

WESTSIDE CONSOLIDATED SCHOOL DISTRICT CRISIS PLAN

**Revised
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Preface

Unanticipated tragic events can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do when a crisis occurs can minimize the chaos, rumors, and the impact of the event on students and community.

When a disaster strikes, teachers and school staff members are torn between the need to deal with student reactions and cope with their own reactions. This time often proves to be a time that they are least prepared to think quickly. With some advanced planning, this process can be much smoother than when tragedy takes a school by surprise and no pre-formulated plan is in effect.

CRISIS RESPONSE TEAM: DEFINITION AND FUNCTION

DEFINITION

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 will be needed.

Crisis Team: A group trained to act in situations that are physically or psychologically dangerous to students and staff. The extent of crisis response is determined by the impact and nature of the tragedy that it has had on the school staff. This group consisting of administrators, school psychologists, counselors, and other designated persons will handle media, traffic, logistics and information. The superintendent will make the determination to activate the 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, Arkansas Department of Education, Attorney General's Office, parents, patrons and school personnel from other districts.

TEAM OBJECTIVES:

1. Provide welfare, safety and care of students and staff.
2. Be prepared and professional.
3. Provide order out of chaos.
4. Minimize liability by having a plan and attempting to follow it.

FUNCTIONS:

Crisis Response Team will be activated when the physical or emotional safety of students or staff is threatened. Such situations may be:

1. Violence in or around school.
2. Medical emergencies.
3. Natural emergencies.
4. Death of student or staff.
5. Suicide of a student (or attempted suicide on campus).

TEAM COMPOSITION:

The Crisis Team will be responsible for a wide variety of tasks. It should be comprised of approximately seven to eight members. A campus administrator, two teachers, a custodian, a secretary, nurse/counselor, and an adjunct health professional should be considered.

TEAM MEMBER SELECTION:

The team should be composed of:

1. Regular campus faculty and staff members who know the students best and relate well and have the students' respect.
2. Adjunct members are people who have more training and experience in specialized fields of health and psychology or could be more knowledgeable of availability of community resources.

TEAM MEMBER QUALITIES:

Team members should have such qualities as:

1. Leadership ability.
2. Team player ability, interactive, cooperative, and willing to be trained.
3. Calmness and ability to maintain professional perspective.
4. Decision-making ability.
5. Availability.

TEAM LEADER DESIGNATION AND CRITERIA:

The campus crisis team leader is usually a principal, an assistant principal, or a designated "backup" teacher to be in charge during a crisis. This person should be respected by staff and students, available, confident, knowledgeable of students and community, and demonstrate leadership skills.

TEAM LEADER DUTIES:

1. Develop and maintain a current record of persons/organizations' telephone numbers who are to be contacted immediately. (see check sheet of action.)
2. Designate a crisis team headquarters.
3. At regular intervals review overall plans and individual responsibilities with Crisis Team and arrange for staff in-service on crisis management.
4. Assign secretary or appropriate team member, plus back-up member, to log events and actions during crisis. An accurate log of events will be needed.
5. In the absence of the superintendent, act as the person who will provide information to the media and be sure all staff members understand that one person responds to the media.
6. Assess the situation! Who is involved? What is actually happening? What should be done within 30 seconds? The impact on students and staff must determine the amount of involvement needed!
7. Direct team members and cue actions.
8. DE-BRIEFING is important when the event is over! Allow crisis team to share, to receive counseling on dealing with stress they might have suffered during the event. Re-establish the need for communication control.

CRISIS TEAM TRAINING:

The Crisis Team should receive specialized training. Training should be at the district and campus levels. Each campus team leader will be responsible for training the campus team. Additionally, each counselor in the district should receive training in crisis intervention techniques.

STAFF TRAINING:

All staff members will be trained concerning the crisis plan. This includes teachers, clerical staff, aides, bus drivers, custodians, cooks, maintenance staff, and other school employees. The school nurses will be trained to deal with trauma. They, in turn, will provide training for the staff. Ministers who are providing counseling need to be trained in dealing with trauma. The entire staff needs training in emergency first aid. All secretaries will be trained in information management.

IMPORTANT PHONE NUMBERS

DIRECTOR OF CRISIS TEAM:

Bob McKeel 935 – 7502

BUILDING COORDINATOR:

Karen Curtner 935 – 7501

Mrya Graham 972 – 5622

Gary Jones 932 – 8023

Becky Shannon 932 – 8023

COUNSELING:

Bonnie White 972 – 4000

Linda Graham 935 – 4771

4550/911

SCHOOL COUNSELORS:

Elaine Lambie 935 – 7501

Sam Sullivan 935 – 7502

Kathy Cravens 972 – 5622

Tammy Romines 932 – 8023

Karen Rickman 932 – 8023

MEDIA:

James Dunivan 935 – 7503

Ministry:

Fred Haustein 932 – 7479

Ron Deal 932 – 9254

Ron Lagston 932 – 4960

Rodney Reeves 935 – 1950

Jack Harris 932 – 2529

FOOD / ETC:

Vida Cline 972 – 5622

Coordinator: Karen Pate

Parent Center 932 – 8023

Red Cross 932 – 9866

Coca Cola: Bill Pate 932 – 6601

AMBULANCES:

Emerson Medical Services 972 – 5577

Keller Medical Services 972 – 0708

Patient Transfer Services 932 – 7966

TELEPHONE LINES:

Southwestern Bells Center 972 – 7596

Jim Walker – Call to get two designated lines to a designated school site. **972 – 7598**

SERVICES:

Craighead Co. Sheriff's Office 933–

Bono Fire Dept. 935–5551/911

Ark. Dept of Ed. 501-682-4204

Jonesboro Police Dept. 935–5553/911

Dept of Human Services 972 – 1732

Ark. Attorney General 501–448 – 3014

Victim's Assistance: Karen Costello 972 – 9593

SCHOOL DIRECTORS:

Westside School Supt. 935 - 7503

District Crisis Coordinator 935 – 7502

Maintenance Director 935 – 7501

Transportation Director 935 – 7501

School Attorney: Keith Blackman 932 – 2101

OTHER SCHOOLS:

Jonesboro Public Schools 933 - 5800

Nettleton Public Schools 910 – 7800

Valley View Public Schools 935 – 4602

Brookland Public Schools 932 – 2080

HOSPITALS:

St. Bernard's RMC 974 – 7051

Regional Medical Center of NEA 972 – 7000

St. Bernard's Behavioral Health 932 – 2800

DISTRICT CRISIS COORDINATOR PROTOCOL

I. Violence in and Around the School

- A. District coordinator will be notified of incident/event.
- B. Make sure superintendent, school resource officer and all building principals are notified.
- C. Assess level of crisis — obtain pertinent facts.
- D. Determine the extent to whether district coordinator will be involved (can crisis be handled by building principal or the district level crisis team).
- E. Ensure safety of students and staff.
- F. Contact/communicate with students, staff, and multi-agency representatives.
- G. Communicate with police and superintendent to determine if campus should be closed and declared a crime scene.
- H. In conjunction with the superintendent, the district crisis coordinator will determine the level of crisis.
- I. Depending on the level of crisis will determine the immediate school schedule. District crisis coordinator and superintendent will determine if a revised school schedule is appropriate.
- J. Be prepared to deal with the media.

II. Medical Emergencies

A. Medical

- 1. District crisis coordinator will be notified of incident/event.
- 2. Make sure superintendent, school resource officer, and all building principals are notified.
- 3. Assess level of crisis — obtain pertinent facts.
- 4. Determine the involvement of the district crisis coordinator and the district level crisis team.
- 5. Be prepared to deal with the media.

B. Bus or Vehicle

- 1. District crisis coordinator will be notified of incident/event.
- 2. Make sure superintendent, school resource officer, and all building principals are notified.
- 3. Assess level of crisis — obtain pertinent facts.
- 4. Determine the level of involvement of district crisis coordinator and crisis team.
- 5. Be prepared to deal with the media.
- 6. Work with superintendent to determine if a revised school schedule is appropriate.

III. Natural Emergencies

- A. District crisis coordinator will be notified of occurrence/event.
- B. Make sure superintendent, student resource officer, and all building principals are notified.
- C. Assess level of crisis — obtain pertinent facts. Determine district crisis coordinator involvement.
- D. Ensure safety of students and staff.
- E. Contact/communicate with staff, students, and multi-agency representatives.
- F. Communicate with superintendent to determine if a revised school schedule is appropriate.
- G. Be prepared to deal with the media.

IV. Chemical Spill - Blackout/Loss of Power - Death of Student or Staff - Suicide or Attempted Suicide on Campus

- A. District crisis coordinator will be notified of incident, occurrence, or event.
- B. Make sure superintendent, school resource officer, and all building principals are notified.
- C. Assess level of crisis — obtain pertinent facts.
- D. Determine the extent of involvement of district crisis coordinator and district crisis team.
- E. Contact/communicate with staff, students, and multi-agency representatives.
- F. Ensure safety of students and staff.
- G. Determine with superintendent if a revised school schedule is appropriate.
- H. Be prepared to deal with the media.

**DISTRICT CRISIS COORDINATOR'S
INFORMATION GUIDE SHEET**

1. Obtain the following information:

A. What happened? On which campus? Time? _____

B. Name, age, grade level of all involved. (Use back, if needed.)
Extent and location of injury.

C. Who was notified _____ Police _____ Fire _____ Ambulance

D. Are other staff members needed? _____ Yes _____ No

E. Is transportation (buses) or maintenance needed? _____ Yes _____ No

F. Is the campus Crisis Team functioning properly? _____

Support or suggestions given: _____

**DISTRICT CRISIS COORDINATOR'S
CRISIS RESPONSE PLAN
CHECKLIST**

- _____ 1. Notified the superintendent (935-7503)
- _____ 2. Mobilize school transportation, if needed. (972-1081)
- _____ 3. Notified school nurse. (Elem. 932-8023, MS 972-5622, HS 935-7501)
- _____ 4. Contact hospital stating anticipated number of injuries. (St. Bernard's 972-4288, Regional 972-7251)
- _____ 5. Contact other campus counselors, if needed. (Romines & Rickman 932-8023, Cravens 972-5622, Lambie & Sullivan 935-7501)
- _____ 6. Establish communication center. (Statements made by superintendent, maintain one line open for incoming calls, supervise and log out-going calls.)
- _____ 7. Coordinate all service activities.

SUPERINTENDENT PROTOCOL

I. Violence in and Around the School

- A. Superintendent-District Crisis Coordinator-School Resource Officer notified of incident by building principal or representative.
- B. Determine level of crisis — obtain the facts.
- C. Ensure safety of students and staff.
- D. Notify District Crisis Coordinator and initiate crisis team response.
- E. If major crisis, notify board members.
- F. Make determination if District Crisis Coordinator is to be empowered.
- G. As appropriate, and situation warrants, keep in contact with victims' family members.
- H. Contact/communicate with staff, students, committee members, and multi-agency representatives.
- I. Determine when and if schools should be closed and/or reopened just like district crisis coordinator.
- J. Be prepared to deal with the media.

II. Medical Emergencies

A. Medical

- 1. Notified by building principal or representative.
- 2. Ascertain level of emergency.
- 3. Determine his/her extent of involvement after discussion with District Crisis Coordinator.
- 4. Visit and/or contact with families of victims.
- 5. Be prepared to deal with the media.

B. Bus or Vehicle

- 1. Notified by building principal, transportation director, law enforcement officers, or citizens.
- 2. Determine location and ascertain level of emergency.
- 3. Go to scene immediately.
- 4. Notify building principals, district crisis coordinator, transportation director, and school board members.
- 5. Visit and/or contact with families of victims.
- 6. Notify appropriate media outlets.
- 7. Work with appropriate agencies, law enforcement offices, and committees.

III. Natural Emergencies

- A. Be cognizant of weather conditions, if applicable (tornado, ice, rain, etc.)
- B. Ensure comfort and safety of students and staff. Notify board members.
- C. Determine by superintendent or his designee when and if schools should be closed and/or reopened.
- D. Receive timely reports on status of school plant, students, and staff.
- E. Establish information/command center in safe location.
- F. Establish infirmaries or designate alternate sites due to loss of primary sites.

IV. Chemical Spill

- A. District Crisis Coordinator and superintendent notified by appropriate personnel.
- B. Ascertain level of toxicity (danger) and ensure safety of students and staff.
- C. Notify transportation director to alert bus drivers concerning the potential need for evacuation. Also, notify board members.
- D. Determine if evacuation is necessary to pre-determined location.
- E. Set up information / command center.
- F. Work with all appropriate agencies.

V. Blackout/Loss of Power

- A. Notification by building principal.
- B. Ensure safety of students and staff.
- C. Contact appropriate agency or provider of power to determine the length of outage.
- D. Further decisions will be based on information available .
- E. If school is dismissed, notify Board Members and media.

VI. Death of Student or Staff

*On Campus or School-Related Activity

- A. Notified by appropriate personnel.
- B. Determine impact of event on school classes - buildings - district.
- C. Conference with District Crisis Coordinator and Principals. Determine scope of counseling effort. Will additional counselors and caregivers be needed to assure follow-up?
- D. Initiate contact with victims' families.
- E. Contact board members.
- F. Be prepared to tactfully say "no" to having funeral or memorial at school. Encourage funeral for after school hours or weekend.
- G. Work with media as appropriate.

VII. Suicide or Attempted Suicide on Campus

- A. "No Media"
- B. Notified of facts by appropriate school personnel.
- C. Work with District Crisis Coordinator and Principals to determine impact and how the situation should be handled.
- D. Be prepared to tactfully say "no" to having funeral or memorial at school. Encourage funeral for after school hours or weekend.
- E. Stay in contact with families.
- F. Offer counseling services for those impacted - family, friends, students, and staff.

VIII. Media Relations

- 1. The Superintendent's office will be the briefing center.
- 2. KAIT-8 and the Jonesboro Sun will be the designated media representatives.
- 3. No other media will be allowed on campus.
- 4. Other media will be housed on the grounds of the bus garage area.
- 5. The superintendent (or his designee) will be the official school spokesperson.
- 6. An initial briefing will take place as soon as accurate information is available.
- 7. Daily briefings will be scheduled, preferably in the afternoons.
- 8. The school resource officer will be the official liaison with the Craighead County Sheriff's Office.
- 9. The person in charge of the crisis site will refer all inquiries to the superintendent's office.
- 10. No media will be allowed on the crisis site.
- 11. Any media personnel found violating restrictions will be arrested.

PRINCIPAL PROTOCOL

1. Assess and contain site as appropriate.
2. Call 911 if necessary (when in doubt - call 911). Notify school resource officer.
3. Ensure safety of students/staff. Manage student movement.
4. Notify district crisis coordinator, superintendent, and other pertinent staff members.
5. Disseminate information in written form for staff.
6. Prepare written letter stating facts surrounding incident to go home to parents including expected occurrences for the next day.
7. Depending on time of crisis occurrence, schedule a faculty /staff meeting after school is dismissed or before school starts the next day.
8. Be prepared to visit and stay in contact with families of students/staff most affected by the incident.
9. Be prepared to deal with the media. Be aware there may be questions that would be best answered by the building principal rather than the designated media spokesperson. The superintendent (or his designee) is the primary media contact.
10. Maintain a list of victims, keep a continual update of status of victims, notify the crisis coordinator and the superintendent.

**BUILDING PRINCIPAL/TEAM LEADER
CHECKLIST**

- _____ 1. Manage student and staff movement! Use bell or intercom to move or to signal teachers that students are to move or remain in class until further notice, or to relocate students from a “danger” area.
- _____ 2. Call Fire or Police Department, if needed. (911)
- _____ 3. Call ambulance, if needed. (911)
- _____ 4. Ensure that injured have received appropriate first aid and that visual identification is attached.
- _____ 5. Call District Crisis Coordinator (935-7502)
- _____ 6. Designate a person to obtain health folder and ride in the ambulance to hospital, if needed.
- _____ 7. Post staff members at outside doors.
- _____ 8. Contact family of injured student/staff.
- _____ 9. Arrange coverage for classes of Crisis Team members.
- _____ 10. Meet with outside support personnel, as appropriate.
- _____ 11. Make any necessary intercom announcement regarding circumstances as soon as possible.
- _____ 12. Prepare written communication (approved by superintendent) for student and parent distribution.
- _____ 13. Convene total staff meeting at the end of the day or during day, if appropriate.

COUNSELOR PROTOCOL

- A. Stay in close contact with the Counseling Director of the Crisis Team.
- B. Be available and keep a flexible schedule.
- C. Locate counseling assistance (check community resources). Be sure to use counselors from feeder schools.
- D. Provide individual and group counseling.
- E. Coordinate and greet support staff members and then take them to their assigned locations.
- F. Contact parents of affected students with suggestions for support and further referrals.
- G. Follow the schedule of the deceased and visit classrooms of close friends.
- H. Support the faculty (provide counseling as needed).
- I. Keep records of affected students and provide follow-up services.
- J. Establish a self-referral procedure. Make referral forms available.
- K. Review and distribute open-ended questions to assist teachers with classroom discussion.
- L. Assign a counselor or responsible adult to follow the deceased student's schedule for the remainder of the day to provide a stable emotional presence in each classroom.
- M. Monitor grounds for students leaving the building without permission.
- N. Arrange routing for the masses of parents who will pick up their children early.
- O. Ensure that students who are closest to the victims are picked up by parents at school.
- P. Notify bus drivers of the victims in order for them to adjust and be aware of student emotions.
- Q. Notify feeder schools so they can prepare siblings and other students regarding the crisis.

SCHOOL NURSE PROTOCOL

- A. Provide first aid training for all school employees.
- B. Maintain classroom first aid kits (containers).
- C. Maintain first aid big barrels.
- D. Maintain trauma bags.
- E. Maintain fresh water storage in nurse's station.
- F. Assist in caring for injured students/staff.
- G. Monitor reactions of traumatized students/staff.
- H. Keep a record of frequency of visits and complaints.
- I. Inform students/staff about physical manifestations of grief.

TEACHER PROTOCOL

- A. Maintain class rosters with ready access.
- B. Maintain first aid kit and have it immediately available for use.
- C. Provide accurate information to students which may dispel rumors.
- D. Lead classroom discussions, when warranted, that focus on helping students cope with loss.
- E. Answer questions without providing unnecessary details.
- F. Recognize and honor the various religious beliefs that may help the students to cope.
- G. Be understanding and receptive to students' expressions of various emotions.
- H. Be careful of the use of television broadcasts in the classroom. Live newscasts can be traumatizing; especially if the students are still at school.
- I. Identify students who need counseling and refer to building support personnel.
- J. Provide activities to reduce trauma, such as art work, music, and writing.
- K. Alter the curriculum as needed.
- L. Discuss funeral procedures when appropriate.
- M. Be able to obtain assistance from other professionals should the need arise.

SCHOOL MAINTENANCE PROTOCOL

- A. Be prepared to shut off gas valves.
- B. Be prepared to shut off water valves.
- C. Be prepared to shut off electrical switches.
- D. Maintain tool supply for effective utility needs and possible shutdown.
- E. Check buildings and area for safety concerns, assist in locating casualties, and report to building Principal.
- F. If crisis occurs, patrol and secure area.
- G. Do periodical safety checks during the year of all safety support equipment such as exit lights, fire extinguishers, etc.
- H. If crisis occurs, help in obtaining tables, supplies, support equipment, etc.
- I. Maintain backup stored water at designated locations.
- J. Help identify safe areas for shelter and infirmaries. Remember buses are an alternative.

SECRETARY PROTOCOL

- A. Assist in communications by telephone or alternate communications to parents.
- B. Establish and maintain phone tree.
- C. Acquire check-out sheets.
- D. Assist in establishing check-out points.
- E. Help compile a list of casualties and missing or unaccounted students and staff.

FOOD SERVICE PROTOCOL

- A. Assist in storage and distribution of food and water.
- B. Help in obtaining tables and similar supplies, whenever and wherever needed.
- C. Assist Parent Center, Red Cross, and other agencies with food, water, and similar emergency needs.

PARENT CENTER PROTOCOL

Be prepared to provide childcare services for children of workers involved in the crisis response effort.

VIOLENCE IN AND AROUND THE SCHOOL

Bomb Threat Procedures

1. Upon receipt of a bomb threat, the person receiving the call will make every attempt to:
 - a. Prolong the conversation. **DO NOT HANG UP THE PHONE.** (Use another phone to call authorities.)
 - b. Identify background noises and any distinguishing voice characteristics.
 - c. Ask the caller for a description of the bomb, where it is and when it is due to explode.
2. The person receiving the threat will notify the principal.
3. Alert 911.
4. The principal will, in consulting with 911, decide whether to make a preliminary search or to evacuate the building.
5. The principal will notify the superintendent's office.
6. Inform staff and students of the bomb threat and immediate directions, for example, remain in their rooms until an all-clear is given or directions to evacuate.
7. Ask staff to make a visual observation of their classroom/work area and inform them not to open cabinets, doors or move objects. If anything suspicious is found,
DO NOT TOUCH IT!
The bomb can be almost anything from a bundle of dynamite to concealed or ordinary objects (briefcase, toolbox, pieces of pipe, etc.). You will be searching for something that doesn't belong in the classroom/work area.
8. Check absentee list and on each absentee from class at the time the threat was received. Account for all students, check halls and restrooms.
9. Ask for volunteers to participate in the search with the police/fire department.
10. Meet with the police/fire department and search team to decide on the procedure for checking the building.
11. If at any time the threat is determined to be valid, use standard fire drill procedures with any necessary modifications to evacuate the building. Evacuate at least 300 feet from the building. Plan for an alternate location if needed due to a prolonged search or inclement weather.
12. When building is reported safe, resume whatever schedule is needed and debrief staff and students.
13. If a written threat is received, copy the contents and protect the original message (plastic or other covering) to preserve fingerprints and other identifying marks.
14. Use the Bomb Threat Checklist to gather helpful information.

Bomb Threat Checklist

Time _____ Date _____

Do not hang up. Use another phone to call police.

Record the exact words used by the caller _____

Ask:

What time is the bomb set for? _____

Where is the bomb? _____

What does the bomb look like? _____

Why are you doing this? _____

Who are you? _____

Evaluate the Voice of the Caller:

_____ Man	_____ Accent
_____ Woman	_____ Speech Impediment
_____ Child	_____ Intoxicated
_____ Age (approx)	_____ Other

Background Noise:

_____ Music	_____ Conversation
_____ Children	_____ Machine Noise
_____ Typing	_____ Traffic
_____ Airplanes	_____ Other _____

Person receiving threat will immediately notify the principal.

Call received by _____

Intruder in the Building

First person to notice intruder (person with a weapon or person who is upset or acting out of control) will notify principal.

1. In building with intercom system, each building would use appropriate code word: **“The office is closed” or “The office is open.”**
2. Other buildings could use a long bell (10 second). Alarm sounded means: **lock the classroom door, do not allow students to leave the classroom, be seated on the floor next to an interior wall away from windows and doors until further notice.**
3. Teachers take an accurate count of students.
4. Designate personnel as monitors.
5. Staff communicates to office any information regarding intruder.
6. Principal will determine need to notify police and school superintendent.

Weapons on Campus and Other Police Emergencies

1. Notify the building principal/designee.
2. If the situation warrants, an announcement will be made for all classrooms to be secured (lock), turn off lights, move students away from glass doors and windows.
3. Evacuate the immediate area if possible (when applicable). **DO NOT** use the fire alarm system.
4. Control access to the potential offender. Limit access to the crime scene to those in authority.
5. When security officials arrive at the scene, they will take control of the situation and work closely with school officials.
6. If evacuation of the building is required, use the fire signal.
7. The building principal or designee will determine when it is safe to return to the area after consulting with the police officer in charge.
8. Implement personal intervention counseling to students if needed.

MEDICAL EMERGENCIES

SERIOUS INJURY (Major Accident/Medical Emergencies)

1. Personnel must remain calm.
2. The teacher or person in charge should call the nurse or send someone for the nurse giving the:
 - a. location of student,
 - b. student's name, and
 - c. type of injury.
3. The nurse (while in route) will radio an administrator _____(Assistant Principal) of the emergency.
4. The nurse and administrator will both report to the emergency scene.
5. The administrator _____(Assistant Principal) will stay at the emergency scene to relay instructions by radio to the principal's secretary.
6. If the nurse cannot be reached, notify the principal's secretary. If she cannot locate the nurse, the following announcement will be made: "Would the owner of the black and silver Land Cruiser please come to _____(location of the accident)." The nurse and designated administrator will immediately go to the area. Any person on the first aid teams who is available at that time should also go to that area.
7. If the principal's secretary cannot be reached, notify the director of instruction.
8. While the nurse is on the way, the nearest team should be notified and emergency first aid should be started.
9. All personnel with a radio will wait for instructions.
10. Keep all interested personnel and students uninvolved in the emergency away from the area.
11. Do not move the student/victim unless his location is potentially dangerous. Reassure the student/victim; keep him quiet and lying down.
12. The assistant principal or nurse's assistant will find the emergency procedure card on file in the clinic. The nurse or principal/assistant principal will notify the parents as soon as possible. (The principal or assistant principal is always consulted for advise when notifying parents.) **Notification should be given tactfully and in such a manner as not to create undue panic.** Parents should be given all known details rather than just advised that "your child has had a bad accident." If parents cannot be consulted immediately, follow instructions on emergency card regarding physician and hospital. Do not delay in securing medical attention when the emergency is so severe that it suggests immediate hospital care.
13. The following people are authorized to call for an emergency vehicle if it is needed: the principal, assistant principal, nurse, principal's secretary, or emergency first response team leader.

MEDICAL EMERGENCIES
SUPPLY KITS

CONTENTS–MAJOR FIRST AID KITS: 30 gallon sealed containers located in major areas of all campuses.

Airway (1)	Pencils, Notebook, and 3x5 Cards
Adhesive Tape (2 rolls)	First Aid Booklet–brief instructions
Silk Tape (2 rolls)	Butterfly Closures (10)
Cotton Tip Applicators (1 pkg/100)	Band-aids (20)
Bandage, Gauze roll (1-2)	Ammonia Ampules (1)
Bandage, Ace (1)	Alcohol (1 bottle)
Bandage, Triangular (2)	Sterile Eye Wash (1)
Bandage, Kling (2 rolls)	Sugar Packets (2-3)
Bandage, Clean Strips Material (5-6)	Salt Packets (2-3)
Bandage, 4x4 Sterile (5)	Peroxide (1)
Bandage, 2x2 (10-20)	Triple Antibiotic Ointment (1)
Bandage, ABD (2)	Lubricant (4-5 pkg)
Cotton Balls (100)	Chemical Ice (2-3)
Basin, Small	Tylenol Liquid (1 bottle)
Forceps, Tweezers (pair)	Tylenol Tablets (1 bottle)
Telfa Pads (10)	Aspirin (1 bottle)
Sanitary Pads (6-12)	Vaseline (1 jar)
Safety Pins (1 doz)	Blanket, Wool (1)
Scissors (1)	Space Blanket (1-2)
Splint, Arm Board (2x4)	Sheet (1)
Splint, Arm Board (Cardboard-1)	Toilet Paper (1 roll)
Tampons (1-2)	Paper Towels (1 roll)
Tongue Depressors (10)	Pre-moistened Towelettes (1)
Thermometer (1)	Plastic Bags, Small (1 box)
Thermometer Covers (10)	Plastic Garbage Bags (2)
Neck Brace (1)	Needle & Thread
Rubber Gloves (several pairs)	Nail Clippers
Flashlight and batteries (1)	Paper Bags (5)
Work Gloves (1)	Vom-Sol (2)
Small Shovel	Small Plastic Cups (1)
Short Crowbar	Pillow, Foam (1)

Clean Rags / Strips (1 yd. size)	
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Classroom Medical Kits: 5 Gallon Containers located in each class room

CPR Mask (1)	Gloves (1 box)	Flashlight and batteries (1)
Cotton Tip Applicators (1 pkg/100)	Sanitary Pads	Notebook and Pen
Peroxide (1 bottle)	Instant Ice Packs (2)	Disposable Rescue Blankets (2)
Sterile 4x4 bandages (10)	Heat/ice packs (4)	Kerlex (2)
Unsterile 4x4 (1 pkg/100)	Nail Clippers	Telfa (4)
ABD Bandages (2)	Wet Wipes	Spine Board
Trauma Dressings (2)	Tweezers	
Scissors (1)	Kling Bandages (2)	

Portable Trauma Bags: Located in Nurses' Offices, Principals' Offices, and Superintendent's vehicle.

Ambu Bag	Kling Bandages
Airways	Kerlex Bandages
Splint (SAM)	Disposable Rescue Blankets
Ace Bandage	Triangular Bandages
Neck Brace	Wet Wipes
Turkey Baster (Suction)	Stethoscope/Blood Pressure Monitor
ABD Pads (4)	Cotton Tipped Applicators
Trauma Pads	Tongue Blade (Plastic)
Sterile 4x4 bandages	Glucose Tablets / glucose gel
Nonsterile 4x4 bandages	Sterile Eye Wash
Eye Pads	Antiseptic Spray
Dermacel Tape (2)	30 cc Syringe (Irrigation)
Plastic Gloves	Neosporin
Heat/Cool Gel Pack	Scissors (Heavy Duty)
Instant Ice Bags	Hemostat
Alcohol Pads	Tourniquet
Nail Clippers	Several Blankets & Sheets
Sterile Burn Sheets	Safety Pins
CPR Micro Shields	

NATURAL EMERGENCIES
EARTHQUAKE DRILL
Westside High School

SIGNALS

To begin drill - Announcement over intercom

To evacuate building - 1 (one) long ring of the bell

To return to building - 1 (one) long ring of the bell

If the intercom is not working, and the earth begins shaking, each teacher will instruct the students to “duck and cover.” The teacher will also instruct the students to evacuate the building when the ground stops shaking.

DRILL PROCEDURES

Classrooms

1. Students are to drop and take cover under their desk or a table near them, and face away from windows.
2. Students are to remain in the sheltered position for at least 60 seconds.
3. Students are to evacuate building when the signal is given.

Gymnasium

Classes in the gym should move quickly through the doors on the north end of the gym into the halls in front of the cafeteria, and assume the crouch position (kneel with back to wall, place head close to knees, cover sides of head with elbows and clasp hands firmly behind the neck.)

Library

Students in the library should move away from where books and bookshelves might fall. Students should take cover under tables.

Cafeteria

Students are to take cover under the dining tables.

Outside of Buildings

Move to an open space away from buildings, power lines, or trees. Lie down or crouch low and keep looking around to be aware of dangers that may demand movement.

School Bus

Students should remain in seat on the bus and hold on. Bus drivers should stop the bus away from power lines, bridges, overpasses, and buildings.

Evacuation

Evacuation will be 100 feet or more from the building. Students should walk quietly. Students should stay away from power lines, gas supply areas, and buildings. Students should stay together with their teacher.

NATURAL EMERGENCIES
EARTHQUAKE DRILL POLICY
Westside Middle School

SIGNALS

To begin drill – five (5) short rings of the bell

To evacuate building – one (1) long ring of the bell

To return to building – one (1) long ring of the bell

If the bell system is not working, and the earth begins shaking, each teacher will instruct the students to “duck and cover.” The teacher will also instruct the students to evacuate the building when the ground stops shaking.

DRILL PROCEDURES:

Classroom

1. Students are to drop and take cover under their desk or table near them, and face away from windows.
2. Students are to remain in the sheltered position for at least 60 seconds.
3. Students are to evacuate building when the signal is given.

Library

1. Students should move away from where books and bookshelves might fall.
2. Students should take cover under a table near them, and face away from windows.
3. Students are to remain in the sheltered position for at least 60 seconds.
4. Students are to evacuate the building when the signal is given.

Cafeteria

1. Students are to take cover under the dining tables.
2. Students are to remain in the sheltered position for at least 60 seconds.
3. Students are to evacuate the building when the signal is given.

Gymnasium

1. Students in the gym should move quickly to the dressing rooms and assume the crouch position (kneel with back to wall, place head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck).
2. Students are to remain in the sheltered position for at least 60 seconds.
3. Students are to evacuate the building when the signal is given.

Outside The Building

1. Move to an open space away from buildings, power lines, or trees.
2. Lie down or crouch low and keep looking around to be aware of dangers that may demand movement.

School Bus

1. Student should remain in their seat on the bus and hold on.
2. Bus drivers should stop the bus away for power lines, bridges, overpasses, and buildings.

Evacuation

Students–

1. Students should walk quietly to the evacuation site, which will be 100 feet or more from the building.
2. Students should stay away from power lines, gas supply areas, and buildings.
3. Students should stay grouped in close proximity to their teachers so that all students may be accounted for.

Teachers–

1. Teachers will acquire their class record book, classroom status report, and classroom first-aid kit.
2. Teachers will post their “HELP” needed or “ALL CLEAR” sign on their classroom doorframe before leaving their room for the evacuation site outside the building.
3. Teachers will check roll with class record books to account for all students and complete the classroom status report. Be sure all new students are included on the classroom status reports.
4. Teachers are to give completed classroom status reports to members of the student welfare committee.
5. All personnel should be prepared to stay on campus for at least 72 hours in the event of an emergency.

NATURAL EMERGENCIES
EARTHQUAKE DRILL
Westside Elementary School

Signals

To begin drill - 5 (five) short rings of the bell.

To evacuate building - 1 (one) long ring of the bell.

To return to building - 1 (one) long ring of the bell.

If the bell system is not working, each teacher will instruct the students to take cover when they feel the earth shaking. The teacher will also instruct the students to evacuate the building when the ground stops shaking.

Classrooms

1. Students are to drop and take cover under their desk or table near them, and face away from the windows.
2. Students are to remain in the sheltered position for at least 60 seconds.
3. Students are to evacuate the building when the signal is given.

Gymnasium

Classes in the gym should move quickly through the doors on the north end of the gym and assume the crouch position (kneel with back to wall, place head close to knees, cover sides of head with elbows and clasp hands firmly behind the neck) along the inside corridor wall between the doors to the gym.

Large groups in the gym for a program should move quickly and quietly to their classrooms and take cover under their desks.

Library

In the library, students should move away from where books and bookshelves might fall and take cover under tables.

Cafeteria

Students are to take cover under the dining tables.

Playground

Move to an open space away from buildings, power lines, or trees. Lie down or crouch low and keep looking around to be aware of dangers that may demand movement.

School Bus

Remain in the seat and hold on. Bus drivers should stop the bus away from power-lines, bridges, overpasses, and buildings.

Evacuation

Evacuation for rooms 1 through 16, cafeteria, library, gym, teachers, lounge, room 29, and rooms 44 through 55 will be to the front parking lot. Evacuation for rooms 17 through 35 will be to the playground on the south side of the building.

Exiting Building

Rooms 19 & 20 exit end door #2
Rooms 21 & 22 exit end door #1
Rooms 17 & 18 exit end door #11
Rooms 23 & 24 exit end door #12
Rooms 25 & 26 exit end door #3
Cafeteria exit end doors #7 & #8
Rooms 27 and 28 exit end door # 4
Rooms 32, 31, 30B & 30A exit front door #8
Reception, Principals offices, room 29, 63
& 54 exit front door # 5
Cafeteria workers exit back kitchen door
Rooms 36 & 37 exit end door #6
Rooms 40 & 41 exit end door #5

Rooms 9 & 10 exit end door #8
Rooms 11 & 12 exit end door #8
Rooms 13 & 14 exit end door #7
Rooms 15 & 16 exit end door #7
Rooms 1 & 2 exit front door #1
Rooms 8 & 7 exit front door #2
Rooms 4 & 3 exit front door #1
Rooms 6 & 5 exit end door # 9
Library, Lounge, Rooms 47, 53,
45 & 46 exit front door #4
Gym classes exit front door #3
Rooms 38 & 39 exit end door #6
Room 42 & 42 exit end door #5

Alternate Routes to Blocked Exits

Blocked Exits Alternate Exits

1, 2, 3, 4 (Front doors)
5, 6, 7, 8 (Front doors)
9,10 (End doors)
11,12 (Rear doors)
13, 14 (Rear doors)
5, 6 (End doors)
7, 8 (End doors)
3, 4 (End doors)

9,10 (End doors)
3, 4 (End doors)
1, 2, 3, 4 (Front doors)
1, 2 (End doors)
11, 12 (Rear doors)
13, 14 (Rear doors)
1, 2, 3, 4 (Front doors)
5, 6, 7, 8 (Front doors)

NATURAL EMERGENCIES
TORNADO EMERGENCY PLAN AND DRILL PROCEDURE
Westside High School

The superintendent's secretary will listen to the Civil Defense Weather Monitor in her office for a tornado warning. Pupils and teachers will assemble in assigned areas as directed. If we have a power failure, the signal will be given with hand bells or referee whistles. If the regular signal is operative, six distinct sounds of the regular alarm will be given: The procedure for taking shelter will be as follows:

1. Room 1 through 10 will assemble in the corridor adjacent to the rooms.
2. Rooms 11 through 14 will remain in the rooms.
3. Students in the library will be grouped in the office of the library, audio-visual storage room and room 14.
4. Students and employees in the cafeteria, auditorium, and gymnasium will take shelter in the corridors of the gym.
5. Students who are in room 15 will use the room 15 closet. Students in rooms 16 and 17 go to the corridor.
6. Students will be taught to kneel on the floor, lean forward with face to the floor with hands covering the head.
7. Fire Marshals will assist the faculty members.
8. Teachers will assign students to close the windows and doors. All inside doors leading into corridors must be left closed.
9. Janitors will cut off main gas valve.
10. Student accounting would be the same as for fire drills.
11. Teachers must keep record books so as to check the roll.
12. Release students to parents on request.
13. Physical care of students will be the first concern of school personnel.
14. Junior High Building students will move out of the classroom into the hall adjacent to the room. Each teacher will supervise his own group.
15. Music Building students and students in the band room will move into the instrument storage rooms on the east side of the building. Students in the choral room will line up along the south wall of the room.
16. Students in the portable building will go to the Junior High Building and move into the hallway.
17. Students in rooms 109 and 110, in the Junior High Building, will remain in their rooms.
18. Office personnel will use the vault or inner rooms in the office.
19. Students in the Agriculture building will move to the corridors away from windows.

*Revised 1998

NATURAL EMERGENCIES
TORNADO EMERGENCY PLAN AND DRILL PROCEDURE
Westside Middle School

The principal's office will listen to the Civil Defense Weather Monitor for a tornado warning. If the weather warrants, the signal of one short ring followed by a continuous ring of the bell will be sounded. If we have a power failure, the signal will be given with referee whistles.

Upon hearing this signal, students and teachers will move as quickly and quietly as possible to their designated place of safety and take cover under desks or tables.

1. Students in the gym will move to the dressing rooms and take cover.
2. Students in the cafeteria will take shelter under tables against inside wall.
3. Students in the library will be grouped in the audio-visual storage room.
4. Students in classrooms will move to the inner wall of classroom, away from windows.
5. Students in the band room will move into the instrument storage room.
6. Office personnel will use the vault or inner rooms in the office.

Students should sit on the floor with their legs crossed, bent forward from the waist with their fingers laced together over the backs of their heads. This position should be maintained until the all clear signal of one long ring of the bell is sounded.

Maintenance should cut off main gas valve, if necessary.

Student accounting will be the same as for fire drills. Teachers will check roll with class record books to account for all students. Physical care of students will be the first concern of school personnel. Students will be released to parents upon request.

NATURAL EMERGENCIES
TORNADO EMERGENCY PLAN AND DRILL PROCEDURE
Westside Elementary School

To begin drill - Bells will ring one (1) short ring followed by continuous ring.

To cancel drill - The all clear signal will be one (1) long ring of the bell.

Upon hearing the signal, students should move as quickly as possible to their designated place of safety. They should then sit on the floor with their legs crossed, bent forward from the waist with their fingers laced together over the back of their heads. This position should be maintained until the all clear signal is sounded.

The location of each class will be as follows:

<u>Classroom</u>	<u>Location</u>
1, 2, 3, 4	Students should remain in their classrooms and be placed facing the corridor wall under the bulletin board.
5	Students should move into the corridor and sit facing classroom No. 2's wall.
6	Students should move into the corridor and sit facing classroom No. 1's wall.
7, 8	Students should move into the corridor and sit facing their classroom wall.
9, 10, 11, 12	Students should remain in their classrooms and sit facing the corridor wall under the bulletin board.
13	Students should move into the corridor and sit facing classroom No. 10's wall.
14	Students should move into the corridor and sit facing classroom No. 9's wall.
15, 16	Students should move into the corridor and sit facing their classroom wall.
17, 18, 19	Students should move into the corridor and sit facing their classroom wall.

20	Students should move into the corridor and sit facing classroom No. 23's wall.
21	Students should move into the corridor and sit facing classroom No. 24's wall.
22, 23, 24	Students should remain in their classrooms and sit facing corridor wall under the bulletin board.
25, Counselors, Art, Resource 4 - 6	Students should move into the corridor and sit facing their classroom wall.
26	Students should move into the corridor and sit facing classroom No. 28's wall.
27	Students should move into the corridor and sit facing Resource classroom walls.
28, Music, Resource 1-3	Students should remain in their classrooms and sit facing the corridor wall under the bulletin board.
Cafeteria, Library	Students should be placed under the table where they are sitting.
Gym	Students should move into the corridor west of the receptionists' office and sit facing the music room wall.
Speech Therapy	Students should be placed under the table.
Nurse's Office	Students should be placed in the bathroom.
Principals, Secretaries	Hallway between speech rooms and restrooms.
36, 37, 38, 39	Students should remain in their classroom and sit facing corridor walls under the bulletin board.
40, 41, 42, 43	Students should move into the hall way and sit facing their classroom wall.

NATURAL EMERGENCIES

FIRE DRILL POLICY

Westside High School

Fire drills are required by law to be held in Arkansas Schools at least once each month. Three short rings of the bell will initiate a fire drill.

The major purpose of the fire exit drills is to ensure the safe evacuation of the building by the orderly use of all available facilities. Preservation of life takes priority over preservation of property. It is of utmost importance that fire drills be carefully organized and properly supervised to assure effective operation. Generally speaking, the loss of life in school fires has been due to the following: delays in detecting the presence of fire, delays in sounding the alarm, and delays in leaving the building.

The school fire exit drill should be a highly significant learning experience for students and staff alike, designed to ensure safe progress from the building in event of fire or other emergency. It will be strengthened as an educational device if, immediately following the drill, group discussion within each class give emphasis to individual responsibilities in an emergency and the need for cooperation with fire drill regulations.

Although rapid evacuation of the building is important, orderly and controlled movement is even more important.

Fire drill exits must be made realistic, otherwise the planner may unintentionally contribute to uncertainty, confusion, and possible loss of life. They should be held without any advance notice to teachers or pupils and at irregular times. Each classroom will have an evacuation plan posted in a highly visible location on the wall near the door.

Everyone without exception should evacuate the building immediately upon the alarm. It should never be countermanded, even though false or a mistake. There must be no stops for wraps or valuables.

All students should immediately come to attention when the alarm is sounded. With the teacher holding the door open, the class will march out of the room in a brisk, orderly manner. After making certain all are out, the teacher will close the door and follow his group, taking the class record book.

To assist the teacher in maintaining complete control of his class, students must be taught to remain silent during fire drill exits. In time of emergency a single remark may cause alarm, with resultant confusion, disorder and injury. Pupils must be able to hear the teacher's instructions when and if needed.

If the exit signal should occur when they are in the hallways or restrooms, pupils should be instructed to form in file and immediately proceed to the nearest exit available, in a brisk, quiet and orderly fashion. Running should always be prohibited.

Students in laboratories should join the nearest line or exit and leave the building, reporting to their own class only when they have reached the designated assembly area. Custodians or other responsible adults should turn off central ventilation fans. Additional staff assignment may be the use of extinguishers or giving directions to firemen as to location of the fire. Any non-teaching employee not performing functions, and visitors are to evacuate the building. Shop students should be instructed to turn off motors, torches, forges, and other equipment that might create hazards while they are out of the building. Similar action should be taken in laboratories, home economics classes, and the lunchroom kitchen. Trained student fire marshal groups may be designated to complete principal delegated tasks.

After evacuation of the building, each class should move to a pre-determined area, away from the danger zone of interference with fire fighters, at least 50 feet from the building, clear of fire hydrants and electric power lines. Having a definite evacuation area for each class will help prevent panic should there be a fire and anxious parents are attracted to the scene.

To assure that all students are accounted for, the roll should be taken when the class reaches its assigned area. The accounting system is simplified if the “buddy” system (pairing on) has been installed. It is most important that every student be accounted for to prevent necessity for search of the building if an actual fire is in progress.

Each class should remain at its assigned area until the recall signal is given to return to the building, or when dismissed. Because re-entry can be dangerous, no re-entry should be permitted until the re-entry signal has sounded.

Upon return to the classroom following a drill, teacher and class should discuss the good and bad features of the drill and plan for improvement of future drills.

NATURAL EMERGENCIES
FIRE DRILL POLICY
Westside Middle School

Fire drills are required by law to be held in Arkansas Schools at least once each month.

The major purpose of fire exit drills is to ensure the safe evacuation of the building by the orderly use of all available exit facilities. Preservation of life takes priority over preservation of property. It is of utmost importance that fire drills be carefully organized and supervised to assure effective operation. Generally speaking, the loss of life in school fires has been due to the following: delays in detecting the presence of fire, delays in sounding the alarm, and delays in leaving the building.

The school fire exit drill should be a highly significant learning experience for students and staff alike, designed to ensure safe progress from the building in event of fire or other emergency. It will be strengthened as an educational device if, immediately following the drill, group discussion within each class gives emphasis to individual responsibilities in an emergency and the need for cooperation with the drill regulations.

Although rapid evacuation of the building is important, orderly and controlled movement is even more important.

Fire exit drills must be made realistic, otherwise the planner may unintentionally contribute to uncertainty, confusion, and possible loss of life. They should be held without any advance notice to teachers or pupils and at irregular times. Each classroom will have an evacuation plan posted in a highly visible location on the wall near the door.

Everyone without exception should evacuate the building immediately upon the sounding of the fire alarm system. It should never be countermanded, even though false or a mistake. There must be no stops for wraps or valuables.

All students should immediately come to attention when the alarm is sounded. The teacher should acquire the class record book and hold the door open, while the class proceeds out of the room in a brisk, orderly manner. After making certain all are out, the teacher will close the door and follow his group, taking the class record book.

To assist the teacher in maintaining complete control of his class, students must be taught to remain silent during fire exit drills. In time of emergency a single remark may cause alarm, with resultant confusion, disorder and injury. Pupils must be able to hear the teacher's instructions and checking of the roll to account for all students.

If the exit signal should occur when they are in the hallways or restrooms, pupils should be instructed to form in file and immediately proceed to the nearest exit available, in a brisk, quiet and orderly fashion. Running should always be prohibited. Students should line up outside, away from the building and clear of fire hydrants.

Fire marshals, maintenance, and administration will check the building. Maintenance or other responsible adults should turn off central ventilation fans. Additional staff assignments may include the use of fire extinguishers or giving directions to firemen as to location of the fire. Any non-teaching employee not performing functions and visitors are to evacuate the building. When the school is deemed to be safe, an all clear signal will be given, and students may follow the teacher back to the classroom.

NATURAL EMERGENCIES

FIRE DRILL POLICY

Westside Elementary School

Fire drills are required by law to be held in Arkansas Schools at least once each month. Three short rings of the bell will initiate a fire drill.

The major purpose of the fire exit drills is to ensure the safe evacuation of the building by the orderly use of all available facilities. Preservation of life takes priority over preservation of property. It is of utmost importance that fire drills be carefully organized and properly supervised to assure effective operation. Generally speaking, the loss of life in school fires has been due to the following: delays in detecting the presence of fire, delays in sounding the alarm, and delays in leaving the building.

The school fire exit drill should be a highly significant learning experience for students and staff alike, designed to ensure safe progress from the building in event of fire or other emergency. It will be strengthened as an educational device if, immediately following the drill, group discussion within each class give emphasis to individual responsibilities in an emergency and the need for cooperation with fire drill regulations.

Although rapid evacuation of the building is important, orderly and controlled movement is even more important.

Fire drill exits must be made realistic, otherwise the planner may unintentionally contribute to uncertainty, confusion, and possible loss of life. They should be held without any advance notice to teachers or pupils and at irregular times. Each classroom will have an evacuation plan posted in a highly visible location on the wall near the door.

Everyone without exception should evacuate the building immediately upon the alarm. It should never be countermanded, even though false or a mistake. There must be no stops for wraps or valuables.

All students should immediately come to attention when the alarm is sounded. With the teacher holding the door open, the class will march out of the room in a brisk, orderly manner. After making certain all are out, the teacher will close the door and follow his group, taking the class record book.

To assist the teacher in maintaining complete control of his class, students must be taught to remain silent during fire drill exits. In time of emergency a single remark may cause alarm, with resultant confusion, disorder and injury. Pupils must be able to hear the teacher's instructions when and if needed.

CHEMICAL SPILL

Chemical Spill/Toxic Fumes

If spill/fumes occur outside the building:

- Keep students inside.
- Close windows.
- Establish contact with police, fire and health department.
- Establish contact with superintendent's office.
- Be prepared to evacuate the building.
- If students are outside, move upwind.
- Don't step in spilled material.
- Evacuate to pre-determined locations.

BLACKOUT/LOSS OF POWER

1. Teachers with classes are to remain in that class with the students until further instruction. Students are not to be released.
2. No student movement should occur without instructions from administrative team, nor leave campus.
3. All teachers and other personnel who do not have class, meet in the main entrance of the school at this time for further information. Administrators and other personnel will cover all exits.
4. If a power failure occurs during lunch, all teachers in the cafeteria and snack bar area should assist in supervision.

DEATH OF STUDENT OR STAFF

***On Campus or School Related Activity**

Student/Staff Death

Immediate procedure to be taken by building administrator(s)

- *Obtain facts concerning the death(s).
- *Notify superintendent, 935-7503
- *Notify 911 (24-Hour Crisis Line).
- *Decide on time/place for a staff meeting.
- *Activate building calling tree.

Follow through procedures to be taken by building administrator(s) in conjunction with the crisis team.

- *Update information concerning the death(s).
- *Develop a plan for the day.
- *Meet with all building staff.
- *Make announcement to students.
- *Plan for subs, if needed; other personnel can be utilized if necessary for staff to attend services.
- *Notify other schools affected.
- *Identify students/staff most affected.

Bus Accident

- *The Superintendent and/or designee to report to the scene of the accident to identify and comfort students.
- *The Superintendent needs to be available in the school office to answer questions.
- *The Administration should be prepared to deal with the media.
- *Notify 911 (24-hour crisis line).
- *Activate calling tree if appropriate.

Evacuation/Alternate School Locations

Although it is highly unlikely, some crisis situations may require that school be evacuated and the students be relocated. If emergency personnel determine that the building will be unsafe for some time:

- *Notify the Superintendent's office.
- *Make arrangements for the transportation of special needs students.
- *Keep the media informed of evacuation/relocation plans so parents will have accurate information.

SUICIDE OR ATTEMPTED SUICIDE ON CAMPUS

Report of Suicide

School _____ Date _____
Student _____ DOB _____
Address _____ Parent Notified Yes _____ No _____
Parent's Name _____ Date of Notification _____
Telephone _____ Time _____
Staff Members Involved _____ Report Prepared By _____
What seems to be the student's problem? _____

Recommendations _____

Results
of Parental Contact _____

Action Taken

Follow up will be Done By _____

Administrator's Suggestions Checklist For a Death in a Student's Immediate Family

- _____ 1. Verification of death (spouse, parent, hospital, police, sheriff, mortuary).*
- _____ 2. Inform the child's teacher(s).
- _____ 3. Plan how to inform the child's peers (classmates).*
- _____ 4. A visit to the family by appropriate school personnel (teacher, counselor, principal).
- _____ 5. Arrange for a remembrance from the school (food, card, flowers).
- _____ 6. Arrange for appropriate staff to attend services. Other personnel may be used as substitutes if necessary.
- _____ 7. Identify people available to help the teacher talk with the student's classmates about the death and how to welcome the student back.
- _____ 8. Assess counseling needs for the child when he/she returns to school (counselor/family specialist).
- _____ 9. Plan and provide follow-up visit(s) with the family.
- _____ 10. Provide student/family with information about community resources if needed.

*Coordinate with other principal/buildings that may be involved.

SUICIDE OR ATTEMPTED SUICIDE ON CAMPUS

Potential Suicide Checklist

Suicide Threats must always be taken seriously and intervention should be immediate. If a situation is potentially life-threatening, students and staff need to recognize that the issue of confidentiality does not apply.

What to do

- _____ Do not leave the individual alone.
- _____ Refer the individual to _____.

Assess the degree of risk

- _____ Ask student directly if he/she is thinking of suicide.
- _____ Is there a plan, how specific is it?
- _____ How lethal is the method?
- _____ How available are the means?
- _____ Has there been a previous attempt?
- _____ Ask about feelings of anger and depression (crying, sleeplessness, loss of appetite, hopelessness).
- _____ Ask about losses (deaths, family changes, peer relationships).
- _____ Ask about history of chemical use.
- _____ Ask whether the student has made final arrangements (giving away possessions, saying goodbye).

Intervention Plan

- _____ Contact student's parent(s) or guardian(s) and plan with them how to help the student.
- _____ Family specialists, police and/or child protective services may need to be involved if parents are unable or unwilling to help.
- _____ Refer parent(s) or guardian(s) to appropriate services from physicians, mental health professionals and/or community agencies.
- _____ Police involvement may be required in situations where the student is assessed to be in immediate danger and parents cannot be located or are unable to help. The Craighead County Sheriff's Department assists in transporting students to an appropriate mental health facility for evaluation. (School personnel should avoid transporting students in private vehicles.)

Follow up

- _____ Complete the "**Report of Suicide Risk**" form and send to supervisor of counseling services.
- _____ Check to be sure the student has received (is receiving) appropriate services.
- _____ Plan for student's transition back to school.
- _____ Student should have ongoing contact with a counselor or family specialist.
- _____ Brief appropriate staff on student's status.

IMMEDIATE AND LONG-TERM CARE

This section is intended to be used when an incident (hostage, bombing, suicide, earthquake, fire, tornado, etc.) involves personal injury to students or staff. Time is of the greatest urgency.

Day 0 -- THE CRISIS EVENT

1. Immediately remove all students from the emergency situation and the surrounding area. Any student(s) who witnessed the crisis situation should be moved to a predestinated protected area with close supervision by faculty.
2. If a weapon is involved, immediately summon school resource office.
3. If personal injury has occurred:
 - A. Administer first aid and/or CPR as needed.
 - B. Call an ambulance, if needed.
 - C. Place identifying information on student prior to departure to medical facility.
 - D. Designate a nurse, secretary, or other school personnel to ride in the ambulance, if needed.
 - E. Pull the student's health folder and make it available to emergency personnel.
4. Turn off bells or ring the bell if students are not in class. Send a person to notify teachers that students are to remain in current classes until further notice.
5. Notify the District Crisis Coordinator of the situation and action taken. The District Crisis Coordinator shall execute contact with all appropriate response team members as deemed necessary.
6. Convene the crisis team immediately for determination and implementation of appropriate actions for the remainder of the school day and appoint recorder to log events. These might include any or all of the following:
 - A. If the injured student has a sibling or relative on the same campus, a team member should make every effort to locate him/her and initiate appropriate crisis intervention.
 - B. Assign team members to work with any witnesses (see #1).
 - C. Assign team members to work with any close friends.
 - D. As soon as possible following the arrival of the police, reach a decision as to who should notify the victim's parents and how this will be done.

- E. Assign one or more team member(s) to meet with the parents, siblings, or other relatives of the victim who arrive at the school.
 - F. Assign other team members “crisis intervention” work with the remaining students in need of assistance.
 - G. Determine if any personnel from other campuses are needed, such as counselors, administrative staff, or clerks.
 - H. Determine with the superintendent or his/her designated spokesperson what information (if any) is to be released to the news media.
7. Post staff at all outside doors of building to monitor persons entering or leaving.
 8. Make a brief public address announcement in an appropriate manner regarding the death or serious injury of a student as soon as possible.
 9. Maintain availability of crisis team members and counselors throughout the school day to students and faculty members who respond to such an announcement in an agitated or fearful manner or who need to talk.

A highly visible crisis center must be established at the school for students and faculty.

Counselors should keep a list of students who visit the center so that follow-up care can be arranged.

10. Permit student to leave the school only by checking out through the front desk, and then only in the company of a parent or guardian.
11. Contact the hospital to determine the current condition of any injured student.
12. Convene faculty at the end of the school day to address any remaining details.
13. Contact the parents of students, who witnessed the crisis event, on the evening of the crisis. A crisis team member should monitor the reactions of those students.
14. The District Crisis Coordinator shall obtain the following information.
 - A. What incident occurred?
 - B. Who was notified? Police, Fire, Ambulance, etc.
 - C. Is building secure?
 - D. Did injuries occur? Staff _____ Students _____
 - E. Should students remain or be evacuated?
 - F. Are other staff needed?
 - G. Has the campus level Crisis Team begun to operate?

15. The District Crisis Coordinator shall notify the following:
 - A. The Director of Maintenance

The Director of Maintenance will dispatch available personnel to:

 - a. Assess the need for utilities maintenance.
 - b. Perform other duties as needed or assigned.
 - B. Superintendent

The Superintendent will:

 - a. Move to building site at own discretion.
 - b. Communicate with crisis coordinator and principals.
 - C. Guidance Specialist

The Guidance Specialist will:

 - a. Mobilize school counselors and/or mental health officials as necessary.
 - b. Move to building site at own discretion.
 - c. Perform other duties as assigned.
16. The District Crisis Coordinator shall:
 - A. Mobilize school transportation as necessary.
 - B. Mobilize school nurses and school social workers as necessary.
 - C. Contact hospitals stating anticipated number of injuries.
 - D. Move to the designated appropriate communication center and maintain communication.
 - E. Mobilize interpreters for the deaf and limited English speaking students as necessary.
 - F. Coordinate all service activities of the campus level Crisis Team.
 - G. Perform other duties as assigned.

Day 1 - FIRST SCHOOL DAY FOLLOWING CRISIS EVENT

1. The Crisis Team and all campus personnel should meet prior to the beginning of the school day. They should review any special plans for Day 1 and offer each person an opportunity to process their own personal reactions to the event.
2. All school personnel should be alert to reactions of students, being particularly observant for agitation or despondency. Staff should report such findings to Crisis Team for counseling.
3. At the beginning of each class period, students should be given an opportunity to talk about their reactions to the event. Students should be given factual information concerning the incident. Teachers should resume normal class activities as soon as appropriate.
4. The staff should be convened at the end of the school on Day 1 in order to:
 - A. Review the day's events.
 - B. Provide support for each other.
 - C. Make plans for Day 2.
 - D. Assign Crisis Team members or selected teachers to make support calls to parents of students who were particularly upset during the day.
 - E. Share new information and allow the staff to report any rumors regarding the incident or victims. Efforts should be made to prevent the spread of any further rumors.
 - F. Inform staff if there is any additional information to be shared with the media.
5. For several days after the crisis, the Crisis Team members should review all absentee reports to determine if any "high risk" students are absent. Parents of these students should be contacted and assistance offered.

Day 2- SECOND FULL DAY FOLLOWING CRISIS EVENT

1. The Crisis Team and staff should meet for a short time to review Day 2 special plans and to allow an opportunity to process and reflect their reactions to the event.
2. The Crisis Center should remain open to students needing grief counseling. Parents of identified high-risk students should be contacted and offered an assessment of the student and information about mental health sources for extended counseling.
3. Classes should be as normal as possible. Teachers should continue to observe for students who show signs of agitation and depression.

4. Students should be made aware of the physical status of an injured student. If a death has occurred, funeral arrangements and special request made by the victims family could be announced.
5. As with any crisis, especially suicide, school personnel should avoid glorifying or romanticizing the event.

Day 3- THIRD SCHOOL DAY FOLLOWING THE CRISIS EVENT

1. The Crisis Center should remain open and all personnel should monitor general school climate and be observant for signs of agitation or depression.
2. The parents of any high-risk student continuing to show signs of stress should be contacted for conference.
3. As a follow-up the Crisis Team should be available for classes to make presentations to include: the stages of grief, information about depression, suicide warnings signs and permanency of suicide, if appropriate. Students should be encouraged to ask questions and participate in the guided discussions covering these subjects. Students interested in further discussion or with unanswered questions should be urged to see their counselor.

Day 4 - FOURTH DAY FOLLOWING THE CRISIS EVENT

1. The Crisis Center should remain open.
2. If appropriate, a short period of silence in honor if the student could be observed during home room.
3. Students should be informed that the Crisis Center will be closed after the fourth day. Students with special concerns should contact their counselor.
4. Students and staff members should be encouraged to put the tragedy behind them and focus on the future with a positive outlook.
5. School staff should continue to watch for any changes in student attitudes and behavior.

CONTINUED CRISIS TEAM ACTIVITIES

1. Crisis team members should monitor all identified at-risk students for minimum of 30 days following a crisis.
2. Crisis team members should prepare to respond to any warning signs presented by students or faculty as the anniversary date of a crisis/suicide approaches.
3. Crisis team members may conduct parent meetings to provide support and information to assist parents in helping their students.
4. Crisis team should meet several weeks after the crisis event to evaluate how the response plan worked and discuss needed improvements or modifications.
5. Those close to a crisis victim should be contacted by a crisis team member within 90 days after the event, in order that appropriate referrals can be made for additional community-based services if needed, (i.e., survivors' support group, family therapy, or grief counseling, etc.).

POINTS FOR CRISIS COMMUNICATION COPING WITH THE UNEXPECTED

In the event of a crisis, you are sure to receive numerous requests for information from parents and the news media. Handle the emergency first; then notify the superintendent at 935-7503. Refer all questions from the news media to the superintendent. Be concerned about questions from the community and persistent reporters. Keep these points in mind:

GATHER ALL THE FACTS before making any decisions about what to say and to whom. Don't answer any questions before you know the answers; state that you "don't know but will find out."

SPEAK WITH ONE VOICE. Consistency of information released is critical; keep the superintendent's office informed of any statements you make. Inform our staff members of what is being said and the district's position concerning the situation.

BE ACCESSIBLE TO THE NEWS MEDIA ONLY THROUGH THE SUPERINTENDENT. Refer reporters' questions to the superintendent as quickly as possible. A crisis is news, and the media will stay on top of it. Filling information gaps has a positive affect on your credibility. Inaccessibility creates an information vacuum that will certainly be filled- if not with facts, then with rumors. Perception can cause more damage than reality in a crisis. Our job is to present the undisputed facts.

REPORT YOUR OWN BAD NEWS TO THOSE CONCERNED. Be honest. (A public burial is better than a skeleton in the closet, and the odor doesn't last as long!) The Tylenol crisis did not hurt sales or image. In fact, Tylenol's credibility and image improved because the company was responsive and concerned.

RECORD THE EVENTS. Keep a record of what happened at what time. This will help in preparing written communications to parents. The superintendent will help in drafting written communications.

MAINTAIN A RELIABLE PRESENCE. Provide evidence to reinforce statements.

AVOID SAYING "NO COMMENT." You leave both yourself and the situation open for speculation. If you cannot respond to a question, state that you "don't know the answer but will try to find out," or that you "will comment when more information is available," or refer the question to the superintendent.

DO NOT VOLUNTEER ANY UNNECESSARY INFORMATION. This could get you into trouble. In an interview, just answer the questions and wait for the next question. Do not feel obligated to fill in "empty silence" with unnecessary comments, no matter how obligated a reporter makes you feel. Answer only the question asked. Notify the superintendent about any interview conducted.

DO NOT DEBATE THE SUBJECT WITH ANYONE. Your priority should be to resolve the situation.

DO NOT PLACE BLAME WHEN COMMUNICATING INFORMATION. NASA did a terrible job of crisis communication when the Challenger exploded. They tried to place blame on someone else. The result was conflicting voices that made NASA look suspicious rather than concerned.

DO NOT DISTORT THE TRUTH. Being caught in a lie is worse than admitting the truth - no matter how unfavorable.

REMEMBER THAT THE SCHOOL'S FIRST RESPONSIBILITY IS TO THE STUDENTS AND THEIR FAMILIES, ESPECIALLY TO THOSE DIRECTLY INVOLVED. When the skywalk collapsed, the Hyatt took care of the victims and families first and corporate interest afterward, you should also take care of the victim and the family first. Respond to questions from students, staff, parents, and the community. Contact the family to discuss how the family wishes to handle release information.

PROTECT THE STUDENT'S IDENTITY WHEN NECESSARY. Remember that students are minors, and identification of students involved in a crisis is not necessarily public information. If a student has been arrested, refer questions about the student's identity to law enforcement officials. If a student has been hospitalized, use your judgment. Depending on the situation, you may want to refer questions about the student's identity to the hospital. You can always refer the question to the superintendent.

IF THE INCIDENT AT SCHOOL INVOLVES A VIOLATION OF THE LAW, the police are in charge. Law enforcement officials are in charge of crime scenes and crime sites. Statements involving evidence or potential testimony should be cleared through the police. Photographers should not be allowed on a crime scene without prior police agreement.

WHEN REPORTERS ARE ALLOWED ON THE SCENE, tell school employees they do not have to make a statement to the media unless they wish to do so. This applies to questions from reporters after working hours, as well.

REPORTERS SHALL NOT BE ALLOWED TO INTERVIEW PUPILS on school property about a serious incident, particularly when the pupils are very young. However, neither should you attempt to interfere with news media attempts to interview anyone (pupil, parent, staff member) once he or she has left the control and responsibility of the school.

PREPARE A WRITTEN COMMUNICATION for students to take home to their parents at the end of the day. The superintendent will help you write a letter. Dispel rumors. Tell parents exactly what happened. Reassure them that their children were safe during the day and will be safe when they return to school tomorrow. Review suspension, expulsion, and safety rules, if applicable.

PREPARE FOR “DAY TWO” OF THE CRISIS. Hold a staff meeting the first thing in the morning to share factual information and give directions. Also listen and respond accordingly.

KEEP THIS RULE OF THUMB IN MIND. Put students’ interest first. Put school system interests second. Put public interest before personal interest.

REMEMBER TIME IS ON YOUR SIDE. The media will become less interested as time goes on. If you respond with genuine concern, you can turn the crisis into an opportunity to enhance the image of your school by providing factual information in an appropriate manner at the appropriate time.

USE GOOD JUDGMENT. Although you can plan for the unexpected, something is sure to happen for which you had not planned. Refer to your plan and make adjustments accordingly.

**FIRE MARSHALS
2001-2002**

<u>NAME</u>	<u>GRADE</u>	<u>RESPONSIBILITY</u>
Brock McKeel	12	High School
Casey Dement	12	High School
John Boling	11	Auditorium Lunchroom
Holly Parks	11	Auditorium Lunchroom
Megan Bailey	10	Jr. High School
Alex Beasley	10	Jr. High School
Drew Davis	9	Gymnasium
Jessica Griffin	9	Gymnasium

OTHER DUTIES AND RESPONSIBILITIES

1. Report any people that stayed in the building to supervisor. That includes Secretaries, Janitors, Teachers, etc., ANYONE!
2. Report anything unusual.
3. Report to Mr. McKeel in the breezeway that all is okay or there are problems.