

# ***Blytheville***



# ***Public Schools***

**District-WIDE  
SAFE SCHOOL and Crisis PLAN**

**MITIGATION AND PREVENTION  
PREPAREDNESS  
RESPONSE  
RECOVERY  
EVACUATION AND REUNIFICATION**

**Approved by the  
Blytheville School Board  
3/29/2010**

**Revised  
8/15/2022**

# Table of Contents

<b>A. MITIGATION AND PREVENTION</b>	<b>6</b>
A.1 MITIGATION AND PREVENTION PHASE	6
A.2 METHODS TO EDUCATE, INFORM, AND COMMUNICATE	6
A.3 STAFF DEVELOPMENT EFFORTS	7
A.4 POLICY INITIATIVES	10
A.5 PREVENTION/MITIGATION INITIATIVES	10
A.6 FIRE AND ACCIDENT PREVENTION	11
A.7 PHYSICAL SECURITY AND SAFETY PROCEDURES	11
<b>B. PREPAREDNESS</b>	<b>13</b>
B.1. PREPAREDNESS PHASE	14
B.2. USING THE INCIDENT COMMAND SYSTEM	14
B.3. EMERGENCY RESPONSE KITS	14
B.4. COMMUNICATIONS	15
<b>C. RESPONSE</b>	<b>16</b>
C.1. RESPONSE PHASE	16
C.2. EMERGENCY CONTACT LIST	17
C.3. MEDIA	17
C.3.1 MEDIA STAGING AREA	18
C.4. BASIC RESPONSE TO ALL SCHOOL EMERGENCIES	19
<b>D. GENERAL/FUNCTIONAL PROTOCOLS</b>	<b>21</b>
D.1. RESUMPTION OF NORMAL ACTIVITIES	22
D.2. PERIMETER LOCKDOWN	23
D.3. FULL LOCKDOWN	25
D.4. EVACUATION – BOMB THREAT OR NON-FIRE SITUATION	27
D.5. EVACUATION – FIRE	29
D.6. REMOTE EVACUATION AND FAMILY REUNIFICATION	30
D.7. REVERSE EVACUATION	31
<b>E. MAN-MADE SITUATION PROTOCOLS</b>	<b>32</b>
E.1 INTRUDER/SUSPICIOUS PERSON	33
E.2 DISRUPTIVE/UNRULY PERSON	33
E.3 KIDNAPPING/MISSING CHILD	34
E.4. WEAPONS USE	35
E.5. HOSTAGE SITUATION	36
E.6. SEXUAL ASSAULT	38
E.7. BOMB THREATS/SUSPICIOUS PACKAGES	39
E.7.(A). BOMB THREAT CHECKLIST	41
E.8. BUS ACCIDENT	41
<b>F. HAZARDOUS MATERIALS AND PUBLIC HEALTH EMERGENCIES PROTOCOLS</b>	<b>43</b>
F.1. INJURY OR ILLNESS	
ALERT SIGNAL: NONE	44
F.2. SUSPECTED BIOLOGICAL EMERGENCY-GENERAL PROTOCOL	45
F.3. ANTHRAX THREAT/SUSPICIOUS PACKAGE/SUBSTANCE EXPOSURE	45
F.4. CHEMICAL/HAZARDOUS MATERIALS RELEASE	46
F.5. RADIOLOGICAL RELEASE	48
F.6. FOOD CONTAMINATION OR POISONING	49

<b>G. SEVERE WEATHER/NATURAL DISASTERS PROTOCOLS</b>	<b>51</b>
<b>G.1. TORNADO</b>	<b>52</b>
<b>G.2. FLOODING/POTENTIAL FLOODING</b>	<b>53</b>
<b>G.3. EARTHQUAKE</b>	<b>53</b>
<b>G.4 FIRE</b>	<b>55</b>
<b>G.5. UTILITY FAILURE</b>	<b>56</b>
<b>H. SUICIDE CRISIS</b>	<b>57</b>
<b>H.2. PREVENTION CONTAINMENT POSTVENTION</b>	<b>57</b>
<b>H.3. SUICIDE INTERVENTION PROTOCOL</b>	<b>59</b>
<b>H.4. EMERGENCY CONFERENCE WITH PARENTS</b>	<b>61</b>
<b>H.5. STAY ALIVE CONTRACT</b>	<b>62</b>
<b>H.6. DO'S AND DON'TS RELATED TO SUICIDAL THREATS</b>	<b>63</b>
<b>I. RECOVERY</b>	<b>64</b>
<b>I.1. RECOVERY PHASE</b>	<b>64</b>
I.1. (A). BASIC PRINCIPLES OF CRISIS INTERVENTION	65
I.1.(B). PLANNING AND IMPLEMENTATION	66
I.1.(C) ACTION CHECKLIST FOR RECOVERY	66
I.1. (D) SAMPLE SCHOOL CRISIS INTERVENTION ACTIVITIES	67
<b>J. DEATH NOTIFICATION PROTOCOL</b>	<b>68</b>
<b>K. EVACUATION AND REUNIFICATION</b>	<b>68</b>
<b>K.1. EVACUATION</b>	<b>68</b>
<b>K.2. REMOTE EVACUATION AND REUNIFICATION</b>	<b>69</b>
<b>L. STUDENT DISMISSAL / SCHOOL REUNIFICATION PROCEDURES</b>	<b>70</b>
<b>L.1. WHERE CAN I GET INFORMATION DURING AN EMERGENCY?</b>	<b>70</b>
<b>L.2. IMPORTANT THINGS TO REMEMBER DURING A SCHOOL EMERGENCY:</b>	<b>71</b>
<b>M. REMOTE EVACUATION LOCATIONS</b>	<b>71</b>

## Definitions

**Crisis:** A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.

A large number of students and staff will be affected. The psychological and emotional impact will be moderate to severe. Outside assistance may be needed.

**Crisis Team:** A group consisting of designated persons to handle media, traffic, logistics, information and other duties as assigned. **The Superintendent, or his/her designee will make the determination to activate the District Crisis Team.**

**NOTE: Classroom teachers who have regular charge of students should not be on this team.**

**Auxiliary Team:** This pre-established and trained group includes representatives from law enforcement, mental health agencies, medical, clergy.

## Authorized District Crisis Team for BPS

### Director of Crisis Team

Cliff Miller 870-762-9643/870-762-2053

<b>Counseling:</b>	Sharon Nash	870-623-1337
	Audrey Parker	870-409-3076
	Lena Pierce	870-316-0699
	Latoria Aldridge	870-740-0379
<b>Media:</b>	Dr. Veronic Penkins	870-762-2053
<b>Social Media:</b>	Chanda Walker	870-532-7866
<b>Medical:</b>	Sarah Russell (BES)	870-776-7315
	Tiffany Townsend (BHS)	870-919-0559
	Trudy Landry (BPS)	870-762-9563
	Pamela Nix(BMS)	870-623-2944
<b>Security:</b>	Percy Wright	870-278-1854
	Michael Aultman	870-278-0361
<b>Other:</b>	Paula Pitts(BES)	870-897-6381

### Auxiliary Team Members

<b>Police:</b>	SRO Blytheville PD	870-763-4411
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### Important Phone Numbers

<b>Counseling:</b>	Mid-South Health	870-763-2139
<b>EMS:</b>	Pafford	870-763-5611
<b>Utilities:</b>	Ritter	800-382-2606
	Entergy:	870-763-2590
	Black Hills Gas	800-563-0012
	Bly. Water	870-763-4449
<b>Media:</b>	NEA Town Courier	870-763-4461
	KHLS	870-762-2093
	KAIT8	870-931-8888
	WREG Memphis, TN	901-543-2111
	WMC Memphis, TN	901-726-0416
	Triple FM Jonesboro, AR	870-933-8800
<b>Other:</b>	Attorney General	501-682-2007
	AR Dept of Education	501-682-4475
	Dept. Human Services	870-763-7093
<b>Schools:</b>	Gosnell	870-532-4000
	Armored	870-763-6639
	Osceola	870-563-2561
	S. Miss. Cnty.	870-655-8633
<b>VCRT:</b>	Verizon Wireless Crisis Response Team	800-981-9558

## **A. MITIGATION AND PREVENTION**

Mitigation and prevention is the first phase of emergency management. Prevention is the attempt to deflect a crisis before it occurs. Although schools have no control over some of the hazardous events which might happen, they can exercise steps that minimize or mitigate the impact of such incidents. For example, schools in earthquake prone areas can prepare by securing bookcases and equipment, and training students/staff on how to properly take cover, and/or evacuate the building if necessary. Other examples of hazardous events that may occur are fights, bomb threats, and school shootings. However, schools can take action to reduce the likelihood of such events from happening. Implementation of violence prevention programs, school policies, and other steps to improve the culture of school campuses.

### ***A.1 MITIGATION AND PREVENTION PHASE***

- **Mitigation:** “Any sustained action taken to reduce or eliminate long-term risk to life and property from a hazardous event.” (FEMA definition from Practical Information on Crisis Planning – A Guide for Schools and Communities – United States Department of Education – May 2013.)
- **Prevention:** Those methods that are designed to prevent crime, violence, disruption, accidents and crisis situations, and used by school officials to reduce injury, death and damage to property at schools, school events and during school related transportation.

### ***A.2 METHODS TO EDUCATE, INFORM, AND COMMUNICATE***

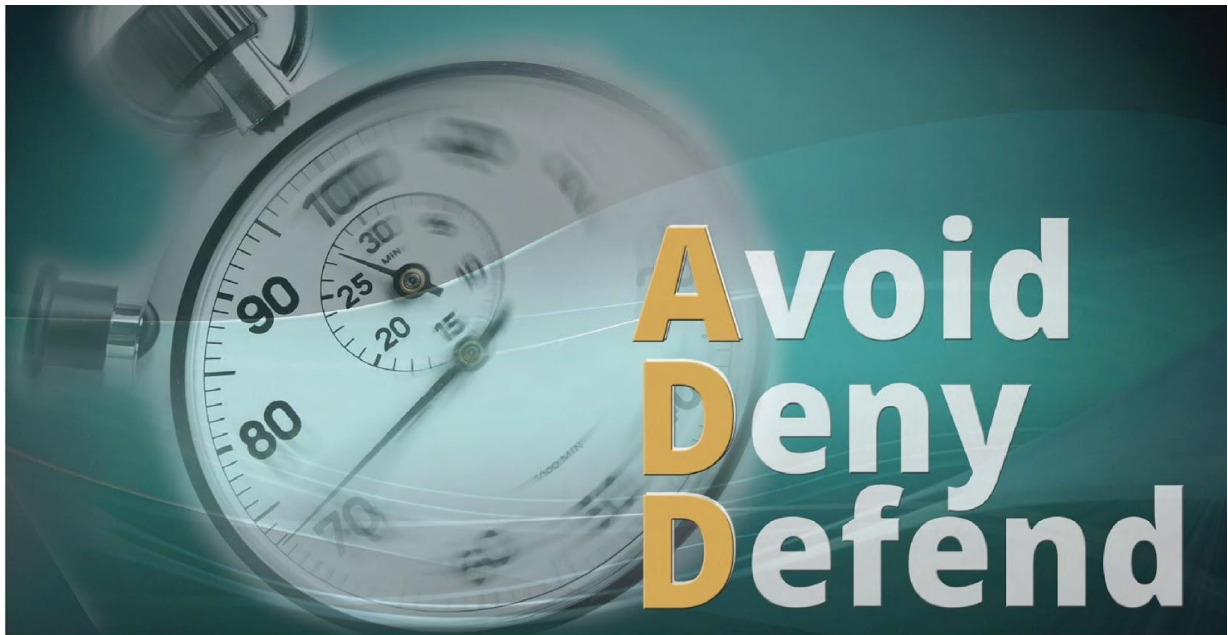
1. A district-wide crisis response plan has been developed through a committee composed of school officials, parents, community support agencies, and

- emergency services responders. The Safety Director and campus principals will be responsible for identifying appropriate staff to serve on a crisis response team at the beginning of each school year (for medical and/or emergency situations). This team will plan school activities, to mitigate hazards, and to determine that all school goals/mandates have been met
2. The Blytheville Public School System and representative schools are responsible for providing to the school communities information relevant to the basic safe school concepts found within the plans. Methods used to communicate information include Web pages, handbooks, brochures, public presentations and workshops.
  3. School discipline policies are provided to each student at the beginning of the school year. Signatures are obtained from both student and parent indicating provision of policies.
  4. Transfer students are provided school discipline policies throughout the school year at the time of registration.
  5. Students are informed within the school handbook that their person, book bags, lockers, and other belongings are subject to search based upon reasonable suspicion. Student vehicles parked on campus also fall under potential search. Legislation now allows a school resource officer to search based upon reasonable suspicion while in the presence of a school administrator.
  6. Periodic efforts are made within Blytheville Public Schools to remind students that weapons, drugs, alcohol, and tobacco are prohibited on school property at all times. Students are informed of the disciplinary consequences that result from possession and/or use.
  7. Students are informed through both written and verbal communications that school officials are required to report to law enforcement officials when they have reasonable belief that one or more of the following incidents has occurred on the campus: assault resulting in serious injury, assault involving weapon use, assault on school personnel, bomb threat, arson, death by other than natural causes, kidnapping, possession of alcohol, possession of controlled substance in violation of law, possession of firearm or explosive, possession of a weapon, rape, robbery with or without a dangerous weapon, sexual assault, sexual offense, and taking indecent liberties with a minor.
  8. Signs requiring all visitors to report to the main office are located at each campus entrance.
  9. Blytheville Public Schools has adopted and implemented the Positive Behavior and Intervention System (PBIS).
  10. All internet users are required to sign an Internet Use Agreement. The agreements are signed by student, parent/legal guardian, and teacher as well as maintained at the school with reference to updated and maintained signatures. Blytheville Public Schools emphasizes the establishment of a safe cyber environment for students.

### **A.3 STAFF DEVELOPMENT EFFORTS**

1. On an annual basis, all classroom teachers, and principals will receive a presentation and update of information regarding basic aspects of the crisis response plan, **Civilian Response to Active Shooter Encounters (C.R.A.S.E., also known as Avoid, Deny, Defend training- page 9)**, and Rave Panic Button app. An emphasis will be placed on designating their roles within the crisis plan. This presentation will be provided during the initial opening weeks of school and open to other relevant staff. Annually, the following classified staff employees will attend workshops or training sessions with emphasis on relevant issues of school safety and emergency management: bus drivers, child nutrition workers, custodians, teacher assistants, and office staff.
2. Introductory training will be offered during new teacher orientation, substitute teachers, interns, student teachers and building staff with an emphasis on response procedures during emergency situations (fire, lock down, tornado, earthquake, etc.). A training log shall be maintained by each campus office to verify the date on which each staff member was trained. Campus principals, or their designate, at each school campus will be responsible for scheduling this training.





### **Three Minutes.**

- Once notified, Law Enforcement will respond to an Active Shooter as quickly as possible.
- Response time averages about three minutes.
- Your immediate actions should be focused on maximizing your personal safety until Law Enforcement is able to stop the threat.

## **What You Do Matters.**

**A**VOID starts with your state of mind.

- Pay attention to your surroundings.
- Have an exit plan.
- Move away from the source of the threat as quickly as possible.
- The more distance and barriers between you and the threat, the better.

**D**ENY when getting away is difficult or maybe even impossible.

- Keep distance between you and the source.
- Create barriers to prevent or slow down a threat from getting to you.
- Turn the lights off.
- Remain out of sight and quiet by hiding behind large objects and silencing your phone.

**D**EFEND because you have the right to protect yourself.

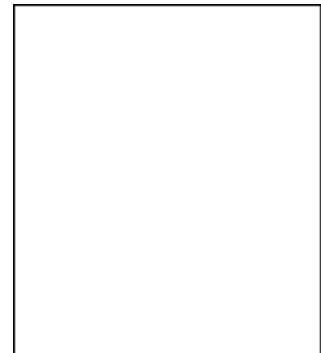
- If you cannot Avoid or Deny be prepared to defend yourself.
- Be aggressive and committed to your actions.
- Do not fight fairly. THIS IS ABOUT SURVIVAL.

**CALL 911** when you are in a safe area. Inform the 911 operator that this is an active shooter situation.

When Law Enforcement arrives,  
**SHOW YOUR HANDS AND FOLLOW COMMANDS.**



For more information: [www.AvoidDenyDefend.org](http://www.AvoidDenyDefend.org)  
Or get the free app: AvoidDenyDefend



## **A.4 POLICY INITIATIVES**

1. Blytheville Public Schools require that each student be issued a school disciplinary code of conduct at the beginning of each school year. A copy of the conduct code is issued to transfer students upon admission to the school.
2. All school employees shall report to a campus principal, assistant principal, school resource officer, or member of school security any criminal acts committed on school property as quickly as is practical for the situation. All criminal acts are required to be reported to law enforcement and to complete an incident report as soon as possible.
3. Board policies address efforts at reducing acts of bullying, sexual harassment, and hazing in addition to establishing a clear line of communication and report protocol. These procedures shall be followed by all school personnel.
4. School Board Policy has been established to define acceptable and unacceptable uses of student isolation, seclusion, and restraint. The policy also addresses both a staff procedural training requirement and a parental reporting protocol.
5. The Board of Education, within multiple policies, defines the unlawful possession and/or use of alcohol, tobacco products and controlled substances on school grounds, or at school sponsored extracurricular activities as prohibited. The policies furthermore associate violations with school discipline and law enforcement notification.
6. School administrators shall have authority to conduct reasonable searches of a student's person, lockers, vehicles, and/or other belongings within the school premises. Conditions for search validation (safety, contraband, weapons, impairment, etc.) and accompanying procedures are defined by school policy. By state law, school resource officers may conduct reasonable searches of students' person, lockers, vehicles and other belongings within the school premises without probable cause if in the presence of a school administrator and doing so for safety concerns.
7. A student threat/risk assessment shall be conducted when conditions warrant or there is reasonable suspicion that an individual's or group's behavior threatens school safety. This assessment shall include a referral to a building administrator, mental health services if necessary, school security and/or law enforcement if necessary.

## **A.5 PREVENTION/MITIGATION INITIATIVES**

1. In coordination with the Blytheville Police Department, a school resource officer has been placed within the district. This officer is readily accessible to all students and staff.
2. Blytheville Public Schools has Commissioned School Security Officers who perform similar duties as the SRO. CSSO's are stationed throughout the District. Some CSSO's are in uniform, some are not and are "plain clothed."
3. Ms. Miner now handles student attendance on behalf of the district. Her office is located at the Blytheville High School.
4. The Security Director is located at the Administration Building and is accessible to all schools.
5. Mental health professionals are available to assist students and parents with behavioral health issues that may impact school safety.
6. The Blytheville Public Schools app has a method by which bullying may be reported anonymously to school officials.

## **A.6 FIRE AND ACCIDENT PREVENTION**

1. In accordance with State law each Blytheville Public School campus will conduct a monthly fire evacuation drill in addition to completing a comprehensive inspection of the campus to document the status of fire prevention equipment and identifying potential fire hazards or obstacles for evacuation. The Safety Director will observe and evaluate drills on occasion for the purpose of planning more effective drills and future school safety activities.
2. Each Blytheville Public Schools campus will conduct two earthquake drills, six lock down drills and four tornado drills during the school year. The Safety Director will designate in which months that these drills will take place.
3. On an annual basis, the Maintenance Department will provide training to school-based and system-wide maintenance staff and custodians focused on safety including proper lifting techniques, use of chemical agents (insecticides, cleaners, etc.), fire extinguisher use, and equipment uses, and new policies/procedures which have been adopted since the previous training.
4. Blytheville Public Schools follows OSHA protocols for proper chemical storage and functional eye wash stations within science labs at the middle and high schools.

## **A.7 PHYSICAL SECURITY AND SAFETY PROCEDURES**

1. A video security system, consisting of cameras currently placed within the high school, middle school, elementary, and primary campus has been designed. System access will be secured and access will be provided to potential first responder agencies in the event of an emergency.
2. A blueprint of all campuses within the Blytheville Public School System has been developed. The design includes safety factors such as the location of emergency utility cutoffs to accommodate first responders. Campus map & utility access information has been provided to the Mississippi County 911 center in order to assist with the Rave Panic Button app.
3. Signs directing visitors to check in with campus welcome centers are posted at all main entrance doors at every Blytheville Public School campus.
4. Students and staff at the high school are issued numbered decals for parked campus vehicles during the registration process each school year.
5. The Blytheville Police Department may bring a K-9 officer to campus for presentations to students, assistance with contraband, or search purposes if necessary.
6. All employees of Blytheville Public Schools are required to wear standardized photo identification badges.
7. An emphasis has been established by administrators in all schools to ensure that doors to classrooms, offices, closets, and other utilized spaces will be locked when not occupied or in use.
8. Blytheville Public School's construction criteria places the highest priority on addressing facilities containing progressively deteriorating conditions which, if not corrected, could result in safety concerns. This criteria is strictly followed during the annual evaluation process of capital requests, and is monitored by the Arkansas Department of Education.
9. Board policy provides the system's technology department to monitor internet traffic when accessed through school computers, Chromebooks, internet access, email, etc. Electronic items, school email, or internet access may be searched for specified violations of policy when reasonable cause is provided. Prohibited activities include usage of profanity and downloaded sites for pornography, hate groups, gang activity and weapon or bomb making instructions. A filtering system for internet activity has prohibited access to such sites while using school provided email, internet, etc.
10. Each school has established procedures restricting unauthorized access into buildings throughout the school day by maintaining specified doors to be locked when not in use.
11. All members of each school's Crisis Response Team are encouraged to take free training in CPR, AED, First Aid (training is typically offered within the District on a periodic basis when available), and other skills that can be used until First Responders arrive. A list of all personnel certified in these skills shall be maintained by the campus nurse.

## **B. PREPAREDNESS**

After completing the mitigation and prevention phase, school officials must take steps to prepare the school community for potential disasters, emergencies, or other threats. This is the preparedness stage.

Crises have the potential to affect every student and staff member in a school building. Despite everyone's best efforts at crisis prevention, it is a certainty that crises will occur in schools. Good planning will facilitate to a rapid, coordinated effective response when a crisis occurs. Being well prepared involves an investment of time and resources. The potential to reduce injury and save lives is well worth the effort.

Every school campus shall practice all scheduled emergency preparedness drills every month, and shall familiarize with the District Crisis Plan to prepare for emergency events.

### ***B.1. PREPAREDNESS PHASE***

**Preparedness:** Actions or steps taken to appropriately and quickly respond to a crisis or emergency including the development of protocols and policies that coincide with identified potential hazards.

When emergency situations occur within the District, Blytheville Public Schools administrators, teachers, school security, para-professionals, etc. shall cooperate with first responders. Further, Blytheville Public Schools personnel shall assist first responders to efficiently manage emergencies within the District, particularly when the incident requires a multi-agency response (police, fire, county, state, etc.). A method called the Incident Command System (ICS), has proven to be useful in managing small emergencies as well as catastrophic disasters. The Federal Emergency Management Agency (FEMA) and many state, county, and city emergency management agencies have adopted ICS as the preferred method of managing multi-agency responses.

## ***B.2. USING THE INCIDENT COMMAND SYSTEM***

The Incident Command System (ICS) provides a framework for operations, resource management, communications and information management, support, and incident management for the life cycle of an incident. The ICS structure provides response flexibility, common terminology, integrated communications, a manageable span of control, and accountability. ICS also provides for a smooth transition of command and tasks, which prevent “turf battles” and miscommunication, which can cost valuable time during an emergency. If the Incident Command System is deemed necessary for use, it will be coordinated through the Mississippi County Office of Emergency Management Director. For more information about the Incident Command System, please refer to the United States Department of Homeland Security website at: <https://www.fema.gov/incident-command-system-resources>

## ***B.3. EMERGENCY RESPONSE KITS***

Each Blytheville Public School campus will develop and maintain a minimum of two emergency response kits. Placement location(s) shall be determined by the school nurse and should allow for quick access. The campus principal, or designate is responsible for periodically updating student information including current medical alerts.

The following items are designated as mandatory for inclusion in all emergency response kits:

- Copies of the Blytheville Public School District Crisis Plan.
- Laminated campus floor plans with designated buildings and classroom numbers (if any campus administrator, school nurse, or member of emergency response team needs a copy, please contact the Director of Safety, or IT Network Manager).
- 1 Trauma Medical Kit (includes trauma bandages, tactical emergency tourniquets, supplies for puncture wounds, etc.). A kit has been provided for each campus by the Director of Safety. Please have the campus nurse routinely check the Trauma Medical Kit and notify the Director of Safety if any items need to be replaced.

## **B.4. COMMUNICATIONS**

The ability to communicate during an emergency event is a primary and critical component to efficient and effective response. The following methods of communication are represented with the emergency response mechanism for the Blytheville Public Schools:

The Rapid Notification Service – Coordinated through the Technology Department, this system delivers phone notification to parents/guardians within a brief time period as a means of emergency communication. The system also has multilingual capabilities.

Two-way handheld radio devices are located within all buildings. The device allows communication between the school campuses, service center, and administration building.

The Safety Director also has access to Emergency Management channels in order to communicate directly with law enforcement.

Rave Panic Button app is available to all campus administrators, teachers, designated para professionals, campus security, and school resource officers. For more information please visit Rave Mobile Safety's website at:  
<https://www.ravemobilesafety.com/panic-button>

The Blytheville Public Schools website will shall contain a link devoted to school safety information which includes a general overview of the District Crisis Plan and contact information numbers.

School bus communication has been established between the Department of Transportation and each bus within the fleet through placement of a two-way radio within the driver's cab area. Each bus driver has the capability of contacting someone for assistance.

## **C. RESPONSE**

In the response phase of emergency management, school and community officials work together to design protocols that outline the responses to be taken when a disaster/emergency happens.

During a crisis is the time to follow the crisis plan, not to make a plan from scratch. This section summarizes some of the major recommendations gathered from experienced practitioners and other experts about points to remember when called on to implement your crisis plan.

### ***C.1. RESPONSE PHASE***

Response includes direct actions taken to provide emergency assistance, save lives, minimize property damage, and speed recovery immediately following a disaster.

In the response phase of emergency management, Blytheville Public Schools and community officials have worked together to design protocols that outline the responses to be taken when a disaster or emergency strikes. When an emergency occurs in or near a school, public safety and health care officials must respond immediately but with careful planning to address the needs of children and school staff. Because emergencies in schools have complex ramifications, it is essential for schools to implement a comprehensive approach in response that takes into account the ages and mental health of students as well as their physical abilities and limitations.

Blytheville Public Schools has worked closely with local emergency responders to ensure mutual understanding of their respective roles and responsibilities in an emergency. Toward that goal, agreements that clearly delineate protocols, expectations, and roles have been developed (defined within Civilian Response to Active Shooter Events training).

Effective school safety plans must also be school-centered, integrating the distinct needs of each individual school with the support available from our system and surrounding community. For schools to meet their individual needs, each Blytheville Public School shall have a unique Crisis Response Plan (recommended shelter areas, bus loading/unloading, fire evacuation routes, etc.), and shall be maintained by the campus administrator, or his/her designate. The contents of the Crisis Response Plan should be reevaluated and updated on an annual basis (in the same manner as the district-wide Blytheville Public Schools Crisis Plan).



## **C.2. EMERGENCY CONTACT LIST**

**Note:** a school-specific emergency contact list must be updated at least once per semester, and maintained in the main office.

## **C.3. MEDIA**

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school, interference with emergency response, and increased civil liability.

### **Principal Response**

- ☐ Emphasize to staff that any release of information to the media will be coordinated through the Principal. Before releasing information to the media, contact the Superintendent's Office.
- ☐ Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
- ☐ Information should only be released at designated media staging areas. This tends to reduce attempts by media personnel to resort to unethical tactics to gain information or access to school facilities.
- ☐ Do not provide any information "off the record."
- ☐ Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media.
- ☐ Consider all electronic equipment active at all times. Beware of "hot mikes." Television reporters will sometimes leave cameras turned on and record people when they think that they are only engaged in casual conversation with reporters.
- ☐ Before releasing any information, consider whether you can legally do so. Be particularly careful about releasing identifying information that conflicts with FERPA or HIPAA regulations.
- ☐ Do not authorize interviews with juveniles without specific parental permission. If interviews are granted, monitor them.
- ☐ Jot down notes before doing an interview.
- ☐ If a news release is necessary, contact the Superintendent's Office for assistance and official release.

### **Staff Response**

- ☐ Do not make any statements to media personnel during or after a critical event without the expressed permission of the Principal.

- ☐ Refer all media inquiries to the Principal, his/her designee, or the Media Staging area.
- ☐ Notify the Principal whenever a media representative contacts you.

### **C.3.1 Media Staging Area**

Media communications will be facilitated through the Superintendent at the media staging area.

The main media staging area is listed below but is subject to change.

**Media Center**  
**Blytheville School District Service Center**  
**3933 E. State Highway 18 (Exit 67)**  
**Blytheville, AR 72315**  
**870-763-0551**

## ***C.4. BASIC RESPONSE TO ALL SCHOOL EMERGENCIES***

Although each incident is unique, the following checklist provides general actions to consider and/or implement when facing an emergency on campus. Specific situations are covered in more detail in the incident protocols.

### **Principal Response**

- ☐ Take a deep breath, don't panic, and verify the information you have.
- ☐ Determine whether to call 911, determine what level of response is warranted prior to calling 911.
- ☐ If you have access to the Rave Panic Button app, activate it if 911 is needed.
- ☐ If necessary, consider your Avoid, Deny, Defend training (page 9).
- ☐ Contact the Safety Director and report the incident.
- ☐ Contact the Superintendent's Office and report the incident and the level of appropriate response.
- ☐ Activate the campus Crisis Response Team, if necessary, using the procedures in your school's Crisis Response Plan.

Assign duties as needed:

- a. Safety Officer (SRO, CSSO) (overall safety conditions of the campus)
- b. Public Information Officer (media relations, contact)
- c. Liaison Officer (coordinates with outside agencies)

- d. Planning coordinator (incident logs, evaluate the information)
- e. Operations coordinator (student accounting and release, facilities, medical, Response and Recovery Phase operations, food and water)
- f. Logistics coordinator (communications and supplies)

Set up an initial Incident Command Post for communication and emergency management services. Bring the “Emergency Response Kit” and the incident protocols to the Incident Command Post.

#### **After the first responders have arrived:**

- ☐ Hold a mandatory emergency staff meeting:
  - o Principal - Advise the staff of the known facts.
  - o Use the Recovery Phase plan to support the concerns and emotions of the staff, and to identify resources available to teachers and students.
  - o Provide classroom assistance if needed.
  - o Outline the schedule for the day, and modify the schedule as needed.
- ☐ Establish contact with parents / family members of affected students according to the Recovery Phase plan, to offer support and to determine needed assistance.
- ☐ Principal – In coordination with the District Superintendent, prepare a formal statement or announcement to the students, parents, and media. Determine if the Phone Notification System’s use is warranted.
- ☐ Expand, contract, or deactivate the Incident Command System as necessary.

#### **Initial Staff Response**

- ☐ Remain calm. Avoid appearing anxious or frightened.
- ☐ Maintain student safety.
- ☐ If necessary, consider your Avoid, Deny, Defend training (page 9).
- ☐ Follow the determined response protocol and administrative directives.
- ☐ Let children know that it is okay to feel upset.
- ☐ Keep your explanations developmentally appropriate.
- ☐ Refer children who exhibit extreme anxiety, fear or anger to mental health counselors and administrators in the school.

## **D. GENERAL/FUNCTIONAL PROTOCOLS**

**Note:** Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school. A laminated copy of each protocol should be placed in the Safe School Plan for the school.

General / Functional Procedures are a set of clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the Principal, or Safety Director (or designee if both are unavailable or directly involved in the incident) as Incident Commander, will decide which General / Functional Procedure to implement.

There are eight General / Functional Emergency Procedures:

- D.1 Resumption of Normal Activities
- D.2 Perimeter Lockdown
- D.3 Full Lockdown
- D.4 Evacuation – Bomb Threat or Non-Fire Situation
- D.5 Evacuation – Fire
- D.6 Remote Evacuation and Family Reunification
- D.7 Reverse Evacuation

## ***D.1. Resumption of Normal Activities***

**Definition:** This code and protocols are used to return students and staff to the building after an evacuation or to resume normal activities following a lockdown or shelter in place once it is determined that potential danger has passed.

**Alert Signal:** (If Campus is in a lockdown all doors must be physically unlocked.) Administrators will announce by bullhorn, runners or via the public address system of “All teachers and staff. Please resume normal activities at this time.”

### **Principal Response**

- ☐ After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Perimeter Lockdown is required until the situation is stabilized. If they are not already activated, activate the appropriate crisis teams.
- ☐ Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
- ☐ Notify the Superintendent’s office if you resume normal activities.
- ☐ The Principal may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children.

### **Staff Response**

- ☐ Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion.
- ☐ Upon reaching their assigned area, normal activities should be resumed.

## ***D.2. Perimeter Lockdown***

**Definition:** A perimeter lockdown is a means to rapidly enhance the level of security in the facility. By locking all exterior doors and main interior doors, staff can make it more difficult for an intruder in the building or a dangerous person in the vicinity of the facility to gain access to staff and students. This type of lockdown does, however, allow staff and students to continue with productive activities in a limited fashion.

**Alert Signal:** Announcement over the public address system, “All staff – Perimeter lockdown is in effect at this time.”

### **Principal Response**

- ☐ If you encounter an intruder, active shooter, etc. contact 911 as soon as possible (for those who have the Rave Panic Button app, activate it).
- ☐ Make an announcement to implement the lockdown.
- ☐ If/when possible, activate the crisis response team (call Safety Director).
- ☐ If/when possible, notify the Superintendent’s office of the situation requiring a lockdown. Notify the Transportation Department to stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol.
- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ Verify that all exterior doors have been secured.
- ☐ Verify that all main interior doors have been secured.
- ☐ Turn all school bells off. Classroom instruction may continue.
- ☐ Brief staff as quickly as it is safe to do so. Staff may be notified in person, via intercom, by phone, or by e-mail.
- ☐ Once the situation is resolved, implement the resume normal activities protocol. The Principal may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. The administration may find it appropriate to send a brief letter home to inform parents of the actions that were taken or utilize the Phone Notification System to convey a similar communication.

## **Staff Response**

- ☐ If you encounter an intruder, active shooter, etc., contact 911 as soon as possible (if you are a designated end user of the Rave Panic Button app, activate it).
- ☐ Make sure designated entrance points to the building near your location are locked immediately.
- ☐ If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
- ☐ If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ Continue with normal activities as much as the situation allows.
- ☐ If students or staff have a need to move about in the building, obtain permission first from the Principal or designee.
- ☐ Be prepared to implement rapidly an emergency evacuation or Full Lockdown if directed to do so.

### ***D.3. Full Lockdown***

**Definition:** A Full Lockdown is a response to an actual emergency situation. This type of lockdown is used to enhance dramatically and rapidly the level of security in the facility. This type of lockdown further requires that all staff and students seek as much physical safety from physical assault as possible by using barriers to sight as well as physical barriers.

**Alert Signal:** Announcement over the public address system, “**All staff – Full Lockdown in effect at this time.**”

#### **Principal Response**

- ☐ If you encounter an intruder, active shooter, etc. contact 911 as soon as possible (for those who have the Rave Panic Button app, activate it).
- ☐ Make an announcement to implement the lockdown. Activate the crisis response team.
- ☐ If/when possible, activate the crisis response team (call Safety Director).
- ☐ If/when possible, notify the Superintendent’s office of the situation requiring a lockdown. Notify the Transportation Department to stop any inbound buses and/or make preparations to support you in the event you need to implement the family reunification protocol.
- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ As soon as it is safe to do so, verify that all exterior doors have been secured.
- ☐ As soon as it is safe to do so, verify that all main interior doors have been secured.
- ☐ Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone or by e-mail.
- ☐ Once the situation is resolved, implement the Resume Normal Activities or Perimeter Lockdown protocol as appropriate for the situation. The Principal may wish to inform staff members of the reason the lockdown was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. The administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken or utilize the Phone Notification System to convey a similar communication.



## Staff Response

- ☐ If you encounter an intruder, active shooter, etc., contact 911 as soon as possible (if you are a designated end user of the Rave Panic Button app, activate it).
- ☐ If you are located in an area with a lockable door lock the door. Do not let anyone from outside of your room in.
- ☐ If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
- ☐ If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ Direct students to turn off cellular phones.
- ☐ Do not open the door for people claiming to be public safety personnel.
- ☐ Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.
- ☐ Remain in place until your door is unlocked by a staff member.
- ☐ Implement the ADD protocol. Avoid, Deny, and Defend (covered during orientation)

#### ***D.4. Evacuation – Bomb Threat or Non-Fire Situation***

**Definition:** This evacuation is used for any emergency evacuation not related to a fire incident.

**Alert Signal:** Announcement over the public address system “All staff initiate an emergency evacuation. Please sweep all routes and the site.”

##### **Principal Response**

- ☐ Notify appropriate public safety agencies of the situation (consider whether the Rave Panic Button app is needed, if so, please activate).
- ☐ Notify the Superintendent’s office and the Safety Director.
- ☐ Activate the crisis response team (Safety Director will assist with this process after being notified).
- ☐ If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
- ☐ Announce evacuation.
- ☐ Sweep the facility for students and adults who may not have been able to evacuate the building if it is safe for you to do so.
- ☐ Ensure that the emergency evacuation kits are taken from the building and transported to the evacuation site.
- ☐ Leave the building, report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents.
- ☐ Report to the evacuation site. Check to ensure that all students and staff are at the site and appraise the situation.
- ☐ The decision whether to implement the family reunification process will be made in consultation with the Superintendent. The reunification process will be conducted in conjunction with the Transportation Department.
- ☐ If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

**Staff Response:**

- ☐ Conduct a brief but complete scan of your classroom or work area looking for any suspicious packages. If none are observed, make a slash ( / ) across the outside surface of the door with masking or duct tape. If any suspicious items or packages are noted, leave a brief note on the outside of the door that describes the object of concern.
- ☐ Direct students to turn off cellular phones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can trigger explosive devices in some instances and can result in loss of control of the situation.
- ☐ Gather all students and visitors in your area of responsibility and evacuate using the route and site designated by the principal or designee.
- ☐ Ensure that all special needs persons are provided assistance by their designees.
- ☐ Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation; adjust your evacuation route and attempt to notify the principal or appropriate public safety officials.
- ☐ Once you reach the designated evacuation site, determine that all students are present. Provide the name(s) of any missing student(s) to the administration. Use of the color coded card system is encouraged (red card if any students are missing, or if a teacher has a student that is not his/hers, green card if all students are accounted for).
- ☐ Remain alert to potential dangers in the area and properly supervise students under your care.
- ☐ Do not attempt to reenter the facility unless the principal or his or her designee directs you to do so.
- ☐ Do not use portable phones unless a significant emergency situation exists (such as a person with a serious injury or some dangerous condition that must be reported immediately).

## **D.5. Evacuation – Fire**

**Alert Signal:** Fire alarm

### **Principal Response**

- ☐ Sound fire alarm and activate the crisis response team.
- ☐ Notify the local fire department (quickest, preferred method is the Rave Panic Button app).
- ☐ Notify the Superintendent's office and Safety Director.
- ☐ Ensure that the emergency response kits are taken from the building and transported to the evacuation site.
- ☐ In areas where it is safe to do so, sweep the facility for students and adults who may not have been able to evacuate.
- ☐ Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents.
- ☐ Report to the evacuation site. Check to ensure that all students and staff are at the site and appraise the situation.
- ☐ The decision whether to implement the family reunification process will be made in consultation with the Superintendent. The reunification process will be conducted in conjunction with the Transportation Department.

### **Staff Response**

- ☐ Gather all students and visitors in your area of responsibility to evacuate according to the fire evacuation plan.
- ☐ Ensure that special needs persons in the immediate area are provided assistance by designees.
- ☐ If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
- ☐ During the evacuation, remain alert to any potential hazards in the area. Hazards may exist due to vehicular traffic, dangerous individuals or other situations.
- ☐ Once evacuees have reached the evacuation site, determine that all students are present. Utilize the color coded card system. Provide the name(s) of any missing student(s) to the Principal or his/her designee.
- ☐ Remain alert to potential dangers in the area and properly supervise students under your care.

## ***D.6. Remote Evacuation and Family Reunification***

**Definition:** This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members.

**Alert Signal:** Announcement over the public address system “All staff initiate an emergency evacuation at this time. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location.”

### **Principal Response**

- ☐ Notify the Superintendent of your recommendation to implement the family reunification protocol. The reunification site location will be determined at this time.
- ☐ Activate the crisis response team (call the Safety Director and he/she will assist with this process).
- ☐ Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate an emergency evacuation. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location.”
- ☐ In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, law enforcement personnel will conduct the evacuation room by room.
- ☐ Designate a staff member to serve as your representative at the family reunification center. Instruct him or her to take along student information from the office of the affected campus.

### **Service Center Response**

- ☐ The Transportation Department will be notified to implement the system of evacuation to the designated site.
- ☐ Communication will be initiated between emergency management agencies and the school system using the assigned two-way communication devices.

### **Staff Response**

- ☐ Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.
- ☐ Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
- ☐ Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

## ***D.7. Reverse Evacuation***

**Definition:** This code and protocols are used to return students and staff to the building if it is determined that conditions inside the building are safer than outside. A Reverse Evacuation can also be combined with a Perimeter or Full Lockdown after an evacuation or shelter in place if the Incident Commander determines that there is danger to students who have been evacuated and that evacuees should be returned to the building and locked down.

**Alert Signal:** Announcements by bullhorn, runners or via the public address system of “All teachers and staff implement the Reverse Evacuation and Full Lockdown Immediately.”

### **Principal Response**

- ☐ Notify the Superintendent’s office.
- ☐ After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a Perimeter Lockdown is required until the situation is stabilized. If they are not already activated, activate the crisis team.
- ☐ Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
- ☐ The Principal may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken or utilize the phone notification system to convey a similar communication.
- ☐ Notify the Superintendent’s office if you resume normal activities.

## **E. MAN-MADE SITUATION PROTOCOLS**

**Note:** Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school. A laminated copy of each protocol should be placed in the Safe School Plan for the school.

Man-Made Situation Protocols utilize the General / Functional Protocols, but add elements to meet the demands of a specific situation. When an emergency begins, the Principal (or designee if the Principal is unavailable or directly involved in the incident) as Incident Commander, will decide which procedure to implement.

There are eight Man-Made Situations protocols:

- E.1 Intruder / Suspicious Person
- E.2 Disruptive / Unruly Person
- E.3 Kidnapping / Missing Child
- E.4 Weapons Use
- E.5 Hostage Situation
- E.6 Sexual Assault
- E.7 Bomb Threats / Suspicious Packages
- E.8 Bus Accident

## ***E.1 Intruder/Suspicious Person***

**Definition:** An intruder or suspicious person or person(s) are those who enter the grounds or building and do not appear to have a legitimate purpose for being present.

**Alert Signal:** “All staff – Perimeter lockdown in effect at this time” (if a lockdown is deemed to be appropriate).

### **Principal Response**

- ☐ Obtain a description of the intruder(s) and any suspicious actions he has shown.
- ☐ Determine if a lockdown is appropriate. Announce a Perimeter Lockdown if a lockdown is desired.
- ☐ If 911 needs to be contacted, do so immediately (if possible, use the Rave Panic Button app).
- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ Contact the district Safety Director and SRO. Provide the Safety Director and SRO with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
- ☐ Upon arrival, coordinate actions with the law enforcement official. Work with, and if necessary, comply with law enforcement’s commands until the situation has been resolved.
- ☐ Notify the Superintendent’s office.
- ☐ Brief staff on the outcome of the situation as soon as it is resolved. Staff Response
- ☐ Direct students into areas that can be secured.
- ☐ Secure doors and exterior windows (if a lockdown is announced).
- ☐ Do not allow students under your supervision to leave a secure area without approval from the Principal.
- ☐ Communicate with the Principal or office staff if you have pertinent information (use the intercom, e-mail, radio or telephone as available).
- ☐ Attempt to calm students under your care.
- ☐ Do not attempt to approach suspicious persons.

## ***E.2 Disruptive/Unruly Person***

**Definition:** A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

**Alert Signal:** “All staff – Perimeter lockdown in effect at this time” (if a lockdown is deemed to be appropriate).

### **Principal Response**

- ☐ Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior. Determine if a lockdown is appropriate to keep the situation from escalating to other parts of the facility. Announce a Perimeter Lockdown if a lockdown is desired.
- ☐ If 911 needs to be contacted, do so immediately (if possible, use the Rave Panic Button app).
- ☐



- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter.
- ☐ Consider potential escape routes for yourself, students and staff in the event the individual(s) become combative.
- ☐ Contact the District Safety Director and SRO. Provide them with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons.
- ☐ Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
- ☐ Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
- ☐ Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
- ☐ Upon arrival, coordinate actions with the law enforcement official. Follow commands given by law enforcement officials until the situation has been resolved.
- ☐ Notify the Superintendent's office as soon as possible.
- ☐ Brief staff on the outcome of the situation as soon as it is resolved.

### **Staff Response**

- ☐ Notify the office of your situation by the best and safest available means.
- ☐ If 911 needs to be contacted, do so immediately. If you have been designated as an end user of the Rave Panic Button app, activate it if 911 needs to be contacted.
- ☐ Instruct students to move away from the unruly individual(s)/area.
- ☐ Speak in a calm and firm voice.
- ☐ If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter.
- ☐ Consider potential escape routes for yourself and students in the event the individual(s) become combative.
- ☐ Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify the office immediately and evacuate all students to a safe area and follow lockdown procedures.
- ☐ Consider your Avoid, Deny, Defend training (page 71).
- ☐ If/when law enforcement arrives, follow their commands until the situation has been resolved.

## ***E.3 Kidnapping/Missing Child***

**Definition:** A kidnapping or missing child situation is one in which indications are such that a student who should be at the facility has run away from home, is lost or has been abducted.

**Alert Signal:** None, unless a precautionary lockdown is deemed to be appropriate by the Principal. In the event a lockdown is deemed to be appropriate, a Perimeter Lockdown shall be announced over the intercom system. If there is any indication that an abduction may be about to occur, a Full Lockdown should be implemented. Staff should be notified by runners and requested to search their area(s) of responsibility.

### **Principal Response**

- ☐ Contact the parent or guardian and obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
- ☐ If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, notify the district Safety Director and SRO.
- ☐ If there is any indication that an abduction has occurred or is about to take place, announce a Perimeter or Full Lockdown as appropriate to the situation.
- ☐ Notify the Superintendent's office.
- ☐ Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to monitor them carefully.
- ☐ Provide information for staff as appropriate.
- ☐ Assist law enforcement with the investigation.

### **Staff Response**

- ☐ If a lockdown is announced, follow procedures.
- ☐ Each staff member should carefully search his or her area of responsibility for the missing child(ren). Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets and storage containers.
- ☐ Staff members should advise the Principal of the results of the search as soon as the search is completed.

## ***E.4. Weapons Use***

**Definition:** Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property.

**Alert Signal:** Full lockdown or emergency non-fire evacuation as deemed appropriate

### **Principal Response**

- ☐ Make a rapid assessment of the situation and determine whether a Full Lockdown or an emergency evacuation is the safest probable course of action. Notify staff of the lockdown or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.

- ☐ Call 911 (preferably, use the Rave Panic Button app) and request law enforcement response if an SRO is not located on campus. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
- ☐ Consider your Avoid, Deny, Defend training (page 71).
- ☐ Contact the District Safety Director as soon as possible.
- ☐ If conditions allow, activate the crisis response team (Safety Director will assist with this).
- ☐ As safely as possible, see that staff carry out steps listed in the “Staff Response” section. If possible, maintain office to classroom communications.
- ☐ As soon as possible, establish communication with the Superintendent’s office.
- ☐ Determine if the family reunification protocol should be recommended. If the decision is made to do so, implement the family reunification protocol.
- ☐ Implement the media protocol. Direct any release of information through the Director of Communications.

### **Staff Response**

- ☐ Follow Full Lockdown or emergency evacuation protocol as directed. If you witness a weapons use incident, follow the most suitable procedure (lockdown or evacuation from the area) and notify the Principal as rapidly and safely as possible. If you have been designated as an end user of the Rave Panic Button app, activate it.
- ☐ Consider your Avoid, Deny, Defend training (page 71).
- ☐ When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the Principal or responding public safety officials.
- ☐ It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger.
- ☐ If the weapon(s) have been dropped or discarded, secure the area where it is located. Notify the Principal or responding public safety personnel. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence.
- ☐ Remember that there may be hazards from blood or other bodily fluids at the scene.

### ***E.5. Hostage Situation***

**Special Note:** During an actual hostage taking, those taken hostage should not attempt to retrieve the emergency operations plan since the plan could be useful to hostage-takers. Staff should instead become well versed on this section of the plan.

**Definition:** A hostage situation is one in which one or more individuals uses a weapon, the threat of a weapon or the threat of violence to hold or move persons against their will.

**Alert Signal:** Announce over the intercom a Full Lockdown or non-fire evacuation. Notify in person if it is safe to do so.

## **Principal Response**

### **If you are not among those taken hostage:**

- ☐ Determine whether a lockdown or non-fire evacuation is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information.
- ☐ Call 911 if an SRO is not present and report the situation. Provide as much information as possible.
- ☐ Consider your Avoid, Deny, Defend training (page 9).
- ☐ Contact the District Safety Director.
- ☐ Notify the Superintendent's office.
- ☐ If you are able to evacuate the building, take the emergency evacuation kit with you and notify the first law enforcement officer you encounter of the situation and of the contents of the kit.
- ☐ Do not interact with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
- ☐ Evaluate the practicality of recommending the family reunification protocol in consult with the Superintendent. Upon the decision to do so, implement the protocol.

### ***If you are among those taken hostage:***

- ☐ Do not attempt to negotiate with a hostage-taker.
- ☐ Do not make suggestions to a hostage-taker. You may be blamed for resulting problems.
- ☐ Try to remain calm and keep the students under your care as calm and quiet as possible.
- ☐ Ask permission from the hostage-taker(s) prior to taking any action.
- ☐ Try not to make any unexpected or sudden movements.
- ☐ Follow instructions given by responding public safety officials.
- ☐ Do not point out law enforcement officers if you become aware of their presence.
- ☐ If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.

## **E.6. Sexual Assault**

**Definition:** A sexual assault is any crime of a sexual nature.

**Alert Signal:** None

### **Principal Response**

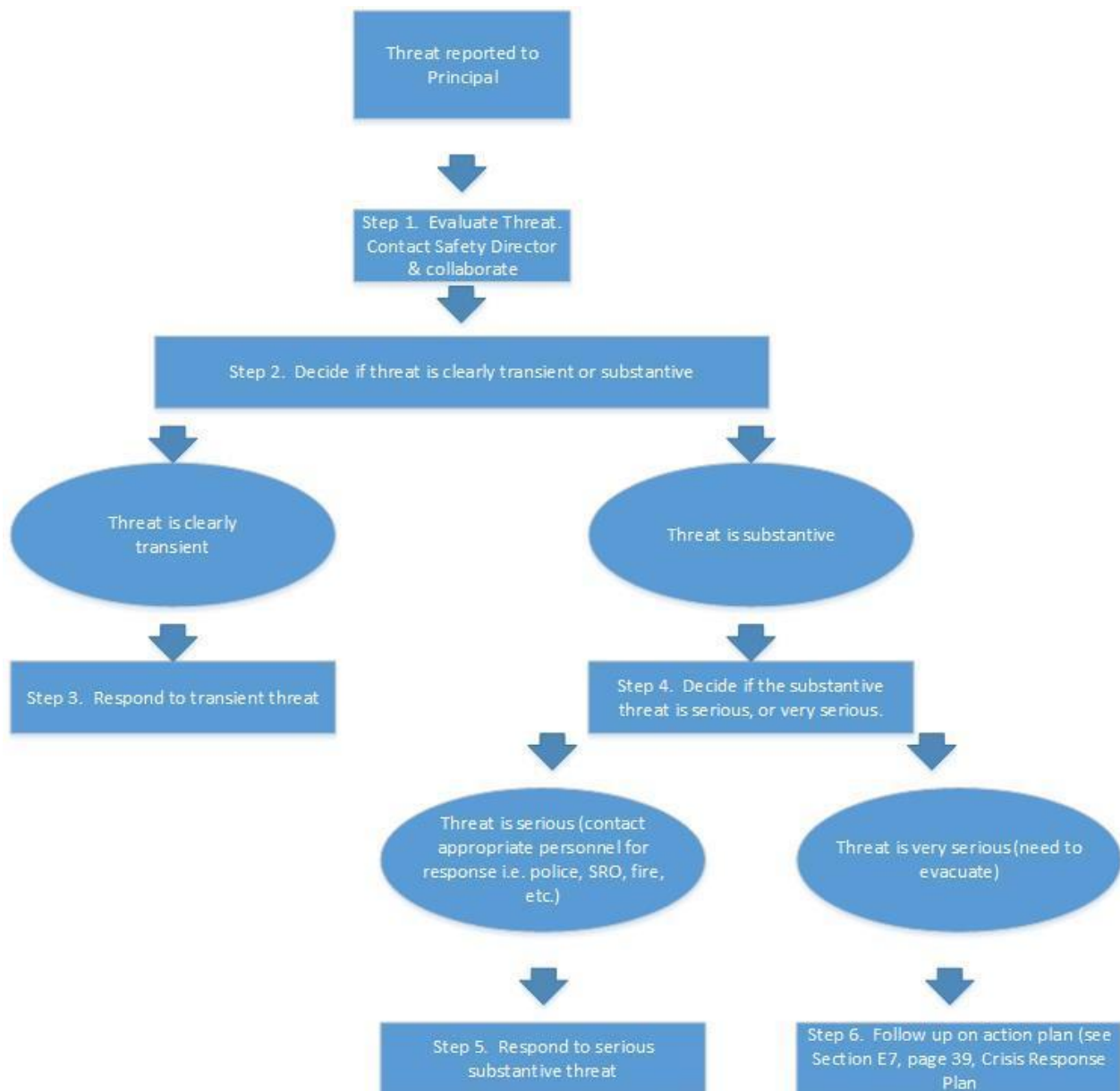
- ☐ Contact the district Safety Director and SRO or, if unable to immediately access, call 911.
- ☐ Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
- ☐ Attempt to provide the victim with privacy.
- ☐ Secure the crime scene.
- ☐ Contact the parent or legal guardian.
- ☐ Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.
- ☐ Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
- ☐ Keep reported victim(s), suspect(s) and witnesses separated.
- ☐ Assist public safety officials as requested.
- ☐ Notify the Superintendent's office.
- ☐ Implement media protocol, if needed.

### **Staff Response**

- ☐ Notify Principal.
- ☐ Attempt to dissuade the victim from washing, cleaning up or use of the rest room, if possible.
- ☐ Attempt to provide the victim with privacy.
- ☐ Secure the crime scene.
- ☐ Do not release the victim's identity to anyone other than the Principal or law enforcement officials.
- ☐ Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
- ☐ Assist public safety officials as requested.

## ***E.7. Bomb Threats/Suspicious Packages***

**Definition:** A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.



**Principal Response:**

- ☐ Upon receipt of a bomb threat, the Principal should contact the district Safety Director and SRO or if inaccessible, call 911.
- ☐ If a threat has been received by phone, provide the completed bomb threat checklist (Appendix F.7a) to the first law enforcement officer to arrive on the scene.
- ☐ Make sure that call tracing procedures have been implemented (keep the phone that the call was received on off the hook so that the call can be traced – if another call comes in afterward this is no longer possible).
- ☐ Notify staff to sweep and evacuate make public address announcement: “All staff initiate an emergency evacuation in effect at this time, evacuate to site. Please sweep all routes and the site.” If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.
- ☐ Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
- ☐ Remind staff members and students to turn off cellular or digital phones or portable radios unless a life-threatening emergency exists.
- ☐ Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
- ☐ Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
- ☐ Contact the Superintendent’s office.
- ☐ Consult with public safety officials before authorizing evacuees to return to the facility.

**Staff Response**

- ☐ Staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
- ☐ If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.
- ☐ If any suspicious items are noted, they should not be disturbed and the staff member should notify the Principal or designee upon evacuation from the area.
- ☐ The staff member should then follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.
- ☐ Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

**Alert Signal:** Announcement over the public address system “All staff initiate an emergency evacuation in effect at this time, evacuate to site. Please sweep all routes and the site.”

### **E.7.(A). Bomb Threat Checklist**

Directions: When a bomb threat is received by telephone, fill out this form as soon as possible, if not during the phone call. One common practice is to keep a copy of this checklist near phones that accept incoming calls at the school and Admin office. After a bomb threat is made, the receiving phone should be left off the hook to preserve traceability of the call.

Call taken by: \_\_\_\_\_ Time: \_\_\_\_\_ A.M./P.M. Date: \_\_\_\_\_

Caller Information: Caller ID: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Any identifying information on the caller (name, address, nickname, etc.):  
\_\_\_\_\_

Male	Female	Senior Citizen
Child	Adolescent	Adult

Place a check next to any of these characteristics that applied to the caller's voice:

Loud	Fast	Slurred	Raspy
Soft	Slow	Lisps	Laughing
High	Garbled	Vulgar	Reading
Low	Stutters	Nasal	Deliberate

Was there an accent? (elaborate if possible): \_\_\_\_\_

What was the manner of speech of the caller? \_\_\_\_\_

Rational Irrational Polite

Was the caller emotional? If so, please elaborate: \_\_\_\_\_

Describe any background noise you heard: \_\_\_\_\_

Bomb Location: \_\_\_\_\_

Time Bomb will Detonate: \_\_\_\_\_

Additional Information: \_\_\_\_\_  
\_\_\_\_\_

### **E.8. Bus Accident**



**Definition:** Response to a bus (regular or activity) accident is initiated through a call from the driver to the Transportation Department. All buses contain radio communications. In the event of the driver's incapacitation, the school system's response may be initiated through first responder communication.

**Principal Response:**

- ☐ A list of all students transported on the bus at the time of the accident is developed initially by the bus driver.
- ☐ In the event of injuries requiring hospital transportation, transported students are designated on the list.
- ☐ When all students are removed from the accident scene, the Principal will go to the hospital.
- ☐ An assistant principal or key staff member is directed to remain at the school and answer telephone calls in a brief and efficient manner, keeping phone lines open as much as possible.
- ☐ Consideration may be given in consultation with the Director of Technology to use the phone notification system for a brief incident message to appropriate staff or members of the school community.

**Central Office Response:**

- ☐ The Transportation Department notifies the Safety Director, Principal, and Superintendent.
- ☐ In the event of injuries requiring hospital transportation, the Superintendent goes to the hospital.
- ☐ Only the Superintendent will report to the Media. No names of students or their conditions will be released by anyone other than the Superintendent.

## **F. HAZARDOUS MATERIALS AND PUBLIC HEALTH EMERGENCIES PROTOCOLS**

**Note:** Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school.

Hazardous Materials and Public Health Emergencies Protocols utilize the General / Functional protocols, but add elements to meet the demands of a specific situation. When an emergency begins, the principal (or designee if the principal is unavailable or directly involved in the incident) as Incident Commander, will decide which procedure to implement.

- F.1 Injury or Illness
- F.2 Suspected Biological Emergency – General Protocol
- F.3 Anthrax Threat / Suspicious Package / Substance Exposure
- F.4 Chemical / Hazardous Materials Release
- F.5 Radiological Release
- F.6 Food Contamination or Poisoning

## ***F.1. Injury or Illness***

### ***Alert Signal: None***

#### **Principal Response**

- ☐ Call School Nurse or 911 if School Nurse is not readily available .Report exact location and nature of injured.
- ☐ Assign a staff member to meet first responders as they arrive.
- ☐ Implement Lockdown Protocol, if needed.
- ☐ Implement Evacuation Protocol, if needed.
- ☐ If lockdown or evacuation is not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.
- ☐ Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.
- ☐ Notify family members or emergency contact of the injured or ill.
- ☐ If a crime may have been committed, contact the district Safety Director and SRO or Blytheville Police Department. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
- ☐ If injury or illness requires transport to the hospital, notify the Safety Director and Superintendent's office.
- ☐ Notify other staff members as needed.
- ☐ If the victim is an employee, complete the Workman's Compensation form.
- ☐ If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
- ☐ Develop and maintain written documentation of the incident.

#### **Staff Response**

- ☐ Notify main office of injury or illness and the exact location of the injured or ill individual(s) or persons affected. Do not use names of injured or ill individuals over walkie-talkies.
- ☐ Do not move injured or ill unless the scene is unsafe.
- ☐ Take precautions against contact with bodily fluids.
- ☐ Provide first aid, if needed and only according to your level of training.
- ☐ Comfort and reassure injured or ill person.
- ☐ Secure the scene if a crime may have been committed. Do not disturb any evidence.

## ***F.2. Suspected Biological Emergency-General Protocol***

**Definition:** A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials.

**Alert Signal:** Staff briefing and personal notification by CRT Staff members.

### **Principal Response**

- ☐ Contact local public health officials and obtain instructions and decontamination information.
- ☐ Coordinate school response with the Safety Director, Superintendent and Assistant Superintendent.
- ☐ Contact local hospitals to report situation, if appropriate.
- ☐ Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone or by e-mail.
- ☐ Contact parents and notify them of the situation, as appropriate and in accordance with HIPAA legislation. Any external communication will be developed through collaboration with the Superintendent.

### **Staff Response**

- ☐ Follow instructions of public health officials and Principal.
- ☐ Decontaminate as appropriate (specific procedures provided by public health).
- ☐ Assist in hospital transportation procedures, if necessary.
- ☐ Assist in epidemiological investigation, as necessary.
- ☐ Assist medical officials in treating staff and students as required.

## **F.3. Anthrax Threat/Suspicious Package/Substance Exposure**

**Definition:** On rare occasions, humans can contract the disease Anthrax (*Bacillus anthracis*), a zoonotic disease of herbivores. In recent years anthrax spores have been mailed to people and organizations, and there have been numerous incidents of anthrax threats involving mailed envelopes and packages containing harmless powder.

## **Principal Response**

- ☐ Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
- ☐ Contact the District Safety Director.
- ☐ Move all people away from the area of exposure.
- ☐ Implement the Perimeter Lockdown protocol.
- ☐ Notify the Superintendent's office.
- ☐ Shut down centralized heating / air systems even if the threat is not directed toward these systems.
- ☐ Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
- ☐ If public safety initiates evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at a designated area away from the school.
- ☐ Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

## **Staff Response**

### ***If you have been exposed to the suspected substance:***

- ☐ Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
- ☐ Do not continue to handle any item(s) that may contain anthrax spores or evidence.
- ☐ Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room of exposure. Notify the Principal or another staff member, or call 911 and request assistance.
- ☐ Be sure to report the situation accurately and provide information on the number of people exposed.
- ☐ Follow directions of responding public safety personnel.

### ***If you have not been exposed to the suspected substance:***

Follow Perimeter Lockdown Protocol as directed. Await instructions from the Principal or responding public safety officials.

#### ***F.4. Chemical/Hazardous Materials Release***

**Definition:** During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants.

**Alert Signal:** Intercom, loudspeaker, bullhorn, or “runners.” Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators.

**Principal Response:**

- ☐ Emergency response personnel will normally instruct the Principal or the person in charge to take the action deemed most appropriate.
- ☐ Contact the Safety Director.
- ☐ Contact the Superintendent **or** Assistant Superintendent to facilitate evacuation to determine a safe family relocation site.
- ☐ In case of imminent danger, in which emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action.
  - ☐ Evacuate.
  - ☐ Assemble all personnel indoors and conduct shelter-in-place activities.
- ☐ Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
  - ☐ Dispatching buses or other vehicles to move members and staff to the relocation site in coordination with the Director of Transportation.
  - ☐ Releasing information to parents/public in coordination with the Superintendent.
- ☐ If evacuating, do not return students or staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
- ☐ If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

## Staff Response

- ☐ Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.
- ☐ If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.
- ☐ In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol as directed.
  - ☐ Secure the buildings, including closing all windows and doors.
  - ☐ Shut off all heating, cooling, and / or ventilation systems.
  - ☐ Cut “OFF” all motors, fans, and appliances.
  - ☐ Place wet towels in door cracks or tape around the doors and windows to block air from the outside.

## F.5. Radiological Release

**Definition:** During use, processing or transporting of radioactive materials, accidents may occur that will expose the facility to the dangers of contaminants. In addition, individuals or groups could cause the release of radioactive materials through a variety of means including being disseminated via food or water supply.

**Alert Signal:** Intercom, loudspeaker, bullhorn, or “runners.” Warning of the release of radiological materials will be received from response agencies. In the event of a nuclear device being employed, **the electromagnetic pulse created by the device may render electronic communications devices, computer based equipment and modern vehicle ignition switches in the region inoperable.** This could necessitate that all communications at the building level be handled by runners and other means not reliant upon technology affected by the blast.

**Observations of staff:** Possible indications of a radiological attack include:

- ☐ Unusual numbers of sick or dying people or animals.
- ☐ Radiation exposure symptoms include reddened skin and in severe cases, vomiting.
- ☐ Casualties may happen hours, days or weeks after an incident.
- ☐ Time elapsed between exposure and appearance of symptoms depends on the material used and dosage of exposure.
- ☐ Unusual metal debris which could indicate devices or munitions-like material.
- ☐ Radiation symbols on containers.
- ☐ Heat-emitting materials without any visible energy source.
- ☐ Glowing material or particles including Radio luminescence and/or colored residue at the scene.

**Principal Response:**

- ☐ Emergency response personnel will normally instruct the Principal in charge to take the action deemed most appropriate
- ☐ Notify the Safety Director.
- ☐ Notify the Superintendent's **office**.
- ☐ In case of imminent danger, in which emergency response personnel have not yet arrived, the Principal or his/her designee must decide the most appropriate action:
  - ☐ Evacuate to a remote location outside the affected area. Or:
  - ☐ Assemble all personnel indoors and implement the "shelter-in- place" activities.
  - ☐ If the "shelter in place" protocol is determined to be the best course of action, be prepared to shift to evacuation and family reunification if instructed to do so by public safety officials.
- ☐ Follow-up action will be determined by emergency response personnel in coordination with system officials.
- ☐ If evacuating, do not return students and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
- ☐ If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

**Staff Response**

- ☐ Call or take directions from the Principal, Crisis Response Team representative or local emergency management officials immediately. Listen to emergency alert broadcasts on all available media and follow the instructions given.
- ☐ If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the apparent contaminated area.
- ☐ In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol as directed.

***F.6. Food Contamination or Poisoning***

**Definition:** A food contamination incident is a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals or radiological contaminants.

**Signal:** Verbal notification of staff.



## **Principal Response**

- ☐ As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
- ☐ If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
- ☐ Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
- ☐ Notify the Safety Director.
- ☐ Notify the Superintendent's office.
- ☐ Begin assessing the available information to try to determine the cause of the contamination.
- ☐ Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.
- ☐ Work with responding public safety officials to determine how the contamination occurred.

## **Staff Response**

- ☐ Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the Principal or designee immediately.
- ☐ Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
- ☐ Follow the directions of the Principal or designee.

## **G. SEVERE WEATHER/NATURAL DISASTERS PROTOCOLS**

**Note:** Individual schools should review each protocol, and adjust the procedures to account for the circumstances of your school. A laminated copy of each protocol should be placed in the Incident Management and Safety Plan for the school.

Severe Weather / Natural Disasters Protocols utilize the General / Functional protocols, but add elements to meet the demands of a specific situation. When an emergency begins, the principal (or designee if the principal is unavailable or directly involved in the incident) as Incident Commander, will decide which procedure to implement.

There are five Severe Weather/Natural Disasters procedures:

- G.1 Tornado
- G.2 Flooding/Potential Flooding
- G.3 Earthquake
- G.4 Fire
- G.5 Utility Failure

## G.1. Tornado

### Definitions:

Tornado **Watch**: Weather conditions are favorable for the development of a tornado.

Tornado **Warning**: A tornado has been sighted or detected. Take shelter now.

**Alert Signal**: Announcement over the public address:

**“Tornado Watch** - be prepared to take shelter if a tornado is reported,” or

**“Tornado Warning** - take shelter immediately.”

### Principal Response

- ☐ Monitor weather/district radios and maintain communication with the central office.
- ☐ Announce appropriate alert signal over the PA.
- ☐ Call 911 in the event of a tornado sighting or strike.
- ☐ Make sure that all outdoor activities and personnel are moved indoors when a **“Tornado Watch”** is received.
- ☐ When a **“Tornado Warning”** is received:
  - o Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.
  - o Make sure that all personnel remain in the duck and cover position until danger passes.
  - o Determine if all students and staff are accounted for.
- ☐ Once a **“Tornado Strike”** has occurred:
  - o Implement the Injury or Illness Protocol, if needed.
  - o Contact the Safety Director.
  - o If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
  - o Contact the Superintendent’s **office** to determine whether to implement the Family Reunification Protocol. Consult with public safety officials before transporting students and staff.

### Staff Response

- ☐ If a **“Tornado Watch”** is reported:
  - o Review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed.
  - o Close windows and doors.
  - o Move all people and activities indoors.

If a **“Tornado Warning”** is announced:

- o Move into tornado safe areas.
- o Assist any individuals with special needs.
- o Once evacuees have reached the evacuation site, determine that all students are present. Provide the name(s) of any missing student(s) to the Principal or his/her designee.
- o Instruct all students to remain in the duck and cover position until danger passes.
- o School bus drivers will not be permitted to leave on bus routes as long as the warning remains in effect.

## **G.2. Flooding/Potential Flooding**

**Alert Signal:** Announce the situation over the public address system (PA).

### **Principal Response**

- ☐ Consult with the Superintendent and Safety Director to determine best course of action. If evacuation to a remote family reunification site is determined to be the best course of action, implement family reunification protocol.
- ☐ Discuss the safety of transportation routes if evacuation is deemed appropriate.
- ☐ Give alert signal over the PA.
- ☐ Assign the Head Custodian to shut off utilities at main switches if it appears safe to do so.
- ☐ Monitor weather radios or your local broadcast station.

### **Staff Response**

- ☐ Unplug all appliances. Do not touch electrical equipment.
- ☐ Avoid downed electrical lines.
- ☐ If there has been flooding in the community, do not drink tap water due to possible contamination.

## **G.3. Earthquake**

**Alert Signal:** Tremors or a low rumbling sound. Announce instructions via intercom, classroom telephone or personal notification.

## **Principal Response**

- ☐ If indoors, seek cover under sturdy furniture or against a wall near the center of the building and away from glass. When you believe it is safe to evacuate the building, instruct faculty & staff to begin exiting the building in an orderly manner.
- ☐ If outdoors, move away from buildings, gas and electrical lines.
- ☐ Call 911 or emergency services, if needed.
- ☐ Notify Safety Director.
- ☐ Notify Superintendent's office.
- ☐ After tremors have completely stopped, evacuate all buildings. Take Emergency Evacuation Kit.
- ☐ Determine if all students and staff are accounted for.
- ☐ Monitor your local broadcast station.
- ☐ Consult with emergency management and public safety officials regarding the structural integrity of the facility prior to reentering it.
- ☐ In coordination with the Superintendent, determine if the Family Reunification Protocol should be implemented.

## **Staff Response**

- ☐ If indoors, advise all people to seek cover under sturdy furniture or against a wall near the center of the building and away from glass. Your campus principal and/or assistant principal will instruct when it is safe to evacuate the building.
- ☐ If outdoors, advise all people to move away from buildings, gas, electrical lines or anything that might fall.
- ☐ Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
- ☐ After tremors have completely stopped, evacuate all buildings. Do not reenter.
- ☐ Take roll. Report any missing people in your group to the principal or designee.
- ☐ Prepare for aftershocks.

## **G.4 Fire**

**Alert Signal:** Fire alarm or announcement over the public address system (PA).

### **Principal Response**

- ☐ Make sure that the alarm has been activated as soon as notification is received.  
Do not wait to verify that a fire is actually occurring before activating alarm.
- ☐ Call 911 or local fire department.
- ☐ To the extent that it is safe for you to do so, ensure that all classrooms, rest rooms, cafeteria and other rooms have been evacuated.
- ☐ Take the emergency evacuation kit and evacuate to designated assembly areas.
- ☐ Notify the Safety Director.
- ☐ Notify the Superintendent's office.
- ☐ Determine if all students and staff are accounted for.
- ☐ Provide fire service personnel with master keys and current information.
- ☐ Implement Injury or Illness Protocol, if needed.
- ☐ In coordination with the Superintendent, determine if the Family Reunification Protocol should be implemented.
- ☐ Document all property damage and property losses.

### **Staff Response**

- ☐ Activate fire alarm.
- ☐ If a fire is detected, report the exact location of the fire to the main office.
- ☐ Evacuate to designated area, take rosters and emergency evacuation kits.
- ☐ Close room doors, but do not lock them.
- ☐ Assist any individuals with special needs in your area in evacuating.
- ☐ Once evacuees have reached the evacuation site, determine that all students are present. Provide the name(s) of any missing student(s) to the Principal or his/her designee.

## **G.5. Utility Failure**

**Definition:** A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage or water services to the facility.

**Alert Signal:** A plain language announcement over the public address system (PA) or personal notification as appropriate.

### **Principal Response**

- ☐ Contact the Maintenance Department and report the outage.
- ☐ Notify the Safety Director.
- ☐ Notify the Superintendent's office and provide status updates as needed.
- ☐ Notify staff.
- ☐ Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
- ☐ In the event of a gas leak, order an evacuation and open windows. Use bomb threat evacuation sites. Do not allow the use of open flames such as matches or candles due to possible gas leaks in the area.
- ☐ In the event of a power outage, send all students to supervised classrooms and campus sites with access to emergency lighting.
- ☐ In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. In coordination with the Office of Child Nutrition, determine that food is safe for consumption before it is used if the power remains off for an extended period of time.

### **Staff Response**

- ☐ Notify the Principal of the utility failure.
- ☐ Consult with the Principal as to the safety of continuing normal activities as appropriate.

## **Central Office Response**

- ☐ Maintenance will contact the utility company to determine an estimation of time to recovery of services.
- ☐ Child Nutrition will communicate with the school cafeteria manager to determine best course of action for meal preparation, in the event of a water outage, the Superintendent office will contact the Safety Director, Maintenance, and Child Nutrition to establish the provision of supplies (bottled water and hand sanitizer) and services (toilet flush) based upon recovery time.
- ☐ Maintain open communication with the Principal relative to decision making in response to current information updates.
- ☐ In the event of utility failure which requires an early dismissal of the school, the Superintendent's office will contact the Transportation Department.

## **H. SUICIDE CRISIS**

Few events in the life of a school are as potentially disruptive, chaotic, or painful as the suicide of a student. School personnel should not be expected to handle problems of this magnitude without the resources of official policies and procedures and an adequately trained staff to carry out a school based plan of action.

Each employee of a school district should be involved in a coordinated suicide prevention effort in the public schools. The campus principal has a key role in providing leadership for implementation of campus suicide prevention activities. Classroom teachers, librarians, and other school personnel play a crucial role in the identification, referral, and monitoring of troubled and suicidal students. Students, likewise, have a role in the identification, referral process and, where appropriate, peer counseling.

### ***H.2. PREVENTION CONTAINMENT POSTVENTION***

Each suicide crisis event presents a unique and profound challenge for school administrators and staff. Having adequate policies and procedures in place will guide the administrative decision-making process. Sufficient pre- planning and implementation will help prevent a "bad" situation from becoming worse. Administrators should have a grasp of the realities of a crisis situation, be sensitive to the needs of the survivors, and ensure that existing policies and procedures are followed. Following these steps will aid in maintaining a functional school in any emergency.

Reports of published follow-up studies conclude that if these steps are adequately followed, the much feared phenomenon of contagion (serial suicides) can be averted. Postvention services (a series of planned interventions made with the survivors following a suicide) must also be attended to in the policy making process.



### **H.3. SUICIDE INTERVENTION PROTOCOL**

1. Any school employee who identifies a student as expressing the desire to harm themselves or others will contact the school counselor; if unavailable they will then contact the school nurse for assistance. The expression of a desire to harm self or others may present itself in verbal expression, written language, art, or observed changes in behavior.
2. The school counselor or nurse will take possession of the student, provide a safe environment and contact the mental health agency that the student is currently a client of to request an emergency assessment for suicidal assessment. The counselor or nurse will remain with the student until the mental health provider arrives to complete the assessment. IF the provider does not respond within one hour, the community mental health provider (Mid-South Health Systems) will be contacted for assessment needs. If a student does not have a mental health provider, the community mental health agency (Mid-South Health Systems) will be contacted for assessment needs.
3. The building administrator (principal) and the district Director of Safety and Security will be notified by the school employee after the student is left with the school counselor or nurse.
4. If, in the school counselor's/nurse's professional opinion, the student is in need of an immediate response other than assessment by the mental health provider:
  - a. The student will remain under adult supervision and the parents/guardians will be contacted, when possible, and asked to come to the school to meet with appropriate school personnel. The secretary will contact the parent and request the parent come to the school for a meeting but will not disclose the purpose for the meeting. i.e., *"Mr. Jones, this is Mrs. Secretary at your student's school. I have been instructed to contact you; we need you to report to the school for a conference regarding your student. I am unaware of the reason for the conference but we ask that you come immediately. Please report to the counselor's office/nurse's office when you arrive."*
  - b. If it is determined that there is emergency need, the nurse will be contacted and required to call 911 for transportation to the emergency room for an immediate psychiatric evaluation. School personnel will notify parents/guardians of the transfer and to respond to the local emergency department.
5. If the student has recently self-injured or is becoming increasingly agitated, the police may be contacted as needed. If a parent refuses to provide appropriate mental health treatment, the Arkansas State Police Crimes Against Children division will be called.

6. A confidential incident report will be completed by appropriate involved school personnel.
7. The school counselor or nurse will follow up with the parents/guardian in a timely manner (1-3 days). This follow up may include a discussion of therapeutic recommendations and ongoing mental health issues. A follow up notification will be needed from the mental health provider for the student's continuity of care in the school setting. This should occur on the same day of the incident or the next school business day.
8. Appropriate information will be shared with key staff on a need to know basis only, with strict confidentiality maintained.

### School Reentry for a Student Who Has Attempted Suicide

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, nonthreatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for suicide in the months following the crisis, it is extremely important to closely monitor his or her reentry into school and to maintain close contact with parents and mental health professionals working with that student.

#### ***H.4. EMERGENCY CONFERENCE WITH PARENTS***

In a meeting with school personnel today, information was shared regarding \_\_\_\_\_ and his/her emotional condition and behavior.

Since my child has expressed suicidal thoughts, the recommendation was made that psychiatric/mental health services be sought immediately. I have been provided with names and phone numbers of local agencies, private practitioners, and other who can provide assistance to my child and me.

\_\_\_\_\_  
School Personnel

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
School Personnel

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

### ***H.5. STAY ALIVE CONTRACT***

I, \_\_\_\_\_(Student)  
COMMIT THAT I WILL NOT TAKE ANY ACTIONS TO END MY LIFE BEFORE I TALK  
WITH YOU \_\_\_\_\_(School Personnel)  
AGAIN.

IF I FEEL SUICIDAL OR HAVE SUICIDAL THOUGHTS BEFORE I SEE YOU  
ON, \_\_\_\_\_, I WILL CONTACT YOU AS SOON AS  
POSSIBLE AT \_\_\_\_\_ OR \_\_\_\_\_. IF YOU  
ARE NOT AVAILABLE, I WILL ALSO CALL \_\_\_\_\_  
AND/OR \_\_\_\_\_ FOR ASSISTANCE.

\_\_\_\_\_  
School Personnel

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Date

## **H.6. DO'S AND DON'TS RELATED TO SUICIDAL THREATS**

*The publications of many organizations and governmental agencies contain advice for people who want to help suicidal youngsters. That advice is summarized below.*

### **DOs**

- LISTEN** to what the student is saying and take her/his suicidal threat seriously. Many times a student may be looking for just that assurance.
- OBSERVE** the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.
- ASK** whether the student is really thinking about suicide. If the answer is "yes," ask how she/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate CRT member. Never attempt to handle a potential suicide by yourself.
- STAY** with the student Take the student to a CRT member and stay with the student for awhile. The student has placed trust in you, so you must help transfer that trust to the other person.

### **DON'Ts**

- DON'T** leave the student alone for even a minute.
- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or try to shock or challenge the student ("Go ahead. Do it."). The student may already feel rejected and unnoticed, and you should not add to that burden.
- DON'T** let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.
- DON'T** take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive, and getting him/her to a trained professional. Under no circumstances should you attempt to counsel the student.

## **I. Recovery**

During Recovery, schools must work closely with community organizations, government officials, and other stakeholders to restore the learning environment. The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Focus on students and the physical plant, and to take as much time as needed for recovery. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff, and responders. One of the major goals of recovery is to provide a caring and supportive school environment.

### ***I.1. RECOVERY PHASE***

The Blytheville Public School system will work closely with community organizations, government officials, and other stakeholders to restore the learning environment after an emergency or natural disaster. A collaborative effort will be made to return students and staff to the school environment as soon as possible to resume the educational process.

**Recovery** includes actions taken to return to a normal or improved operating condition following a disaster. The recovery phase begins **at the same time** as the response phase; by utilizing school crisis plans, teams and other qualified professionals, Blytheville Public County Schools will assess the emotional needs of students and staff and arrange for appropriate intervention. Children, teachers, and administrators will be provided support from community based professional services to help them cope with trauma or other challenges that can arise following a crisis.

During the recovery phase it is important to maintain consistent communication with parents/guardians regarding actions the school is taking to facilitate recovery. This information may be conveyed through media briefings, letters, phone notification, or parent-school activities.

The District Counselors and mental health professionals will coordinate resources to help children cope with anniversary dates or memorials that remind them of past disasters or other events. To assist in coping with these events informational “tip” sheets will be prepared that help parents and the staff speak to children about the event. Established lists of qualified health-care professionals and community or faith-based organizations will be available during the preparedness phase.

In addition to mental health recovery, Blytheville Public Schools must be prepared to manage the restoration of the physical school environment. This process may involve dealing with substantial damage to the physical school facility after such disasters as fires, hurricanes, tornadoes, or earthquakes. The Director of Facilities in coordination with the Director of Maintenance will provide a post crisis evaluation of the campus and make recommendations to the Superintendent.

The recovery phase is usually the longest phase of emergency management, beginning as soon as the response phase begins and lasting until the physical environment, students, and staff have returned to a sound physical and emotional state. The steps taken during the recovery phase will have a lasting effect on the school environment and the community's perception of the response to the event.

For Blytheville Public Schools, the overall goal of recovery is to ensure the continuation of vital emotional and cognitive processes for students and staff in the event that a disaster or a major crisis event occurs. The guidelines of the Blytheville Public Schools Recovery Plan will be used to help individuals recover from a crisis event, provide procedures to handle emergency situations that may have an emotional impact on people, and to accomplish the following objectives:

- Prepare behavioral health responders to address human needs effectively during and after an event,
- Manage the recovery activities in an effective manner, and
- Limit the negative emotional impact of a crisis situation or traumatic event.

Should an emergency situation occur at any Blytheville Public school, the Recovery Plan will provide an effective method that can be used by responders and behavioral health specialists to prepare all activities associated with the crisis response in a proactive manner and to mitigate the potential negative impact with all populations.

### **I.1. (A). BASIC PRINCIPLES OF CRISIS INTERVENTION**

**Definition:** Crisis intervention is defined as the provision of emergency psychological care to victims as to assist those victim's in returning to an adaptive level of functioning and to prevent or mitigate the potential negative impact of psychological trauma.

- 1. Intervene Immediately.** By definition, crises are emotionally hazardous situations that place victims at high risk for maladaptive coping or even for being immobilized. The presence onsite of crisis trained personnel as quickly as possible is paramount.
- 473820256. Stabilize.** One important immediate goal is the stabilization of the victims or the victim community actively mobilizing resources and support networks to restore some semblance of normalcy and routine. Such a mobilization provides the needed tools for victims to begin to function independently.
- 3. Facilitate Understanding.** Another important step in restoring victims to pre-crisis level of functioning is to facilitate their understanding of what has occurred. This is accomplished by gathering the facts about what has occurred, listening to the victims recount events, encouraging the expression of difficult emotions and reactions, and helping them understand the impact of the critical event.
- 4. Focus on Problem Solving.** Actively assisting victims to use available resources to regain control is an important strategy for crisis responders. Assisting the victim in solving problems within the context of what the victim feels is possible enhances independent functioning.

- 5. Encourage Self-Reliance.** Akin to active problem-solving is the emphasis on restoring self-reliance in victims as an additional means to restore independent functioning and to address the aftermath of traumatic events. Victims should be assisted in assessing the problems at hand, in developing practical strategies to address those problems, and in fielding those strategies to restore a more normal equilibrium.

#### **I.1.(B). PLANNING AND IMPLEMENTATION**

1. A general overview of the Blytheville Public Schools Crisis Response Plan will be provided at the school level to faculty and staff on an annual basis.
  - a) In determining the membership of a campus based crisis response team, certifications (medical, emergency response, etc.) of members shall be considered by campus principals.
  - b) A member of the crisis response team will be assigned through the District Safety Director.
  - c) A phone notification and contact list will be developed at each school to include multiple contact numbers for each school counselor, psychologist, family specialist and behavioral therapist assigned to the school district. Also included will be contacts for responders within the local faith-based community. Mental health and medical resources within the community will be coordinated through the system's crisis response team, in collaboration with the Director of Safety.
  - d) All recovery efforts enacted by Blytheville Public Schools will utilize the following Five Step Model:
2. Stabilize and assess the situation rapidly;
3. Acknowledge the crisis and mitigate stress;
4. Facilitate discussion and mobilize resources;
5. Encourage problem solving and use of coping skills
6. Referral of emotional or medical problems and restore to function.
7. A primary objective within the process of recovery will be returning Blytheville Public School students and staff to the "business of learning" as quickly as possible following a crisis.

#### **I.1.(C) ACTION CHECKLIST FOR RECOVERY**



### **Principal (May Delegate Actions to Recovery Professional/CRT Member)**

1. Activate the school crisis response team.
2. If the incident requires the family reunification protocol to be enacted, notify the Director of Safety to activate system-wide coordination and direct recovery support at the site.
3. Conduct a rapid intervention needs assessment to determine who was impacted and needs assistance immediately.
4. Triage those students and staff in need of immediate crisis intervention.
5. Determine the scope of recovery services required. Initiate the phone notification sequence for district support if applicable.
6. Monitor how staff is assessing students for the emotional impact of the crisis.
7. Maintain contact with the Principal and Director of Safety to acquire information about the response operations and to report potential problems.
8. Conduct daily debriefings for faculty, staff and others assisting in the recovery. The Director of Safety will be resources for assistance.\
9. Through collaboration between site recovery professionals, Director of Safety, and Emergency management First Responders; persons identified as needing long-term care will be referred to local mental health and other human service providers.
10. Critique the incident recovery efforts and activities using feedback from members of the Mississippi County Emergency Response, the District Crisis Response Team, faculty and staff, students and community members.

### **I.1. (D) SAMPLE SCHOOL CRISIS INTERVENTION ACTIVITIES**

Trauma experts emphasize the need to create a caring, warm, and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities, including drawing, painting, or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

<b>Elementary (grades K-5)</b>	<b>Secondary (grades 6-12)</b>
Draw-a-picture	Art, music, dance
Tell-a-story	Stories, essays, poetry, video production
Books on disaster and loss	Books on disaster and loss

Create a play or puppet show about a disaster	Create a play, or video about a disaster
Create a game about a disaster, disaster preparedness, or disaster recovery	Group discussions about disaster, disaster preparedness, or disaster recovery
School study projects	School projects on health or natural and social sciences
Materials about disaster safety and self and family protection	Materials about disaster safety and self, family, and community protection
Masters of Disaster, available from Red Cross	School service projects

Reprinted and adapted from Lystad, M. (Ed.). (1990). *Innovations in Mental Health Services to Disaster Victims* (DHHS Publication No. ADM 90-1390). Washington, DC: US Government Printing Office.

## J. DEATH NOTIFICATION PROTOCOL

**Important:** Blytheville Public School personnel should never initiate or conduct a death notification. This role will be assumed exclusively by an agency representative from the Mississippi County Emergency Responders outside of the school system.

## K. EVACUATION AND REUNIFICATION

The goal of the Evacuation and Reunification Plan is to give school-based administrators and their Crisis Teams specific locations, protocol and guidelines in the event of a crisis that requires removing hundreds and possibly thousands of students and staff from campus. Some crises require the immediate removal of students and staff from the campus. A detailed plan must be in place to handle massive crowds of people. Students must be accounted for, transported to a safe location and eventually reunited with their parents and guardians. This section lays out a detailed plan for evacuating students and staff. It also gives specific protocol and guidelines on transporting the students to predetermined destinations that are capable of accommodating them for several hours. This section also gives protocol on the specific requirements to reunify students with their parents/guardians.

### K.1. EVACUATION

The evacuation of students and staff from any Blytheville Public School building will follow protocol. Evacuations have been categorized relative to cause and rationale including, although not limited to, bomb threat, suspicious packages, hostage situation, fire, and unsafe campus exterior.

## ***K.2. REMOTE EVACUATION AND REUNIFICATION***

In accordance to general protocol Principals and Staff will follow the guideline sequence of steps to evacuate students and board busses for transportation to the Family Reunification Center. The following points of emphasis are relevant to a decision to activate evacuation and reunification:

### **Principal Response**

- ☐ The decision to transport evacuated students to a designated site for family reunification must be approved in consult with the Superintendent and Safety Director.
- ☐ Through preliminary discussions with the Transportation Department, a bus driver staff should be identified, in addition to, assigned faculty/staff (two per bus) for the purposes of student transport from campus to reunification site. An alternate staff member should be selected for each bus to serve in case of the primary staff member's absence.

The Principal, as Incident Commander, will not depart from his or her campus until a delegated transfer of authority has taken place with an emergency response agency. Furthermore, the Principal will not depart from the campus until all students and staff have been evacuated and accounted for.

### **Staff Response**

- ☐ The first priority is to facilitate a safe evacuation for all students that may come under your supervision. A list of those students' names should be checked twice prior to releasing the list to the designated CRT member. Provide the names of any student that normally would fall under your supervision during the time of evacuation and his or her whereabouts, if known.
- ☐ Physically accompany supervised students to the bus loading area once you have provided the attendance list of student names to the designated CRT member.
- ☐ Clearly follow the directives given to you by the Principal or Incident Commander. If assigned a bus to accompany students, coordinate with your staff partner to take a written roll of student riders. Upon arrival provide the list to the check-in staff and support students as needed.

## **L. STUDENT DISMISSAL / SCHOOL REUNIFICATION PROCEDURES**

- During an emergency, it is critical that parents receive important information and directions from school officials before going to the school or scene of an emergency. School officials will make every effort to notify parents where the class has been relocated and will provide instructions for picking up child(ren)
- Students will only be sent home with adults listed on their Emergency Contact Card. The adult must have a picture ID when picking up the student(s).
- In an emergency every effort will be made to keep parents informed so they understand the situation and what is being done in response. Families will receive information and instruction from the communication sources listed below.

### ***L.1. WHERE CAN I GET INFORMATION DURING AN EMERGENCY?***



Chances are that you may not be able to reach the school by telephone in a real emergency. Experience shows that staff must react to the emergency first. District telephone lines will be busy with personnel who need to communicate to emergency services. We will, however, be making every effort to contact parents directly by telephone, through our automated telephone system. Principals have each child's emergency contact information that they will keep with them during an emergency.

The District's website, will post updates throughout the course of an emergency. The news media (radio stations 92.7, 100.5, 104.9, 106.3, 107.5, 96.3, 93.9 and tv stations 5, and 8), will be contacted and kept up-to-date on all developments, and will be asked to broadcast important information needed by parents, just as they do when inclement weather forces school closings. In addition, the Blytheville Safety twitter account will be updated with the latest information as soon as practical.

## ***L.2. IMPORTANT THINGS TO REMEMBER DURING A SCHOOL EMERGENCY:***

- Wait for the school to call you with instructions. Main phone lines will be needed to help with the emergency.
- A designated area will be assigned so you are able to pick up your child(ren) easily. Police officers, firefighters, and paramedics will be working to help ensure the safety of your child(ren).
- We strongly encourage parents NOT to come to the school during an emergency unless directed to do so. While a parent's natural instinct in an emergency is to go to the school to safeguard their child, please understand that doing so may significantly reduce the school's ability to respond to the situation. In addition, going to the school may interfere with police or other emergency workers whose sole purpose is to assure the safety and well-being of students and staff. Vehicles driven to the school, for example, may restrict access for emergency vehicles and school buses that are loading children for evacuation or to take them home.

## **M. REMOTE EVACUATION LOCATIONS**

- The main evacuation location for all schools is the Multi-Purpose building located at 1105 Byrum Road between the Kindergarten Center and Primary School
- All school campuses can be used as evacuation locations in the event that the Multi-Purpose building cannot be utilized.
- Off campus locations include the Administration Building at 405 W Park, Blytheville Schools Service Center at 3933 E. State Highway 18.
- Evacuation locations cannot always be predicted so please consult the media outlets and website for more information

## **MEDIA**

Media communications will be facilitated through the Superintendent at the media staging area.

The main media staging area is listed below but is subject to change.

**Media Center  
Blytheville School District Service Center  
3933 E. State Highway 18 (Exit 67)  
Blytheville, AR 72315  
870-763-0551**

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