

Policy # 447.1

HIGHLAND SCHOOL DISTRICT NO. 305

P.O. Box 130. 112 Boulevard
Craigmont, Idaho 83523-0130

CRISIS PROCEDURE MANUAL

Updated 4/2005

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TO: Parents and/or Guardians of Highland School District #305

FROM: Superintendent

RE: Emergency procedures for Highland School District #305

The Highland Schools have just updated the Crisis Procedure Manual that is designed to minimize danger to anyone occupying a school should an emergency occur. Our main objective is to attend to the health and welfare of your child/children in the event of a crisis and to see that he or she gets home safely by walking, by bus, or by transportation provided by parents.

It is impossible to foresee all potential emergencies, but we have researched the most effective way to use our resources to respond immediately to those emergencies that cannot be avoided. Any disaster will disrupt the “normal” way of doing things. It will cause inconvenience to all of us. We share the responsibilities as school administration and you as parents.

IN MOST EMERGENCIES YOUR CHILD/CHILDREN WILL REMAIN AND BE CARED FOR AT THE SCHOOL. IN THE RARE EVENT OF AN EMERGENCY AFFECTING THE SCHOOL YOUR CHILD/CHILDREN ATTEND(S) THAT PROHIBITS REENTRY TO THE BUILDING (SUCH AS A BROKEN GAS OR WATER MAIN, A FIRE, OR TOXIC CHEMICAL SPILL), STUDENTS AND STAFF WILL BE MOVED IMMEDIATELY TO AN ALTERNATE SITE.

We ask that you follow this procedure if you hear rumors of any school emergency:

1. TURN ON YOU RADIO OR TELEVISION. We will keep the media informed of any emergency.
2. PLEASE DO NOT TELEPHONE THE SCHOOL. We have limited phone lines. These MUST be used to respond to the emergency.
3. PLEASE DO NOT COME TO THE SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD/CHILDREN AT SCHOOL. Any emergency involving your child’s school may mean emergency vehicles and disaster workers must be able to get to the building. If the emergency necessitates relocation of staff and students, follow these instructions.
 1. If for any reason “school” must be evacuated during regular school hours, your child will be taken to and cared for at an alternative site.
 2. Stay tuned to the radio and television stations for information provided by the school district administration about when and where to pick up your child.

PLEASE GLUE THIS INFORMATION INSIDE THE COVER OF YOUR PHONE BOOK.

COMMUNICATION PROCEDURE FOR PERSON IN CHARGE

Step One INITIAL CRISIS IDENTIFICATION/RESPONSE DETERMINATION

Building Person in Charge identifies the nature of the crisis, who/what is involved, and what immediate or emergency response is required.

Step Two CONTACT EMERGENCY SERVICES/IMPLEMENT NECESSARY SAFETY PROCEDURES

–This action is initiated by the building Person in Charge. The person designated to contact emergency services should tell the dispatcher where the building command center is located (i.e., where the Person in Charge can be contacted) and remain available at this site until help arrives. If it is necessary to send anyone to a hospital by ambulance because of a serious injury, a staff member will be sent along to serve as a liaison between the hospital and district administration with instructions to relay progress reports as soon as possible.

Implement safety procedures appropriate for the crisis situation.

Step Three IMMEDIATELY REPORT CRISIS TO:.....District Office

Clair Garrick, Superintendent of Schools	924-5452/ 924-5211
	Home - 924-5155
Becky Heartburg, Principal	Home - 924-5375

Step Four ADMINISTRATIVE CHAIN OF COMMAND (Person in charge)

Persons listed below will handle media relations:

Name	Home
1. <u>Shannan Randall</u>	<u>208-924-5359</u>
2. <u>John Savage</u>	<u>208-924-5888</u>

MEDIA PROCEDURES

The only means to inform the general public is by the mass media (radio, television, and newspaper). We must provide prompt, accurate information. Any misinformation can create confusion. Isolated quotes from individuals are usually incomplete or misleading and therefore MUST BE AVOIDED.

PLEASE ALERT ALL STAFF TO THE FOLLOWING DIRECTIVE:

After calling emergency services and following safety procedures for your building, it is imperative that employees IMMEDIATELY relay factual information regarding any emergency or disaster to the Superintendent's office.

CRISIS ASSISTANCE TEAM
(Called by Crisis Team Leader)
DISTRICT OFFICE
208-924-5452–208-924-5211

Clair Garrick	208-924-5155
Becky Savage-Heartburg	208-924-5375
Nathan Leigh	208-924-5352
Shannan Randall	208-924-5359
Julie Yochum	208-924-7421
John Savage	208-924-5888
Bette Stone	208-924-5469

ALTERNATE SCHOOL LOCATIONS

Sometimes the crisis situation might require the evacuation of a school, for instance, in a fire or toxic spill situation; and students must be relocated. Students will be immediately transported to the nearest and most appropriate alternate school building in the district. This decision will be made by the principal in conjunction with the crisis team, and the Superintendent will be notified.

In the rare event an alternate site is needed, a phone call **MUST** be made to alert the people in the alternate facility.

NOTE: Some students may need special transportation. Make arrangements following instructions under the tab “References Unique to Your Building.”

- At the sound of the of the fire alarm, all students must walk as rapidly as possible into the hall and out the exit nearest their room, without crowding or running. The teacher will check to see that all students are out of the room and close the door
- The first students outside must move away from the building so they do not block the exit for those following. When outside, students should follow the direction of their immediate supervisors.
- Teachers are responsible to see that students move away from the building, crossing the street when necessary to clear the area.

The principal of each building will prepare an evacuation diagram for each floor of the building under his/her supervision.

PRINCIPAL'S CHECKLIST

1. Ascertain that a Crisis Procedure Manual is prominently displayed by each telephone in your building.
2. Confirm that each manual and checklist has current names of the Crisis Team listed.
3. Determine the command post in your building, with access to a phone. Appoint a person to manage the phone contacts.
4. Assign written chain of command; i.e., Building Principal, Crisis Team Leader, Superintendent's office, police or fire department, transportation, emergency health services, etc.
5. Have first aid equipment and instructions in designated area in your building.
6. Review procedures annually at the beginning of the school year.
7. Follow procedure for specific type of crisis.
8. Additions specific to your building:

CUSTODIAN CHECKLIST

1. Cut off electricity, gas, and water supplies ONLY if directed to do so by the Person in Charge.
2. In the event of an earthquake or crisis that damages building, provide the Person in Charge with condition report and damage survey. Always send two people for initial damage assessment.
3. Immediately contact Main District Office and report emergency actions taken.

TEACHER CHECKLIST

IF INDOORS:

1. If advised by Person in Charge, stay in your room.
 1. Immediately take roll count of students.
2. Take protective action if building is threatened.
 1. Keep students away from windows and outside walls.
 2. Take shelter under desks, tables, and heavy furniture.
 3. Move from under light fixtures and other suspended objects.
 4. Shut off or disconnect any electrical or gas operated appliances.
 5. Be alert to any developing threats such as broken water pipes or electrical wires.
 6. Communicate roll count of students and situation to Person in Charge as soon as it is safe.
 7. Be prepared to evacuate if advised to do so.
 8. If advised to evacuate, follow fire drill plan.
3. **EARTHQUAKE ONLY**–Leave doors to room open to prevent jamming.

HAZARDOUS MATERIAL SPILLS

The main threat is toxic fumes. Keep students inside.

IF OUTSIDE:

1. Move upwind.
2. Don't step in spilled material.

SUICIDE THREATS

1. Students who indicate they are thinking of suicide should be referred immediately to the counselor. Staff members will usually hear such threats before or after school and should ask the students to accompany them to the counselor's office. If the student does not want to discuss the matter with the counselor but prefers the teacher instead, the counselor

should extend the use of his office and cover the teacher's class.

2. In discussions with the potential suicide, teachers or other staff members must gently remind the students that parents must be notified and that something must be done. A "confidentiality law" does not cover teachers. Counselors may be and must exercise their own discretion but should remember that confidentiality prohibits their discussion of the material with anyone else without the student's permission. As a general rule, "parents ought to know".
3. A counselor or teacher who has contracted a potential suicide should try to find other adult references with which the student would be willing to talk. Contact and conference should be arranged with these individual. (Pastors and those in charge of young peoples' programs are common references.)
4. The thing most needed from the potential suicide is a pledge not to do anything harmful to him/her self without first contacting the person picked as advisor. (It is well to involve at least two adults in such a "pledge" so one may be available.) This has to be a 24-hour day-night type pledge. Two or more adults sharing the problem with the student also seems to reduce the chance of suicide attempts. It is very difficult to get students to volunteer a second person that they will trust, but it is important for them to have one. Usually a student who goes initially to a teacher will accept the counselor as a second person. A student who goes to the counselor may not accept a teacher or a family member. It is important to get this shared responsibility. It is also important to group conference with such individuals and the student.
5. Counselors and teachers who ask other staff members to assist in monitoring behavior on the part of a suicidal student should stress confidentiality. Gossip does not prevent suicide and may even help cause it.
6. The principal should schedule conferences with parents of suicidal students. These conferences should include parents, counselors, the principal, and hopefully, a second person that the student has indicated he would accept. At some time, the student should be brought (willingly) into the conference if this is possible.
7. Parents should also be encouraged to use all available non-school resources.
8. Counselors should arrange follow-up conferences with the suicidal student until certain the crisis has been handled.

ACTUAL SUICIDE ATTEMPT

1. If a staff member sees an attempted suicide or has one reported to him/her by a student, the following steps should be followed:

1. Remain with the student doing what can be done to safely restrain the student. Or go to the reported scene and do the same;
 2. Send a student to the counselor or administrator for help, asking that an EMT be notified and sent to the scene;
 3. If you have an idea that a harmful substance has been ingested, find out what it is, if possible, and be prepared to help contact a poison control center;
 4. If some form of physical violence has been attempted render what help you can, particularly if you have some knowledge of first aid.
2. EMT should be called as soon as the information of the suicide attempt reaches the office.
 3. Administrators must notify the parent or emergency number immediately.
 4. Parents must also be notified formally by certified mail with the statement of the staff member who saw the attempted suicide (or who had it reported to him) included in the mailing.
 5. Basically, suicide attempts must be treated just as if they were severe accidents.
 6. Counseling process can take place after the attempted suicide has received medical treatment. The process is exactly the same as that for threatened suicide. After a suicide has been actually attempted, however, the school must insist that outside help be obtained, must notify Mental Health authorities, and must follow up with the parents. This process is the responsibility of the principal and should not be allowed to drag on.

SUICIDE/DEATH IN STUDENT BODY OR ON STAFF

1. Counselor will contact (and obtain permission from) this list of individuals. Each will be asked to assist as a grief counselor in crisis situations.
 Crisis Team members and Bob Smith

2. When there is a death in the student body, the high school and grade school principals will contact the individuals on the list asking for their help.
3. One room will be designated in the high school for use as a grief-counseling center. The crisis team to double classes and free this room for the next school day after the death will draw up a plan. This plan will be shared with staff and students in the same manner as a fire drill so everyone knows where to go.
4. The counselor's office and the grade school principal's office will be available for individual counseling for those who ask for it. The Chapter I Reading room can be utilized.
5. K-6 students usually prefer in-class counseling. An adult should be assigned to each room to assist the instructor and individual counseling should be available for those students who desire it.
6. High school students may prefer to remain in their own rooms but usually want to go in small groups to contact either school personnel or contact one of the adults listed.
7. Students should be made aware of the identity of the adults who will assist. The only way to do this is to make a list available during the morning announcements. This list should give names and locations. Students should be informed that standing in the hall is not the proper way to deal with grief and that they should go to one of the counseling rooms.
8. School grief, like family grief, has to have some closure. One day of grief counseling to groups should be enough to blunt the feelings. After that, a regular routine for the second day is recommended with several counselors available to talk to individuals who are still hard hit.
9. Some students will want to discuss their grief with favorite teachers. Two substitutes should be hired for the "first" day and students should be made aware that teachers are available if they are needed.
10. In-service for K-12 staff should be arranged by the crisis team. This need not be terribly long but should cover major points of handling grief as well as the routine, which will be utilized.
11. Crisis team will arrange a de-briefing session for all staff members.

CRISIS TEAM PLAN OF ACTION

1. **NOTIFICATION**
 1. Team leader is notified; sets meeting time and place, and implement the Crisis Team "telephone tree" for notification of members.
 2. Team leader notifies district administrators and crisis media designee. One person is

designated to handle all press releases and interviews with the media.

2. **CRISIS TEAM MEETS** with the affected building administration and support staff.

1. Scope and nature of the crisis are determined.
2. Sequence of events is determined and responsibilities assigned.
3. One person is designated a recorder.

3. **FACULTY ORIENTATION**

1. Notify faculty through “ telephone tree” if at home.
2. Hold faculty meeting, as appropriate.
3. Review facts; dispel rumors.
4. Present plans for presenting information to and dealing with students.
5. Plan student/faculty crisis room.
6. Have substitutes available for teachers who need them.

4, **CRISIS TEAM SERVICES**

1. Walk the halls throughout the day.
2. Follow the victim’s class schedule.
3. Staff the crisis room.
4. Establish contact with parent(s).
5. Provide personal assistance to persons having special needs.
6. Provide other services deemed necessary.

STUDENT ORIENTATION

1. Announce crisis rooms available and staffed by team.
2. Give information as appropriate.
3. Announce availability and procedures for referring individuals who have difficulty

coping.

4. Advise students to refer media to Superintendent.

5. Remind students and staff of the importance of privacy of the family involved.

1. CLOSURE

1. Provide opportunity for faculty to meet again at the end of the day.

2. Provide more information and dispel lingering rumors.

3. Assess needs that may still need attention.

4. Consider community/faculty outreach to other survivors.

2. DEBRIEFING

1. Review and analyze crisis response.

2. Recorder will summarize brief description of crisis and response, along with debriefing comments, for the historical log.

3. During a crisis response, assure every action is communicated immediately to the building Person in Charge, and Team members.

BOMB THREAT PROCEDURES

1. Use your Threat Call Checklist.

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

1. Prolong the conversation as much as possible.

2. Identify background noises.
 3. Note distinguishing voice characteristics.
 4. Interrogate the caller as to description of bomb, where it is, and when it is due to explode.
 5. Determine the caller's knowledge of the facility.
 6. DON'T HANG UP THE PHONE! (Use another phone to call authorities.)
3. The person receiving the call will immediately alert the police at 911.
 4. The principal will confirm notification of police.
 5. The principal will decide whether to evacuate the school immediately and search the facility or make a preliminary search prior to any other action.
 6. The bomb can be almost anything, ranging from the most overt bundle of dynamite and clock to cleverly concealed perfectly ordinary objects. A briefcase, toolboxes, and pieces of pipe have been used. You will be looking for something that doesn't belong.
 7. If what appears to be a bomb is found, DO NOT TOUCH IT. The police department will take charge.
 8. If the caller indicates a time the bomb is due to explode and the principal determines the threat is valid, the standard fire drill with possible modifications will be announced for evacuation of the facility.
 9. Evacuate personnel at least 300 feet from the building. During inclement weather and a possible prolonged search, move students to the alternate locations.
 10. After all students have been evacuated, all utilities should be turned off.
 11. Check absentee list for possible clues to who might have phoned in the bomb scare.
 11. Attendance will be taken when the students are assembled away from the school. Head teacher will give roll count to Person in Charge.
 1. Fellow staff will supervise students until head teachers have given permission to release students.
 12. Alert Office of Superintendent of Schools.

THREAT CALL CHECKLIST

DON'T HANG UP THE PHONE. (Use another phone to call the police.) Record the exact words used by caller:

ASK:

What time is it set for?

Where is it?

What does it look like?

Why are you doing this?

Who are you?

VOICE ON THE PHONE:

Man_____

Child_____

Intoxicated

Woman_____

Accent_____

Speech Impediment

Other

BACKGROUND NOISE:

Music_____

Children_____

Talk_____

Airplanes_____

Traffic_____

Typing_____

Machines_____

Other

DON'T HANG UP THE PHONE. (Use another phone to call police.)

POLICE NUMBER 911

PERSON RECEIVING CALL WILL IMMEDIATELY NOTIFY THE PERSON IN CHARGE AND ALERT ADMINISTRATIVE OFFICE.

Date:_____Time of Call: Call received by:

INTRUDER IN THE BUILDING

1. First person to notice intruder (person with a weapon or person who is upset or acting out of control) will notify principal.
2. Principal or his representative will sound a preplanned alarm.
 - a. Two long bells.
3. Alarm sounded means LOCK THE CLASSROOM DOOR (S), CLOSE BLINDS. STUDENTS AND FACULTY SIT ON THE FLOOR UNTIL ONE LONG BELL RINGS.

4. Teachers take a rough count of students.
5. Communicate with office if any information regarding intruder. Send messages through computer to Shannan Randall and Nathan Leigh. For classrooms with a phone Shannan's # is 500 and Nathan's is #104.

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LEGAL REFERENCE

Board Action

Adopted: 6/13/05

Amended: