment facility

Parents/guardians of all students on the bus will be notified as quickly as accurate information is available

Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate

Complete appropriate documentation

Chemical Material Spill

Chemical accidents may originate inside or outside building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Staff actions:

- **Notify principal**
- **Move students away from immediate vicinity of danger**

CHLORINE SPILL

Jenkins Middle/High School is located approximately 0.5 miles from the Jenkins Water Treatment facility. Hazardous materials including chlorine are transported to and used by this facility presenting the potential for accidental release. Upon release, chlorine is potentially harmful to people, and the environment. Given the accidental nature of most hazardous materials incidents, there will not be an extended period of time in which to react to a hazardous materials incident. The following steps should be taken if a chlorine release should occur:

1. In the event of a release, a warning will be given by telephone from the water plant or by radio from the Emergency Operations Center. If the release occurs during transportation witnesses should call 911. The fire departments will respond as soon as possible. A Hazardous Materials Response Team will be notified.
2. Once the warning signal is given, a full evacuation from the schools will not be possible; instead a shelter in place rule will come into place. All doors will be closed and sealed with tape and when possible sheet plastic placed over doors and taped down. All air conditioning and heating units must be turned off until the plume has passed and the concentration has dropped to safe levels.
3. School buses will be used to assist in transporting personnel away from the area only at the beginning or when the incident is over.
4. Provide first-aid to anyone exposed to chlorine. All clothing directly exposed to the plume must be removed. Provide oxygen to anyone having breathing difficulty. If necessary give artificial respiration by **mask, never use direct mouth-to-mouth.**
5. Chlorine is a gas at ambient temperature, and is heavier than air. Chlorine will travel down hill and down wind. The immediate hazard area is 600 yards from the water plant following towards downtown Jenkins.

Chemical Material Spill

Staff actions:

- **Notify principal**
- **Move students away from immediate vicinity of danger**

HAZARDOUS CHEMICAL SPILL/ LABORATORY ACCIDENT

1. During any chemistry type class, the use of chemicals is always a hazard. If a chemical spill were to occur the following steps will be taken:
2. If a hazardous chemical spill does occur in a chemistry lab, immediately evacuate all students from the class and instruct one of the students to inform both surrounding class teachers and the Principal of the situation.
3. If a student or faculty member comes in contact with a possibly hazardous substance, irrigate that body area with water for 15 minutes unless otherwise instructed by chemical specialist or informed by the Material Safety Data Sheet.
4. The laboratory instructor will immediately try to identify the spilled chemical unless he or she already knows the identity of the chemical. If during the identification process you experience any eye irritation, burning lungs, or other symptoms of chemical exposure, immediately exit the area and follow step 3.
5. If the spilled chemical is known not to be hazardous, or can be cleaned up safely, the instructor will proceed to do so. If the chemical is not safe to clean up without special protection and procedures, the instructor will also evacuate the area.
6. The instructor will notify the Principal of the situation. The Principal will then immediately contact the emergency authorities via 911 and tell them of the situation.
7. Evacuate the students from the building as shown in your fire escape plans (pull fire alarm if deemed necessary) and await the authorities to arrive.
8. Once the authorities have arrived, follow their instructions.
9. If any students are severely injured in a laboratory incident, follow the SEVERE INJURY OR ILLNESS section.

Chemical Material Spill

Staff actions:

- Notify principal
- Move students away from immediate vicinity of danger

HAZARDOUS MATERIALS ACCIDENT - RAILWAY OR HIGHWAY

Jenkins Ind. Schools are situated in close proximity to major highways and railways throughout the district. Hazardous materials are often transported via these highways and railways presenting the potential for accidental release. Upon release, they have the potential for harm to people, property, and the environment. The following steps should be taken if a release should occur:

1. Maintain maximum possible awareness of hazardous materials used, stored, transported, manufactured, or processed in the community.
2. Given the accidental nature of most hazardous materials incidents, there will probably not be an extended period of time in which to react to a hazardous materials incident.
3. Anyone who becomes aware of an incident involving hazardous materials should immediately report the incident by calling 911. The nearest HAZMAT Response Team will respond as soon as possible.
4. **EVACUATION SHOULD NOT ALWAYS BE THE INITIAL REACTION.** Evacuation in the wrong direction is possible because of the type of material spilled, wind direction, temperature, etc. The responding agency to the incident will determine the need for evacuation. Stay tuned to the following television/radio stations for information regarding the release:

<u>Television Stations</u>	<u>Phone Number</u>	<u>Radio Stations</u>	<u>Phone Number</u>
WYMT - CH 57	436-5757	94.3 WIFX-FM	633-9430 or 9439
WCYB – CH 5	276-669-1029	102.3 WDXC-FM	832-4827
		103.9 WXXQ-FM	633-2711
		WTCW	633-2711

5. Until further instructions are given, the following steps should be taken:
 - a. Immediately close all windows and outside doors
 - b. Turn all ventilation systems off to prevent outside air from being drawn into the building.
 - c. Evacuate the area of the building adjacent to the release site to an area of the building opposite the release site.
6. If evacuation becomes necessary, school buses shall be used to transport the building occupants to a safe location. According to the 1996 Northern American Emergency Response Guide Book, the minimum isolation distance for release of a mixed load or unidentified cargo is 800 meters (1/2 mile) in all directions.
7. Do not re-enter the school until the "all clear" is given by emergency response personnel. Local radio and television stations will relay any pertinent information.

Death or Serious Illness ***(at school/outside school)***

Unfortunately, in day-to-day routines, we sometimes see the passing of a student or faculty member. In the event of the death of a student or faculty member, notify the Principal's office as soon as possible. The following steps will be taken:

1. If there is a death in the school, the Principal will:

- a) Have the **CUSTODIAN** immediately secure and clear the classrooms and hallway areas involved.
- b) Have all cleared areas relocated to a large assembly area (Example - cafeteria, auditorium, empty class rooms).
- c) Immediately notify the local police and emergency medical responders via 911.
- d) Have a staff member within the office print up and deliver a message to all teachers informing them to let students know that there is a medical emergency in the building and to stay calm.
- e) Not have class bell ring and not have classes changed until the emergency situation is resolved.
- f) Notify the School Superintendent.
- g) Await instructions from emergency responders.

2. If there is a death outside the school, the Principal will:

- a) Immediately notify the Superintendent.
- b) Notify other teachers as soon as possible.

3. IN EITHER OF THE TWO EVENTS LISTED ABOVE (1 & 2), A MEETING WILL BE HELD EITHER AT THE END OF THE DAY OR FIRST THING IN THE MORNING TO DISCUSS:

- a) The loss of a student or teacher and the effect that an *empty chair* in the classroom will have upon students.
- b) A briefing on future plans on how to handle students who may have been traumatized through this experience.
- c) Internal (school counselor) and external (clergy, professional) counseling may need to be implemented.
- d) Any type of problems that teachers and faculty may be experiencing now or possibly experience in the future and how to cope with them.

Earthquake

Jenkins Independent Schools Board of Education has developed written procedures to promote the safety of students and personnel in the event of an earthquake. Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

The following steps can be taken to become prepared for a major earthquake:

BEFORE AN EARTHQUAKE OCCURS:

1. Make sure all water heaters are tied in to walls.
2. Assure that all custodial workers and at least one administrative person and one teacher knows how to turn off the gas lines, water lines and electricity at all main switch and valve locations.
3. As a general precaution, all heavier objects should be stacked on lower shelves, saving the higher for lighter objects.
4. Make sure to set aside extra batteries, radios, flashlights, candles, extra first aid materials, bottled water, and non-perishable food items. Also, you need to make sure all necessary tools are available, such as a can opener, instruments to shut off gas and water mains, and plastic utensils for food.
5. Evacuation routes should be mounted in all rooms and should be directed away from power lines, gas lines, the direction of any surrounding structures that may be dangerous, such as tall buildings, trees, manufactures of hazardous substances and any other type of hazard that may be specific to your site.

Although certain steps need to be taken in the event of an earthquake, the first and only thing that needs to be done is to TAKE COVER. The following is a listing of what the school employees shall be instructed to do in the event of an earthquake:

IF INSIDE THE BUILDING:

Get down and take cover.

- Get beneath a desk, lunch table, or any other fixture that will give overhead protection. Cover your head with your hands and arms, lying face down.
- If no overhead protection can be found, lie down inside interior doorways or narrow halls or against weight bearing inside walls. Once again, cover your head.

Stay away from bookcases, cabinets, windows, and any other large, heavy freestanding objects until the tremors cease.

- **STAY CALM.** Take the nearest cover available. Do not try to run through the building or run when you are outside. You are at greater risk from **falling objects** when running, which is the main cause of earthquake accidents.
- In rooms with no overhead protection, such as a bathroom, crouch against an inside doorway or wall.
- **IN LIBRARIES-** stay away from bookshelves.
- **IN BOILER ROOMS-** stay away from water heaters and heavy equipment.
- **IN LABORATORIES-** move away from chemical storage areas

EARTHQUAKE

(CONTINUED)

IF OUTSIDE THE BUILDING:

- Quickly move away from the building, any high standing outside buildings or trees, and overhead electrical wires.
- Once again do not run, WALK swiftly.
- Lie down on the ground face first and wait for the quakes to subside. Do not get up until the tremors stop.

AFTER THE EARTHQUAKE CEASES:

1. Take a roll count of all students and teachers/administration workers.
2. Prepare to exit the building if still inside. Make sure you have your class roster with you.
3. Evacuate the building as directed by the Principal, or by the person highest up on the buildings chain of command. Due to the fact that in this situation a person in charge may not be able to get information to everybody, use good judgment on exiting the building without consent, if necessary **DO NOT RE-ENTER THE BUILDING.**
4. Never get near any type of open wiring you may see around due to the fact that it may be live.
5. Do not use candles or open flames of any kind until gas utilities are 100% secure.
6. If lines are damaged, throw the main power breaker, if not, leave the power on.
7. Prior to exiting, one of the qualified individuals will check water and gas lines for Leaks and shut them down if necessary, unless the building is too badly damaged to safely do so.
8. Once all students and teachers are outside, re-take roll call and report findings to the Person in charge (For both students and teachers).
9. Check all parties involved for injuries, and convey results to the person in charge. If any serious injuries took place start all necessary first aid.
10. Only use the telephone if there is a serious emergency situation such as an injury or a fire.
11. Get updated information from your emergency radio.
12. Brace for aftershock.
13. All students will be gathered into one designated meeting area until the impending conditions have changed.
14. Students will not be released until a parent or somebody designated by the parent comes for him or her. At this point, students can not be released until the parent or responsible person signs a Student Emergency Release Sheet.
15. The school and surrounding buildings will not be re-entered until the buildings have been inspected and are deemed safe by the person in charge and the Superintendent of Schools or a designated representative.

Reference:
KRS 158.163
(Board Order #274, Adopted/Amended: 2/22/99)

Fire

If a fire is detected within a school building, the following steps will be taken:

1. Immediately sound the school fire alarm. The sounding of the fire alarm will automatically implement fire evacuation procedures.
2. Teachers and staff are responsible for keeping students calm and at a safe distance away from the fire during evacuation procedures.
3. Render first aid as needed to students and staff as needed.

School office personnel will immediately notify:

FIRE DEPARTMENT 911 or 832-4881

CENTRAL OFFICE 832-2182

Use a fire extinguisher if appropriate. If the fire is too large, **DO NOT ATTEMPT TO EXTINGUISH**. All staff should be aware of where extinguishers are located and their proper use.

Keep all access roads to the school open for emergency vehicles.

Once everybody is outside of the building, proceed immediately to designated safe area(s) and take roll of both students and faculty.

After conferring with the Superintendent, the Principal will determine whether the students will be dismissed.

Students and staff should not return to the school until fire department officials declare the area safe.

The Principal is responsible for the preparation and posting evacuation diagrams within his/her building. Each room should have an evacuation diagram.

EVACUATION PROCEDURES:

The fire alarm will be sounded -

Jenkins Independent School – (All campuses) CONTINUOUS TONE

- Evacuate the building by using the nearest unobstructed exit. Primary routes of evacuation are posted in each classroom. Teachers must bring their class rosters.
- Always have alternate routes of evacuating the building in mind. Staff members and/or student monitors shall be appointed to open doors to assist in evacuation or close doors to prevent the spread of smoke/fire.
- Proceed to designated check point areas outside the school.
- Once at the check point location, teachers will take roll.
- Do not block exits or access points for emergency vehicles.
- Await further instructions from the Principal.
- At least 10 **fire drills will be held through out the** school year (2 within the first 2 weeks of school).

FIRE & RESCUE AUTHORITY

The Jenkins Fire Dept. has provided Jenkins Independent School with emergency Fire/Rescue Procedures as listed below:

1. Present the fire department a layout of the school marking entrances and exits. Note any particular hazards that might need special attention should an emergency present itself. Update any changes.
2. Give a walk through tour of the building(s) to the fire department. This should be done annually just before school begins.
3. Have a safe-haven to which students and staff might assemble. This area should be easily accessible, but far enough away from any danger. If this area becomes inaccessible have an alternative place to meet. An individual(s) should be designated to do a quick assessment if all persons are accounted for.
4. When reporting an emergency, a proper procedure should be in place. Emergency numbers should be posted by all phones along with steps to help the caller state the place of the emergency, the type of emergency (fire, ems, bomb, hostage act), stating the best entrance for emergency personnel to enter that would provide them quick access to the location where they are needed.
5. Faculty and staff should be provided training and assignments of what to do in certain emergencies. We would encourage CPR classes for all personnel.
6. Assign personnel to assist first responders on arrival to take them to the emergency site or describe the best route. Notify responders of any entrapment, chemical spill, electrical dangers, armed intruders, explosive devices, or act that would be helpful to assist them in performing their duties quickly and safely.

The Jenkins Independent Board of Education approved the following schedule for fire drills to be conducted in all Jenkins Ind. Schools. (Board Order #274, adopted/amended: 02/22/1999)

Monthly Drills: There shall be at least two (2) fire exit drills the first two (2) weeks of a school term and one each calendar month thereafter while school is in session. The route of exit is to be posted in all classrooms and other areas where students assemble.

Monthly Reports: A monthly fire drill report is to be signed and dated by the principal and sent to the Superintendent on forms provided by the Superintendent.

Implementation: The School Building Principal is responsible for implementing this policy.

Reference: Life Safety Code Handbook, Chapter 31

UTILITY EMERGENCIES

All school personnel, including cafeteria managers and custodians, shall immediately report any suspect utility emergency to the principal.

If a threat of an explosion exists in a laboratory, kitchen, or similar setting, the following steps *will* be taken:

1. Activate the schools fire alarm system.
2. Quickly and calmly move to a designated safe area. This area will be as far away from the school building as possible.
3. Keep students calm.
4. Render first aid if needed.
5. School office personnel will immediately contact:

**FIRE DEPARTMENT
CENTRAL OFFICE**

**911 or 832-4881
606-832-2183**

NOTE: If too inherently dangerous to call from the school, dial 911, leave the phone off the hook, immediately exit the building & go to the nearest safe phone and call 911 back to give details.

6. Use fire extinguisher if deemed appropriate
7. *Take roll* once all students and teachers have exited the building.

NOTE: Not only students should be included in roll call. Teachers should also be systematically accounted for.

8. If there is a suspected or actual break in the utility service's lines/pipes, the school office will notify the utility companies.
9. The Principal will take the roll of Incident Commander and direct further action as required until the fire or police department arrives.
10. **NO ONE WILL RE-ENTER THE SCHOOL** until Fire Department officials declare the structure and surrounding area safe.

Other utility emergencies include:

ELECTRICAL POWER FAILURE:

1. If the electricity needs to be shut off, call the building maintenance to neutralize the appropriate supply lines - refer to map of shut-off locations on next page
2. Call the Electric Company 1-800-572-1113 or 436-1323
3. Call the Superintendent 832-2183
4. The Superintendent and Principal will take any necessary actions.

WATER/SEWER BREAK:

1. Call building maintenance to shut off main water supply - refer to map of shut-off locations on next page
2. Call the Water/Sewer Company 832-2635 or 2141
3. Call the Superintendent 832-2183
4. The Superintendent and Principal will take any necessary actions.

Hostage Situation

These situations are probably the least predictable and most dangerous of the emergency situations that will confront a school and its occupants.

The school Principal or any individual employee or student within the school may be the primary target. Therefore, any person working within the school who becomes aware of this type of situation must immediately initiate the following procedures:

1. Immediately notify the Kentucky State, City or County Police (Dial 911). Make sure they are aware that there is an armed person(s) inside the school and his last known location. If possible, stay on the line with the police/911 operator until the police arrive and instruct you to hang up or you are instructed to hang up by the 911 emergency operator.
2. Notify the school Principal and/or the Assistant Principal.
3. Quietly notify all teachers (only if it is safe to do so) of the emergency situation at hand. The teachers must then keep all students inside their classrooms until further notice.
4. Teachers shall notify all students outside their classrooms to report to the nearest safe location. Each situation will present different hazards and possibilities. Therefore, if it is not safe to bring those outside of the building inside, then they should gather in a safe location until further notice.
5. Students shall not be evacuated from the building without approval and/or assistance of the police unless under dire circumstances.
6. If the hostage taker or armed person can be contained in one section of the building students should be moved from exposed areas of classrooms near the armed person to a safer part of the building.
7. As soon as possible, and only if it can be accomplished safely, a staff member should be directed outside to warn all approaching visitors of the danger.
8. Notify the Superintendent.
9. Assist the police as directed by them.

Kidnapping

In the event that a student is abducted by a stranger or a family member, these steps and precautions should be taken:

Make an announcement for all students to stay in their classrooms until the authorities arrive. If a high risk situation is at hand, use the intercom system to announce to all students and faculty to lock their doors and stay in their classrooms.

- Do not attempt to apprehend the abductor in action. He/she may be armed and dangerous and could cause injury to children and faculty.
- Pay close attention to details, the following information may save a child's (children's) life:
 - a) Sex of the abductor, hair color, other physical traits
 - b) CAR MODEL, COLOR, and LICENSE PLATE #
 - c) Clothes worn
 - d) Others in the get away automobile/on foot
- Immediately phone the police/emergency operator (911). Give them all of the information you may have gathered in order to help the authorities start tracking the
- abductor immediately. **Once the authorities arrive, follow their instructions.**
- Inform the Principal of what has happened, who will in turn notify the Superintendent of Schools.
- Next, the Principal will interview all witnessing parties to find out if the person abducting the child may be a familiar face, perhaps a family member, or family friend. Do not forget to question students. They may know the suspect also.
- Contact the parents of the child involved; establish a communication plan with them
- Identify a team to work on the crisis; designate personnel to manage with phone communications, etc., and other administrative staff to assist as appropriate
- Provide a school picture and obtain a full description of the child (including clothing) to assist the police
- When a child is found, contact the appropriate parties as needed
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions knowledgeably; prepare an appropriate notice for parents
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary

Poisoning

In the event that a foodborne or airborne illness is suspected to have broken out in your school, immediately do the following:

1. All students and teachers should be given emergency medical help if symptoms are severe. In this instance, the Principal will call 911. If symptoms are not severe but there is still a great chance of a widespread airborne or foodborne illness, call Poison Control at 1-800-722-5725 or the local hospital, then react accordingly.
2. When calling 911, make sure to give these important details:
 - a) Name of caller
 - b) Location and address calling from
 - c) Number of victims
 - d) What are the symptoms
 - e) Suspected cause of illness
 - f) Telephone # at the scene
3. After calling 911 or the local hospital, react accordingly to all given recommendations.
4. If the Principal feels building evacuation is a necessity or accelerated dismissal is needed, then those steps shall be taken by the Principal. If the emergency operator, emergency responders, or hospital give specific recommendations as to what to do, the Principal shall take those steps.

Preventive Measures:

- Keep poisonous materials in a locked and secure location
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Post the names of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training
- Provide staff with information on possible poisonous materials in the building
- Keep poisonous materials in the properly labeled container

Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Management Team, the District's Support Team and the school must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at assisting the victim, addressing and minimizing the fear of fellow students, and quelling the spread of rumors. Services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children's advocacy center, or hospital emergency room.

Rape / Sexual Abuse becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

A rape or other sexual abuse occurs on campus
A member of the alleged victim's family requests intervention
The alleged victim's friends request intervention
Rumors and myths are widespread and damaging
Students witness police action or emergency services response

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

Direct the person providing the information, and others who hear the report, not to repeat it elsewhere in the school
Ensure the short-term physical safety of the student
The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
Notify appropriate law enforcement, and/or rape crisis center
Designate the school counselor or staff member closest to the alleged victim to talk about the types of support he or she needs
Determine which peers close to the victim may need support
Take action to quell rumors
Store all records related to rape or other sexual abuse incident and services provided in a confidential file

In certain situations, immediate contact with the police department, ambulance service, fire department or 911 is essential. In such cases the Principal should not hesitate to call the authorities prior to doing any of the other above listed actions.

Suicide (6 page section)

INTRODUCTION

Hinting, writing, or talking about suicide is a call for help, and must be taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the imperative for initiating life saving intervention.

The guidelines which follow offer three (3) levels of suicide risk with students:

- 1) Suicidal Threat or Ideation**
- 2) Suicide Attempt**
- 3) Suicide Completed**

Do's and Don't Regarding Suicidal Ideation

DO LISTEN to what the student is saying and take the suicidal threat seriously.

DO GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.

DO OBSERVE the student's nonverbal behavior. Facial expressions, body language, and other concrete signs often are often more telling than what the student says.

DO ASK whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).

DO ASSURE the person that you care and you will find help that will keep him/her safe.

DO STAY with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.

DON'T leave the student alone for even a minute.

DON'T act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.

DON'T let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).

DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.

Suicidal Threat or Ideation

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat they should:

Staff actions:

Keep the student under continuous adult supervision

Notify the principal and the counselor, social worker, or school psychologist, but do not leave the student alone

Principal, Team:

If, after meeting with the student, the counselor deems the situation to be an emergency and believes the student to be in imminent danger, the counselor or other mental health professional shall:

- Contact the student's parents/guardians and make appropriate recommendations for treatment
- If the student has a therapist, recommend that parents make an immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.)
- Have parents sign a release form to allow communication between the school and the treating agency
- If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Cabinet for Families and Children to intervene on behalf of the student (potentially a medical neglect referral)
- Make a follow-up check with the family, student, or treating agency, as appropriate, to ensure that adequate care has been afforded
- In collaboration with any specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the risk and to request that they assist in monitoring the student's behavior
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

Suicide Attempt

In the event of an actual suicide attempt:

Staff Actions:

1. Notify principal
2. Ensure the short-term physical safety of the student

Principal, Team:

1. Call 911, District Support Team, Central Office
2. School nurse, counselor or other staff shall administer first aid until emergency responders arrive
3. The student will be kept under constant observation at all times
4. The school principal, (or other designated professional) will communicate with appropriate school personnel, parents/ guardians, counselors, to establish immediate plan of action
5. The school counselor, social worker or school psychologist will refer the parents/guardian to a therapist or other appropriate professional for implementation of long-term plan of action for the student (in follow-up to immediate physical safety needs)
6. Follow-up should be made by counselor with parent/guardian to determine that treatment services were obtained, current status of the student, if additional services are needed, etc.
7. Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

Suicide Completed (off campus)

School staff should exercise caution when discussing an “apparent suicide” with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students. Parents often want to know what is being done to assist classmates, and they often want to know what impact the suicide will have on friends.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community and to decrease the potential for a contagious effect.

Staff Actions:

1. Notify principal
2. Avoid spreading rumors
3. Watch for warning signs in other students who may be affected by the news

Principal, Team:

Verify the information with the coroner’s office

Notify District Support Team

Identify any family member(s) that may be at school and provide crisis counseling

If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students

Call a faculty meeting or send an e-mail alert to:

- Disclose all relevant facts
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
- Outline procedures for the remainder of the school day
- Distribute a written statement announcing the information to be released to students and determine the method of making the statement

Provide support meetings for school personnel if the need exists; refer employees to an employee assistance program as indicated

Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district’s commitment to responsible follow-up and recovery

Allow students to leave class during the day to receive support offered from school personnel, the District Support Team and other designated volunteer resources (such as a Drop in Room)

Avoid any large group meetings or assembly of students (in order to maintain order and control)

Consider an after school faculty meeting; the following points may be covered:

- Debrief the events of the day
- Provide for the emotional support for all staff
- Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day

- Announce the plans made by the family for services

To the extent possible, make efforts to ensure that regular routine is followed

In general, recognize a tragic loss of life, without emphasizing the means of death. Activities to be avoided include special memorial services within the school building, flying the school flag at half mast, special yearbook notices, large student assemblies; suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

NO-HARM CONTRACT

I _____, agree to ***not*** harm myself in any way, attempt to kill myself, or kill myself during the period from _____ to _____, (the time of my next appointment).

I agree that, for any reason, if the appointed session is postponed, canceled, etc., that this time period is extended until the next direct meeting with my counselor. In this period of time, I agree to care for myself, to eat well, and to get enough sleep each night.

I agree to make social/family contact with the following individuals:

I agree to rid my presence of all things I could use to harm or kill myself. I agree that, if I am having a rough time and come to a point where I may break any of these promises, I will call and make significant contact with any of the following individuals:

_____ at: # _____

_____ at # _____

Or, if I cannot contact these individuals, I will immediately call the

Suicide Crisis Hotline at# _____

I agree that these conditions are important, worth doing, and that this is a contract I am willing to make and keep. By my word and honor, I intend to keep this contract.

Signed _____ **Date** _____

Witnessed by _____ **Date** _____

Threat of Harm (8 page section)

INTRODUCTION

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly. The processes described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. They are not intended to encourage school-wide student profiling, labeling, or other stigmatizing of individuals.

In the event of an IMMEDIATE danger:

Call Law Enforcement or 911

Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)

Take immediate action to move others from harm’s way (in immediate vicinity of event)

Initiate Lockdown procedures

If Warning Signs are observed, but there is not an imminent risk:

Have individual or team observing Warning Signs complete a Threat Assessment Referral Form (if not completed already)

Activate appropriate members of Emergency Management Team

Interview the individual under concern

Notify 911, as indicated

Notify and consult with the Board Attorney, as indicated

Notify District Support Team, Central Office

Contact parents or legal guardian and obtain a release of information to exchange information between agencies

Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors by completing Threat Assessment Worksheet

Determine level of risk using Risk For Harm Categories

Develop an action plan according to the determined level of risk

Document referrals, actions taken, follow-up plans, etc.

Develop plan to monitor student’s response to actions taken, a “return to school plan” and to review new information as it becomes available

Threat Assessment Referral Form

If you become concerned that an individual may pose a risk for harming himself or others complete this form by stating your concern, checking the Warning Signs of which you are aware, and explaining items checked. Turn it in directly to the school's principal or designee. In an *Imminent* safety threat, notify principal immediately and take immediate action to secure or isolate the individual, and move other students from harm's way.

Individual under concern _____ Date of birth _____
Person(s) completing this form _____ Room/phone _____
School _____ Date of referral _____

I. **Reason for Referral** (explain your concerns) _____

II. **Imminent Warning Signs** (when an individual displays Imminent Warning Signs; take immediate action to maintain safety, mobilize law enforcement & appropriate school personnel)

- | | |
|---|--|
| <input type="checkbox"/> 1. Possession and/or use of firearm or other weapon | <input type="checkbox"/> 4. Severe rage for seemingly minor reasons |
| <input type="checkbox"/> 2. Suicide threats or statements | <input type="checkbox"/> 5. Severe destruction of property |
| <input type="checkbox"/> 3. Detailed threats of lethal violence (time, place, method) | <input type="checkbox"/> 6. Serious physical fighting with peers, family, others |

III. **Early Warning Signs** (mark items, then elaborate below)

- | | |
|---|---|
| <input type="checkbox"/> 7. Social withdrawal or lacking interpersonal skills | <input type="checkbox"/> 18. Intolerance for differences, prejudicial attitudes |
| <input type="checkbox"/> 8. Excessive feelings of isolation & being alone | <input type="checkbox"/> 19. Drug & alcohol use |
| <input type="checkbox"/> 9. Excessive feelings of rejection | <input type="checkbox"/> 20. Affiliation with gangs |
| <input type="checkbox"/> 10. Being a victim of violence, teasing, bullying | <input type="checkbox"/> 21. Inappropriate access, possession, use of firearms |
| <input type="checkbox"/> 11. Feelings of being picked on | <input type="checkbox"/> 22. Threats of violence (direct or indirect) |
| <input type="checkbox"/> 12. Low school interest, poor academic performance | <input type="checkbox"/> 23. Talking about weapons or bombs |
| <input type="checkbox"/> 13. Expressions of violence in writings & drawings | <input type="checkbox"/> 24. Ruminating over perceived injustices |
| <input type="checkbox"/> 14. Uncontrolled anger | <input type="checkbox"/> 25. Seeing self as victim of a particular individual |
| <input type="checkbox"/> 15. Patterns of impulsive & chronic, hitting & bullying | <input type="checkbox"/> 26. General statements of distorted, bizarre thoughts |
| <input type="checkbox"/> 16. History of discipline problems | <input type="checkbox"/> 27. Feelings of being persecuted |
| <input type="checkbox"/> 17. History of violent, aggressive & antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12) | <input type="checkbox"/> 28. Obsession with particular person |
| | <input type="checkbox"/> 29. Depression |
| | <input type="checkbox"/> 30. Marked change in appearance |

IV. **Explain checked items; describe known Precipitating Events (use back if needed)**

V. **Turn in this form** and any materials you may have which may be necessary to conduct a preliminary risk assessment (i.e., writings, notes, printed e-mail or Internet materials, books, drawings, confiscated items, etc.).

FOR OFFICE & EMERGENCY MANAGEMENT TEAM USE:

Date Received: _____ School Case Manager assigned to follow referral: _____

Threat Assessment Worksheet (2 pages)

Coupled with the Referral Form (which addresses Warning Signs), this outline addresses Risk Factors, Precipitating Events, and Stabilizing Factors. The worksheet is designed to provide a concise way to organize known concerns when conducting a preliminary risk assessment and to list relevant school and agency involvement.

Individual under concern _____ Date of birth _____
Person(s) completing this form _____
Parent/legal guardian name _____ Phone _____
School _____ Date of referral _____

I. School & Agency Involvement (past or present) *To determine if safety concerns have been noted by others. List name, contact information & date of involvement if known:*

School Law Enforcement or Discipline Referrals _____

Special Education, 504, or Under Consideration _____

School-based Mental Health or Social Services _____

Family Resource and Youth Services Center _____

Community Social Services _____

Police, Juvenile Court, Probation Services _____

Community Mental Health Services _____

Current or prior institutionalization or foster care placement _____

Other _____

Comments/concerns expressed by any of the above _____

II. Risk Factors *(indicate if Observed, Documented, or Suspected; circle O, D, S, respectively)*

In possession or has access to weapons (O, D, S) _____

History of impulsive violent or other antisocial behavior (O, D, S) _____

Child abuse/neglect (O, D, S) _____

Isolation or social withdrawal (O, D, S) _____

Domestic violence or other family conflict (O, D, S) _____

Depression, mental illness, medical ailment (O, D, S) (list current medications) _____

Substance abuse or drug trafficking (O, D, S) _____

Fire setting (O, D, S) _____

Threat Assessment Worksheet — Page 2

II. Risk Factors *(cont.) (indicate Observed, Documented, or Suspected, O, D, S, respectively)*

Bed Wetting (O, D, S)_____

Cruelty to animals (O, D, S)_____

Preoccupation with real or fictional violence (O, D, S)_____

Repeated exposure to violence (desensitization) (O, D, S)_____

Gang involvement or affiliation (O, D, S)_____

Other_____

III. Precipitating Events *(recent triggers which may influence violence)*

Recent public humiliation/embarassment (whether instigated by adult or peer)_____

Boyfriend/girlfriend relationship difficulties_____

Death, loss or other traumatic event_____

Highly publicized violent act (such as a school shooting)_____

Family fight or conflict_____

Recent victim of teasing, bullying or abuse_____

Other_____

IV. Stabilizing Factors *(factors which may minimize or mitigate likelihood of violence)*

Effective parental involvement_____

Involved with mental health; list provider or agency (if known)_____

Social support networks (church, school, social organizations)_____

Close alliance with a supportive adult (counselor, mentor, teacher, minister, etc.)_____

Positive, constructive peer group_____

Appropriate outlets for anger or other strong feelings_____

Positive focus on the future or appropriate future events_____

Other_____

V. Category of Risk *(Determine a Risk for Harm Category based on available information)*

Imminent - High - Moderate - Minor - Low/No (date & time of determination_____)

NOTE: RFH Categories represent a distinct moment in time and may change from hour to hour, and day to day. Following an initial assessment, it is essential to monitor on-going status, to reassess level of risk according to new information, and to document significant changes.

RISK (or Threat) ASSESSMENT CONCEPTS

- I. **Warning Signs:** A sign or indicator that causes concern for safety.
 - A. **Imminent Warning Sign:** A sign which indicates that an individual is very close to behaving in a way that is potentially dangerous to self or others. Imminent Warning Signs call for *immediate* action by school authorities and law enforcement.
 - B. **Early Warning Signs:** Certain behavioral and emotional signs that, when viewed in a context, may signal a troubled individual. Early Warning Signs call for a referral to a school's Threat Assessment Team for assessment.
- II. **Risk Factors:** Historical or background conditions which may influence the potential for violence. These factors may include family history of violence, prior antisocial behavior, mental health background, and various social factors.
- III. **Precipitating Events:** Recent events or "triggers" which may increase potential for violence. These factors may include recent family conflict, rejection from a significant peer, serious conflict with a teacher, etc.
- IV. **Stabilizing Factors:** Support systems or networks in place for an individual which may *decrease* the likelihood for violence. These factors may include effective parental relationships, positive peer groups, strong relationship with a teacher, counselor or therapist, etc.
- V. **Threat Assessment:** The process of reviewing Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors, to determine the Risk for Harm Category and develop an appropriate plan of action.

RISK FOR HARM CATEGORIES

Risk For Harm Categories provide a way for schools to determine and assign a level of risk based on a review of Warning Signs, Risk Factors, Precipitating Events, and Stabilizing Factors. Based on level of risk, the Emergency Management Team develops action plans to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each Category are not an exhaustive list, but are provided as a frame of reference.

Category 1: Imminent Risk for Harm.

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest. Responses may include: immediate action to secure individual, arrest or hospitalization, facility lock down, security response, parent notification, background or records check, "return to school plans," ongoing case management.

Category 2: High Risk for Harm.

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include: immediate action to secure individual, security response, parent notification, psychological consult/evaluation, background check.

Category 3: Moderate Risk for Harm.

An individual has displayed some Early Warning Signs and may have existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include: security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

Category 4: Minor Risk for Harm.

An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.). Responses may include: review of school records, parent notification, psychological consult, security response.

Category 5: Low/No Risk for Harm.

Upon assessment it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include: investigation of the situation, notification and involvement of others as needed, etc.

Brief Interview Outline for Individual Under Concern

When interviewing an individual about safety concerns, one method is to ask questions which move from general introduction, to fact finding, to recognition of concerns, to assessing support networks, to developing an outline for next steps. The following questions are not intended to be a scripted interview, but provide a sample structure for the kinds of questions which may need to be asked. Individuals using this outline are encouraged to use their professional judgment and experience, and to broaden or alter the questions. Note, in general it is good to avoid “yes or no” questions.

1. “Seems like you’ve been having a hard time lately, what’s going on?” (*to establish rapport and trust and to open dialog in a non-threatening way*)
2. “What is your understanding of why you have been asked to come to the office?” (*to review factual events*)
3. “What is your understanding of why school staff are concerned?” (*to determine if student is aware of effect behavior has on others*)
4. “What has been going on recently with you at school?” (*to look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads*)
5. “How are things going with your family?” (*to look into events such as recent moves, divorce, deaths or losses, conflict*)
6. “What else is going on with you?” (*to look into events outside of school such as community unrest, threats, police involvement, medical issues, etc.*)
7. “Who do you have to talk to or assist you with this situation?” (*to determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family supports, church groups, etc.*)
8. “Given (whatever is going on), what are you planning to do?” or, “What are you thinking about doing?” (*follow-up on appropriate leads, including the level of detail in stated plans, ability to carry out plans, etc.*) (***NOTE: If there is an IMMINENT RISK take immediate action to maintain safety by contacting school security and/or 911.***)
9. Close with a statement that describes short term next steps (i.e., “I’ll need to contact your parents to talk about...” or, “You will be suspended for two days, then we’ll...”). Try to determine student’s affect or mood prior to his/her departure, and alert others if necessary.

Assessment Questions for Mental Health Professionals

Individual under concern _____	Date of birth _____
Parent/legal guardian name _____	Phone _____
Mental health professional's name _____	Phone _____
Person(s) requesting information _____	Phone _____
School name _____	Date of referral _____

The following outline is provided by schools to mental health professionals when referrals are made for "Risk for Harm" assessments. In order to serve students who may pose a safety risk to themselves or others, it is essential that the child's school has appropriate information about his/her potential for dangerous behavior.

Suggested use: School staff should complete this form and provide it (with accompanying materials as appropriate) to the mental health professional who will be conducting an evaluation. The mental health professional should then assess the concerns and address them in a report back to the school.

- I. Brief description of reason for current referral, and a listing of any items which may accompany this referral (Threat assessment Worksheet, student notes, printed e-mails, writing assignments, relevant documentation from other sources, etc.): _____

- II. Requested information (*please address these questions in your report to the school*):

1. What is this individual's understanding regarding the serious nature of their recent actions (behavior, oral or written communications, gestures, etc.)?
2. What is their understanding of the distress, harm, fear, etc., caused by their actions?
3. What is this individual's understanding of the inappropriateness of their actions?
4. What is your understanding of the causes of this individual's actions?
5. What, if anything, is planned to address these issues and prevent their recurrence?
6. At this time, what level of risk is this individual (low, moderate, high or critical)?
7. If or when this individual returns to school, what may school staff, parents or others need to know to assist and support the student and take action when needed?
8. Other question(s): _____

TORNADO

(TWO PAGES)

The Principal will be responsible for the posting of necessary tornado evacuation diagrams and procedures for each classroom.

Information regarding tornadoes will be broadcast on the Weather Alert Warning radio.

1. **TORNADO WATCH-** A Tornado watch indicates that no funnel clouds have been sighted, but that it is very likely a tornado will occur.
 - i. If a tornado watch is posted, start your take shelter procedures and stay alert for any weather updates and special instructions.
2. **TORNADO WARNING-** A tornado warning indicates that a funnel cloud has actually been sighted. The approximate location and direction of travel will also be given with the broadcast of the warning.
3. A steel framed or reinforced concrete building gives the best man made protection from a tornado. In the event this type of structure is not available for shelter, these precautions must be taken:
 - a) Avoid auditoriums, gyms, or any room with a wide free span roof.
 - b) Stay away from windows.
 - c) Get beneath any heavy furniture. Otherwise, kneel in a "tucked" position, covering your head, along the wall of an interior hallway on the lowest floor available. Do not leave the shelter area until given the "all clear" by the Emergency Management Team.
 - d) If a tornado does cause damage to the building, follow the same procedure that is used after an earthquake when the tornado passes with the one exception. Never leave the school until there is no threat of another tornado setting down.
 - e) Should students be in route to or from school on a school bus when a tornado warning has been issued, bus drivers should seek shelter under a bridge or other protective cover and evacuate the passengers to a ditch or low lying area if time permits.

In the event of a tornado, an announcement will be made over the intercom or bullhorn to initiate Tornado Shelter Procedures.

- Proceed to the designated take shelter locations as indicated on the site maps on the following pages and kneel in a "tucked" position protecting your head from debris.
- Teachers will take roll.
- Do not go to the gym or any area with windows.
- Do not leave the **shelter area until given the "all clear"** by the Principal or member of the Emergency Management Team.
- Tornado drills will be held periodically through out the school year.
- Cafeteria and Library areas will not be used during possible tornado weather. They may be used only after a safety inspection.

Procedure System: To Maintain the safety and care of students and employees, a tornado emergency procedure system shall be established to include, but limited to, the following components:

1. A school building disaster plan that provides for a drop procedure and safe area evacuation practices;
2. Designation of a safe area for each facility;
3. Protective measures to be taken before, during, and following a tornado; and
4. Training of staff and students in the system, including use of a drop procedure.

The Jenkins Independent Schools Board of Education approved the following schedule for tornado drills to be conducted in all Jenkins Ind. schools. (Board Order #636, Adopted/Amended: 11/27/00)

Time for Drills: Tornado drills are to be held twice during the school year. Designated safety areas and the route thereto are to be posted in all classrooms and other areas where students assemble.

Implementation: The principal is responsible for implementing this policy.

Reference: KRS 158.163

Trespasser/Intruder

When an unknown person enters the facility all staff members should ask, “May I help you” and direct the person to the office. If the person is perceived as a threat staff should take the following actions.

Staff action:

Notify the principal and give description and location of the subject
Keep subject in view until police or law enforcement arrives
If possible keep subject away from students and building

Principal, Team:

Call 911, District Support Team, Central Office
Give description and location of subject
Determine whether to initiate Lockdown procedures
Keep subject in view until police or law enforcement arrives
Take measures to keep subject away from students and building
Advise subject that they are trespassing and need to leave the school property

In the event an intruder has entered the building and is perceived as a threat, several steps will be taken:

- When that person is perceived as a threat, the Principal (or other responding person) will announce over the intercom: “Intruder in the building, initiate lock-down procedures.
- When this code is announced, teachers will:
 - a) Clear the hallways of students, making sure they are all in classrooms.
 - b) Once all students are in class, lock the doors.
 - c) Make sure students stay away from all doors and inside and outside windows.
 - d) Pull window blinds/shades.

The teacher or responding faculty member will immediately inform the Principal, who will then take charge. If there are any doubts as to the safety of the students and faculty, the Principal or responding person(s) will call 911.

If police are phoned, take cover and notify the Superintendent of Schools if safe to do so.

Weapons

Staff actions:

1. If danger exists, seek immediate shelter and direct that students seek immediate shelter
2. Notify principal

Principal, Team:

1. Call 911, District Support Team, Central Office
2. Give location, identity and description of the individual
3. Give description and location of weapons
4. If weapon is on an individual, isolate the individual
5. If weapon is in a locker or in a backpack, prevent access
6. If individual has the weapon out:

Remain calm; avoid sudden moves or gestures

Do not attempt to take the weapon from the individual

Using a calm and clear voice instruct the individual that they need to place the weapon down

Use the individuals name while talking to them

Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity

7. Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need to know basis
8. Determine whether to implement lockdown, evacuation or other procedure

Weather Emergencies

SEVERE STORMS/WEATHER RELATED EMERGENCIES

1. In the event of a severe storm or any other type of weather related event, the Superintendent of schools will determine if school will be in session for that day.
2. Pertinent weather information can be heard on these following television and radio stations:

<u>Television Stations</u>	<u>Phone Number</u>	<u>Radio Stations</u>	<u>Phone Number</u>
WYMT - CH 57	436-5757	94.3 WIFX-FM	633-9430 or 9439
WCYB – CH 5	276-669-1029	102.3 WDXC-FM	832-4827
		103.9 WXXQ-FM	633-2711
		WTCW	633-2711

3. During the school day, the primary means of warning of a severe weather situation will be by the Weather Alert Warning Radio. The Superintendent will determine the action to be taken and advise the Principal. The school administration will notify the local news media about the situation and give all pertinent information. Tune to the radio stations listed above for information on early school dismissal and other important information.

Watches: Indicate that conditions are right for development of a weather hazard. Watches cover a larger area than Warnings. Watches have lead times of approximately 1-2 hrs (tornado or thunderstorm), 3-12 hrs (flash flood), and 12-36 hrs (river flood or winter storm).

Warnings: Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings have lead times of approximately 30 min. or less (for thunderstorm type events), and 6-18 hours (for river floods and winter storms).

Advisories: Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 in. of snow, dense fog, etc.). Advisory lead times are the same as Warnings.

In some blizzard & severe snowstorm events, it may be advantageous to NOT DISMISS students due to impending hazards.

In the event that it is too hazardous to allow students to travel by bus or by car, the following will be done:

- All students will be gathered into one meeting area (gymnasium, auditorium, etc.) until the impending conditions have changed. We are prepared and will care for your child.
- Students will not be released until a parent or somebody designated by the parent comes for him or her.