



Kentucky Center for School Safety



# ***Emergency Operations***

# Emergency Operations Checklist

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

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

# Universal Emergency Procedures

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

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

- 1 – Evacuation                      3 – Severe Weather Safe Area                      5 – Lockdown  
 2 – Reverse Evacuation                      4 – Shelter in Place                      6 – Drop, Cover and Hold

<p><b>1 EVACUATION</b> (For use when conditions outside are safer than inside)</p> <p><b>When announcement is made or alarm sounded:</b></p> <ul style="list-style-type: none"> <li>• Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)</li> <li>• Take class roster for student accounting</li> <li>• Assist those needing special assistance</li> <li>• Do not stop for student/staff belongings</li> <li>• Go to designated Assembly Area</li> <li>• Check for injuries</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• BE QUIET!</li> <li>• Wait for further instructions</li> </ul>	<p><b>4 SHELTER IN PLACE</b> (For use in chemical release scenarios)</p> <p><b>When the announcement is made:</b></p> <ul style="list-style-type: none"> <li>• Turn off HVAC System</li> <li>• Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location</li> <li>• Assist those needing special assistance</li> <li>• Close and tape all windows and doors and seal the gap between bottom of the door and the floor (chemical release)</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• Do not allow anyone to leave the classroom</li> <li>• Stay away from all doors and windows</li> <li>• BE QUIET!</li> <li>• Wait for further instructions</li> </ul>
<p><b>2 REVERSE EVACUATION</b> (For use when conditions inside are safer than outside)</p> <p><b>When the announcement is made:</b></p> <ul style="list-style-type: none"> <li>• Move students and staff inside as quickly as possible</li> <li>• Assist those needing special assistance</li> <li>• Report to classroom</li> <li>• Check for injuries</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• BE QUIET!</li> <li>• Wait for further instructions</li> </ul>	<p><b>5 LOCKDOWN</b> (For use to protect building occupants from potential dangers in the building)</p> <p><b>Note: school-specific lockdown procedures should be developed by school officials and local law enforcement officials. Please see “Considerations When Developing a School Lockdown Policy” for additional information. See <a href="http://www.kycss.org/lockdown.php">www.kycss.org/lockdown.php</a></b></p> <p><b>When the announcement is made:</b></p> <ul style="list-style-type: none"> <li>• Students are to be cleared from the halls immediately and to report to nearest available classroom</li> <li>• Assist those needing special assistance</li> <li>• Close and lock all windows and doors and do not leave for any reason</li> <li>• Stay away from all doors and windows and move students to interior walls and drop</li> <li>• BE QUIET!</li> <li>• Wait for an official to open the door</li> </ul>
<p><b>3 SEVERE WEATHER SAFE AREA</b> (For use in severe weather emergencies)</p> <p><b>When announcement is made or alarm sounded:</b></p> <ul style="list-style-type: none"> <li>• Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)</li> <li>• Occupants of portable classrooms shall move to the main building to designated safe areas</li> <li>• Take class roster for student accounting</li> <li>• Take attendance; report according to Student Accounting and Release procedures</li> <li>• Assist those needing special assistance</li> <li>• Do not stop for student/staff belongings</li> <li>• Close all doors</li> <li>• Remain in safe area until the “all clear” is given</li> <li>• BE QUIET!</li> <li>• Wait for further instructions</li> </ul>	<p><b>6 DROP, COVER AND HOLD</b> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p><b>When the command “Drop” is made:</b></p> <ul style="list-style-type: none"> <li>• DROP – to the floor, take cover under a nearby desk or table and face away from the windows</li> <li>• COVER - your eyes by leaning your face against your arms</li> <li>• HOLD - on to the table or desk legs, and maintain present location/position</li> <li>• Assist those needing special assistance</li> <li>• BE QUIET!</li> <li>• Wait for further instructions</li> </ul>

Emergency Operations

# After Action Report / Improvement Plan

School: \_\_\_\_\_

Date: \_\_\_\_\_

- Event: (check one)
- Drill
  - Fire
  - Tornado
  - Earthquake
  - Lockdown
  - Tabletop
  - Mock –Drill (Full Scale)

- Incident: (check one)
- Fire
  - Tornado
  - Earthquake
  - Lockdown
  - Intruder
  - Other: specify \_\_\_\_\_

Start time: \_\_\_\_\_

Time at which there was 100% accountability for students, staff, and visitors: \_\_\_\_\_

Time conducted: \_\_\_\_\_

Individuals included: \_\_\_\_\_ (continue on back)

Commendations: \_\_\_\_\_

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Recommendations: \_\_\_\_\_

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Emergency Response Protocols (Alphabetical Index)

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# Accidents at School

## Staff actions:

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

## Principal or Designee actions:

- Provide appropriate medical attention, call 911 if needed
- Complete appropriate documentation
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed
- Document actions and complete incident reports

## Other suggested preventive/supportive actions:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Aircraft Crash Emergency

## Crash **INTO** School Building

### Staff Actions:

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

### Principal / Designee:

- Call 911
- Notify District Support Team, central office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrives
- Account for all building occupants and determine extent of injuries
- Do not re-enter building until given “all clear” from person in charge
- Document actions and complete incident reports

## Crash **NEAR** School Building (but no damage to building)

### Staff Actions:

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

### Principal / Designee:

- Call 911
- Initiate **Shelter in Place** plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate reverse evacuation or go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Allergic Reaction

## Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue
- Restlessness, sweating, fright, shock
- Shortness of breath, vomiting, cough, hoarseness

## Staff First Actions:

- If imminent risk, call 911
- Notify principal
- Send for immediate help (Operations: First aid, CPR, medical) and medication kit (for known allergies)
- Assist in getting “Epi pen” (Epinephrine) for individuals who carry them, and prescription medications (kept in office)
- Keep student/employee comfortable
- Move only for safety reasons
- Move other students away from immediate vicinity

## Principal / Designee:

- Call 911, depending on circumstances
- Attempt to identify the allergen and route of entry; approximate dosage and time
- Notify parent or guardian
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated
- Observe for respiratory difficulty
- Document actions and complete incident reports

## Preventive/Supportive Actions:

- Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel (i.e. log in Infinite Campus)
- Bus drivers should have emergency sheets for all known acute reactors
- Encourage employees with special health considerations to alert principal and staff

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Assault

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

**Staff observing the incident:**

- Report to school principal the type and number of injuries and if assailant is still in area
- Give a good description of the assailant (clothing, height, etc.)
- Give location of the assault
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention if needed

**Principal / Designee:**

- If threat still persists determine whether to initiate Lockdown
- Call 911 if warranted, or notify law enforcement (required by K.R.S.)
- Give type and number of injuries
- Advise if assailant is still in building or on the property
- Give description of assailant
- Give direction of travel and type of vehicle
- Notify District Support Team, Central Office as appropriate
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Bloodborne Pathogens / Infectious Substances

## Principal, Team, Staff:

- Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPPA guidelines)
- Make certain that those individuals who contact the child on a regular basis know, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers
  4. School secretary
- Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities. If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted
- Document actions and complete incident reports

## Tips for Teachers:

- Most bloodborne pathogens are not spread through casual contact. It is only spread through sexual contact or through blood or other body fluids
- Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected
- If a student injures themselves and is bleeding take the following actions:
  1. Don appropriate personal protective equipment
  2. Bandage the wound securely
  3. Isolate any contaminated items for appropriate disposal

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Bomb Threat / Terroristic Threatening

## (Threat Report on Next Page)

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

### **Staff Actions:**

#### **Receiving a Threat:**

##### **Phone Threat**

All personnel who answer telephone calls from outside sources shall be provided a “Threat Report Checklist”, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.

- If possible, signal other staff members to listen and notify the principal and police
- Copy any information displayed in the Caller ID – photograph if able
- Write down the exact wording of the threat
- Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible
- Record the call if the telephone or other available equipment allows
- Fill out the Threat Checklist immediately
- Be available for interviews with the principal, SRO and other public safety personnel

##### **Verbal Threat**

- If the perpetrator leaves, note which direction they fled
- Notify the principal, SRO and others as appropriate
- Transcribe the threat exactly as it was communicated
- Note the description of the person(s) who made the threat:
  - Name (if known)
  - Gender
  - Race
  - Type/Color of clothing
  - Approximate height and weight (body type)
  - Hair and eye color
  - Voice (loud, deep, accent)
  - Other distinguishing features

**Written Threat**

- If found within a document, handle the document as little as possible. If found on a portion/ component of the structure, etc. “Do not touch”
- Notify the principal and others as appropriate
- Rewrite the threat exactly as is on another sheet of paper noting the following:
  - Date/time/location that the document was found
  - Any situations or conditions surrounding the discovery/delivery
  - Full names of any person(s) who saw the threat
  - Secure the original item: Do not alter the item in any way
  - If small/removable, place in a clear plastic bag
  - If large/stationary, secure the location
- Photograph the document and or object that the threat is written on

**Electronic (Social Media) Threat**

- Leave the message open on the computer
- Notify the principal and others as appropriate
- Print, photograph or copy the message and subject line, note the date and time

**Principal / Designee:**

\*Reference Threat Management Procedure for specific response

- Assess the threat in consultation with local law enforcement / EMS personnel\*
- Conduct building security scan
- Determine if January evacuation is appropriate (assure evacuation route and off site location is safe utilizing police / EMS personnel
- If no evacuation, decide upon appropriate response\*
- Determine appropriate communication procedures\*
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Post Bomb Threat Report (Completed by person receiving the call)

Date \_\_\_\_\_ Time of call \_\_\_\_\_

What telephone number was the bomb threat received on? \_\_\_\_\_

Exact language/wording used by the caller \_\_\_\_\_

### Record the following information as provided:

What time is it set for? \_\_\_\_\_ Where is it? \_\_\_\_\_

What does it look like? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

What is your name? \_\_\_\_\_

### Additional Information (check/fill in):

Gender:    \_\_\_ Male       \_\_\_ Female    Describe \_\_\_\_\_

Age:       \_\_\_ Adult       \_\_\_ Child    Describe/estimate age \_\_\_\_\_

Speech:    \_\_\_ Normal     \_\_\_ Excited   Describe \_\_\_\_\_

Speech:    \_\_\_ Slow       \_\_\_ Fast      Describe \_\_\_\_\_

Did the caller have an accent? Describe: \_\_\_\_\_

Did you recognize the caller's voice? Describe: \_\_\_\_\_

Background noises:  \_\_\_ music       \_\_\_ traffic    \_\_\_ machine    \_\_\_ voices/talking

                  \_\_\_ airplanes   \_\_\_ typing     \_\_\_ children   \_\_\_ TV/radio

                  \_\_\_ other \_\_\_\_\_

Other Notes: \_\_\_\_\_

### Person receiving call:

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Address \_\_\_\_\_

### Notification:

School Principal \_\_\_\_\_ Time \_\_\_\_\_

Police \_\_\_\_\_ Time \_\_\_\_\_

# Bus Accident

Each school should maintain a bus folder (hard copy and/or digital) for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip (this procedure can be housed digitally allowing for immediate access and accountability using the district’s intranet).

Bus drivers should have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

## In the event of a Bus Accident:

### Staff at the Scene:

- Call 911, if warranted
- Notify principal, bus garage
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students will be provided to the principal

### Principal / Designee:

- Notify District Support Team
- Ascertain the names of any injured students and the nearest location of any medical treatment facility and document
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents/guardians and to provide support to students, as appropriate
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Chemical Material Spill

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

## Accidents originating **OUTSIDE** the building:

### Staff Actions:

- Notify principal, team
- Move students away from immediate vicinity of danger (if outside, reverse evacuation)
- Observe wind direction by observing flags or leaves and move students appropriately

### Principal / Designee:

- Initiate Shelter in Place, shut off HVAC units
- Call 911, notify District Support Team, Central Office
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

## Accidents originating **INSIDE** the building:

### Staff Actions:

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

### Principal / Designee:

- Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation
- Call 911 if warranted, notify District Support Team, Central Office
- Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present
- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be upwind, uphill, and upstream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe
- Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Cyber / Electronic Threat

## Staff Actions:

- Report issue to principal / law enforcement (this includes report of sexting)
- Preserve message, image or media on the original electronic device
- Secure the electronic device

**\*Remember you may not search electronic devices without owner permission or a court order**

## Principal / Designee:

- Evaluate level of cyber threat with school technology coordinator and law enforcement
  - **Level One:** Not highly inflammatory. Generally, incident can be solved in-house (most cyberbullying, etc.)
  - **Level Two:** A student or staff member is in danger of harm (highly emotional issue, repeat offender, sexting, hit list, threat of bodily harm, etc.)
- Depending on severity, call 911, District Support Team and law enforcement
- Conduct investigation and determine all those involved
- Notify parents/guardians of involved students
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Death or Serious Illness

## (Off campus school event)

### In the event of a reported death or serious illness outside the school setting:

#### Staff Actions:

- Call 911
- Notify principal

#### Principal / Designee:

- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent
- Notify District Support Team, Central Office
- Notify teachers prior to school by using an automated notification system (phone and/or email) or during school prior to notification of students
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedure for the day, and discuss the notification of students, availability of support services and the referral process for students needing assistance
- Contact the family or visit the home to offer help, condolence and support
- Allow students to meet in guidance office or other appropriate place; students should be encouraged to report any other students who might need assistance
- It may be necessary to designate multiple areas for crisis team/grief counselors to meet with affected students
- Notify the bus driver of the students who will not ride home on their bus
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school
- Offer assistance to parents of impacted students
- If deemed necessary by building principal, at the end of the day a faculty meeting may be called to disseminate additional information
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Earthquake

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

## **If inside:**

- Initiate Drop, Cover and Hold
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- After initial shock, prepare for possible aftershock, then initiate evacuation and standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.)

## **If outside:**

- Move quickly away from building and overhead electrical wires
- Initiate Drop, Cover and Hold
- Initiate accountability procedures
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

## **Assembly Areas:**

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given “all clear” from Incident Commander
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Fire

By law, schools practice fire drills on a monthly basis. In case of an actual fire, implement the practiced evacuation procedures and the following steps:

## In the event of a fire:

- Sound alarm
- Call 911, superintendent, District Support Team
- Implement evacuation procedures to outside Assembly Area
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Some schools use a **card notification system**. The universal colors of a “green card” and a “red card” are used. A “green card” denotes all students are present and all is well and a “red card” signifies a problem
- Do not re-enter building until being given permission to re-enter
- Determine if arrangements need to be made for transportation to alternative location
- Document actions and complete incident reports

*See drill schedule and log sample on page 69*

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Gas Leak

All school personnel, including cafeteria managers and custodians, report any suspected gas leak to the principal immediately.

## Staff Actions:

- Notify principal
- Move students from immediate vicinity of danger

## Principal / Designee:

- Call 911, District Support Team
- If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion)
- Notify gas company
- Determine whether to move to alternate location
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses
- Do not re-enter building until being given permission to do so by emergency personnel
- If the gas leak is external, all students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further instructions are received
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Hostage Situation / Kidnapping

## Staff Actions:

- Notify principal
- Keep all students in their classrooms until further notice

## Principal / Designee:

- Initiate Lockdown
- Call 911, superintendent, District Support Team
- Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area
- Under no circumstances should the students be evacuated from the building without approval and/or assistance
- If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Infectious Diseases

## Principal / Designee, Staff:

- Exercise appropriate caution and discretion when informing others about an individual with an infectious disease
- “An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.” (FERPA)
- Notify appropriate individuals who are in contact with the child on a regular basis, and insist they maintain confidentiality. Those individuals would include:
  1. Principal
  2. School nurse
  3. Teachers / Aides
  4. School secretary
  5. Counselors
- Consult with school nurse, central office and/or health department on potential for outbreak
- Instruct custodial staff to disinfect all effected surfaces
- Determine whether child stays in school or if school closing is appropriate
- Document actions and complete incident reports

## Preventative Measures:

- Encourage students, parents, and staff to take everyday preventive actions to stop the spread of germs (CDC, <http://www.cdc.gov/> )
- Encourage students and staff to stay home when sick
- Encourage respiratory etiquette among students and staff through education and the provision of supplies
- Encourage hand hygiene among students and staff through education, scheduled time for hand washing, and the provision of supplies
- Encourage students and staff to keep their hands away from their nose, mouth, and eyes
- Encourage routine surface cleaning through education, policy, and the provision of supplies

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Missing Person

## Staff Actions

- Notify the principal with description of missing person and description of suspect if known
- Move other children (if present) away from area

## Principal / Designee:

- Call 911
- Notify District Support Team, central office
- Contact the family of the missing person to establish a communication plan
- Assemble the appropriate Emergency Response Team members to manage the crisis
- If the incident occurs during the school day, classroom routine should be maintained
- Conduct immediate search of school building and grounds
- Provide a picture and obtain a full description of the missing person (including clothing) to assist the police
- In cases of kidnapping/abduction, obtain a description of the suspect from witnesses
- When the person is found, contact the appropriate parties as needed
- Prepare an outline of the situation for staff; give factual information, as appropriate, to allow them to respond to students' questions
- Prepare an appropriate notice (preferably in writing) for parents/guardians
- If appropriate, arrange for counseling assistance for students
- Call emergency staff meeting if necessary
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Poisoning

## Immediate Actions:

- Call 911
- Call the Poison Control Center Hotline 1-800-222-1222
- Administer first aid directed by Poison Control Center
- Notify principal
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc. using Safety Data Sheets (SDS)
- Seek additional medical attention as indicated
- School official to notify parents/guardians
- In the event of a staff member who has been poisoned, school official should notify spouse or emergency contact
- Document actions and complete incident reports

## Preventive Measures:

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

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Response Team, the District’s Support Team and school personnel must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. News of the incident should be contained as much as possible. The services provided to the victim and her/his family must be kept confidential and should be coordinated with outside providers, such as a rape crisis center, children’s advocacy center, or hospital emergency room.

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

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

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

- Confidentiality should be maintained during the investigation (by all staff members)
- Ensure the short-term physical safety of the student
- The school nurse, counselor or other staff shall administer first aid and secure immediate medical treatment
- Notify appropriate law enforcement, and/or rape crisis center
- Designate the school counselor or staff member closest to the alleged victim to review the types of support she or he may need
- Determine which peers close to the victim may need support
- Take action to control rumors
- Store all records related to rape or other sexual abuse incident and services provided in a confidential file not available to any and/or all staff

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide

## (5 page section)

### INTRODUCTION

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

The following classifications offer three (3) levels of suicide risk with students:

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

### Do's and Don'ts Regarding Suicidal Ideation

- **DO LISTEN** to what the student is saying and take the suicidal threat seriously.
  - **DO GET HELP** by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
  - **DO OBSERVE** the student's nonverbal behavior. Facial expressions, body language, and other overt signs are often more telling than what the student says.
  - **DO ASK** whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken.
  - **DO ASSURE** the person that you care and you will find help that will keep her/him safe.
  - **DO STAY** with the student, and if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.
- 
- **DON'T LEAVE** the student alone for even a minute.
  - **DON'T ACT** shocked, don't allow yourself to be sworn to secrecy, or don't ignore the threat.
  - **DON'T LET** the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
  - **DON'T TAKE** too much upon yourself. Your responsibility to the student in this situation is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist (immediately.)

# Suicidal Threat or Ideation

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

## **Staff Actions:**

- Keep the student under continuous adult supervision
- Notify the principal, counselor, social worker or school psychologist, but do not leave the student alone

## **Principal / Designee, Counselor:**

After meeting with the student, as advised by the principal, the counselor or other mental health professional shall:

- Immediately contact the student’s parents/guardians and make appropriate recommendations for treatment
- Recommend that parents make an immediate contact with a mental health professional. If requested, provide the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.) If the parent/guardian is unavailable or uncooperative regarding emergency services, contact the Community-Based Services to intervene on behalf of the student (potentially a medical neglect referral)
- It is recommended that a follow-up call to the family be made expressing the school’s concern and willingness to cooperate with the appropriate medical agencies as requested
- In collaboration with a specific treatment plan formulated for the student by the treating agency, meet with the student’s teachers to alert them of the identified risk(s) and to request that they assist in monitoring the student’s behavior
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide Attempt at School

## In the event of an actual suicide attempt:

### Staff Actions:

- Notify principal
- Ensure the short-term physical safety of the student

### Principal / Designee, Counselor:

- Call 911, District Support Team, Central Office
- School nurse, counselor or other staff shall administer first aid until emergency responders arrive
- The student will be kept under constant observation at all times
- The school principal, (or other designated professional) will communicate with the appropriate school personnel, parents/guardians and counselors to establish an immediate plan of action
- Accompany child to medical facility
- Notify parents of transport
- Follow-up should be made by counselor with parent/guardian to determine appropriate follow-up services needed
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Suicide Completed

## (off campus)

School staff should exercise caution when discussing an “apparent suicide” with students. Often there will be ongoing investigations by the police department, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community.

### **Staff Actions:**

- Notify principal
- Avoid spreading rumors
- Watch for warning signs in other students (such as “copycat” actions)

### **Principal / Designee, Counselor:**

- Once the death has been confirmed notify District Support Team
- Identify any family member(s) that may be at school and provide crisis counseling
- Do not release the names of other family members who attend the school
- If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students
- Consider calling a faculty meeting to disclose all relevant facts
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support
- Outline procedures for the remainder of the school day
- Provide support meetings for school personnel if the need exists; refer employees to an Employee Assistance Program (EAP) as indicated
- Compile a list of other students deemed to be at risk; consider immediate counseling opportunities as part of the school and district’s commitment to responsible follow-up and recovery
- Allow students to leave class during the day to receive support offered from school personnel, the District Support Team or other designated volunteer resources or community faith-based persons who have received this specific training
- If the school based Emergency Response Team (ERT) and the District Support Team (DST) deem it appropriate, consider avoiding any large group meetings or assembly of students (in an effort to maintain order and control)

- Consider an after school faculty meeting; the following points may be covered:
  1. Debrief the events of the day
  2. Provide emotional support for all staff
  3. Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
  4. Announce the plans made by the family for services
  5. To the extent possible, make efforts to ensure that regular routine is followed
  6. In general, recognize a tragic loss of life, without emphasizing the means of death

**Activities to be avoided include:**

- Special memorial services within the school building
- Flying the school flag at half staff
- Special yearbook notices
- Large student assemblies
- Memorials such as trees/stones, etc.

Suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Active Threat Response

(Including hostage situation, intruder, weapons)

## Staff Actions:

- Initiate lockdown (if able)
- Call 911 (if able)
- Notify principal of situation
- Follow lockdown protocol
- Wait for further instruction

## Principal / Designee:

- Initiate Lockdown (if not already completed)
- Call 911 (if not already completed)
- Notify Superintendent and District Support Team
- Follow lockdown procedures until clearance given by local law enforcement
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Assessment of Threat

## (8 page section)

### Introduction

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

### In the event of an IMMEDIATE danger:

- Call Law Enforcement or 911
- Take immediate action to secure or isolate the individual posing a threat, and prevent access to potential weapons (if known)
- Take immediate action to move others from harm’s way (in immediate vicinity of event)
- Initiate Lockdown procedures (determine who initiates the lockdown, keep this consistent across the school district)

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

- Have individual or team observing “Warning Signs” complete a Threat Assessment Referral Form (if not completed already)
- Activate appropriate members of (School Based) Emergency Response Team
- Interview the individual of concern (consider using a trained counselor)
- Notify 911, if necessary
- Notify Superintendent, District Support Team and District Pupil Personnel
- Contact parents or legal guardian and obtain a release of information to exchange information between agencies
- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors by completing Threat Assessment Worksheet
- Make recommendations to parents to seek appropriate mental health services
- Determine level of risk using Risk for Harm Categories (page 107)
- Develop an action plan according to the determined level of risk
- Document referrals, actions taken, follow-up plans, etc.
- Develop a plan to monitor student’s response to actions taken, a “return to school plan” and to review new information as it becomes available

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Emergency Operations



# Threat Assessment Referral Form

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

Individual under concern \_\_\_\_\_ Date of birth \_\_\_\_\_

Person(s) completing this form \_\_\_\_\_ Room/phone \_\_\_\_\_

School \_\_\_\_\_ Date of referral \_\_\_\_\_

**I. Reason for referral** (explain your concerns) \_\_\_\_\_

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

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

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

- |   |   |
|---|---|
| <input type="checkbox"/> 7. Social withdrawal or lacking interpersonal skills   | <input type="checkbox"/> 18. Intolerance for differences, prejudicial attitudes |
| <input type="checkbox"/> 8. Excessive feelings of isolation and being alone   | <input type="checkbox"/> 19. Drug and alcohol use                               |
| <input type="checkbox"/> 9. Excessive feelings of rejection   | <input type="checkbox"/> 20. Affiliation with gangs                             |
| <input type="checkbox"/> 10. Being a victim of violence, teasing, bullying  | <input type="checkbox"/> 21. Inappropriate access, possession, use of firearms  |
| <input type="checkbox"/> 11. Feelings of being picked on  | <input type="checkbox"/> 22. Threats of violence (direct or indirect)           |
| <input type="checkbox"/> 12. Low school interest, poor academic performance   | <input type="checkbox"/> 23. Talking about weapons or bombs                     |
| <input type="checkbox"/> 13. Expressions of violence in writings and drawings   | <input type="checkbox"/> 24. Ruminating over perceived injustices               |
| <input type="checkbox"/> 14. Uncontrolled anger   | <input type="checkbox"/> 25. Seeing self as victim of a particular individual   |
| <input type="checkbox"/> 15. Patterns of impulsive and chronic, hitting and bullying  | <input type="checkbox"/> 26. General statements of distorted, bizarre thoughts  |
| <input type="checkbox"/> 16. History of discipline problems   | <input type="checkbox"/> 27. Feelings of being persecuted                       |
| <input type="checkbox"/> 17. History of violent, aggressive and antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age 12) | <input type="checkbox"/> 28. Obsession with particular person                   |
|   | <input type="checkbox"/> 29. Depression   |
|   | <input type="checkbox"/> 30. Marked change in appearance                        |
|   | <input type="checkbox"/> 31. Other _____  |

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

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**V. Turn in this form** and any materials you may have which may be necessary to conduct a preliminary risk assessment (i.e., writings, notes, printed e-mail or internet materials, books, drawings, confiscated items, etc.). This information should be routed to the principal or his/her designee.

**FOR OFFICE AND EMERGENCY RESPONSE TEAM USE:**

Date Received: \_\_\_\_\_ School Case Manager assigned to follow referral: \_\_\_\_\_

# Threat Assessment Worksheet (2 pages)

*(To be completed by the School Based Case Worker and staff members who have daily contact with the student of concern)*

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

Individual under concern \_\_\_\_\_ Date of birth \_\_\_\_\_

Person(s) completing this form \_\_\_\_\_

Parent/legal guardian name \_\_\_\_\_ Phone \_\_\_\_\_

School \_\_\_\_\_ Date of referral \_\_\_\_\_

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

School Law Enforcement or Discipline Referrals \_\_\_\_\_

Special Education, 504, or Under Consideration \_\_\_\_\_

School-Based Mental Health or Social Services \_\_\_\_\_

Family Resource and Youth Services Center \_\_\_\_\_

Community Social Services \_\_\_\_\_

Police, Juvenile Court, Probation Services \_\_\_\_\_

Community Mental Health Services \_\_\_\_\_

Current or prior institutionalization or foster care placement \_\_\_\_\_

Other \_\_\_\_\_

Comments/concerns expressed by any of the above \_\_\_\_\_

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

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

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

Child abuse/neglect (O, D, S) \_\_\_\_\_

Isolation or social withdrawal (O, D, S) \_\_\_\_\_

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

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

Substance abuse or drug trafficking (O, D, S) \_\_\_\_\_

Fire setting (O, D, S) \_\_\_\_\_

Emergency Operations

## Threat Assessment Worksheet — (Page 2)

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

Bed wetting (O, D, S) \_\_\_\_\_

Cruelty to animals (O, D, S) \_\_\_\_\_

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

Repeated exposure to violence (desensitization) (O, D, S) \_\_\_\_\_

Gang involvement or affiliation (O, D, S) \_\_\_\_\_

Other \_\_\_\_\_

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

Recent public humiliation/embarrassment (whether instigated by adult or peer) \_\_\_\_\_

Boyfriend/girlfriend relationship difficulties \_\_\_\_\_

Death, loss or other traumatic event \_\_\_\_\_

Highly publicized violent act (such as a school shooting) \_\_\_\_\_

Family fight or conflict \_\_\_\_\_

Recent victim of teasing, bullying or abuse \_\_\_\_\_

Other \_\_\_\_\_

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

Effective parental involvement \_\_\_\_\_

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

Social support networks (church, school, social organizations) \_\_\_\_\_

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

Positive, constructive peer group \_\_\_\_\_

Appropriate outlets for anger or other strong feelings \_\_\_\_\_

Positive focus on the future or appropriate future events \_\_\_\_\_

Other \_\_\_\_\_

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

**Imminent - High - Moderate - Minor - Low/No** (date and time of determination \_\_\_\_\_)

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

# Risk (or Threat) Assessment Concepts

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

# Risk For Harm Categories

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

## Category 1: Imminent Risk for Harm

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others.

### Examples include:

- Detailed threats of lethal violence
- Suicide threats
- Possession and/or use of firearms or other weapons
- Hit list
- Serious physical fighting, etc.

*Most individuals identified under this category will qualify for immediate hospitalization or arrest.*

### Responses may include:

- Immediate action to secure individual
- Facility lock down
- Security response
- Immediate referral to professional mental health provider
- Parent notification
- Background or records check
- “Return to school plans,” and/or ongoing case management

## Category 2: High Risk for Harm

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management.

### Responses may include:

- Immediate action to secure individual
- Security response
- Parent notification
- Psychological consult/evaluation
- Background check

### **Category 3: Moderate Risk for Harm**

An individual has displayed some Early Warning Signs and may have existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.).

**Responses may include:**

- Security response
- Parent notification
- Psychological consult/evaluation
- Background or records check
- Ongoing case management

### **Category 4: Minor Risk for Harm**

An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.).

**Responses may include:**

- Review of school records
- Parent notification
- Psychological consult
- Security response

### **Category 5: Low / No Risk for Harm**

Upon assessment it appears there is insufficient evidence for any risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc.

**Responses may include:**

- Investigation of the situation
- Notification and involvement of others as needed

# Brief Interview Outline for Individual Under Concern

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

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

# Threat of Harm (Including Active Shooter)

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly.

### Staff action:

- Initiate lockdown procedures / barricade door if possible
- If not in an area that can be secured, run out of the building and as far as you can to a safe location
- If lockdown and running away aren’t possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort)

### Principal / Designee:

- Call 911, superintendent, District Support Team
- Attempt to determine:
  - Location of the threat and number of persons involved
  - Physical description of persons in harm
  - Number and type of weapons being used
- Document actions and complete incident reports

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Weather Related Emergency

**Watches:** Indicate that conditions are right for development of a weather hazard. *Watches* cover a larger area than *Warnings*. Watches are issued by the National Weather Service Office Severe Storm Prediction Center hours before the anticipated event is forecast to occur.

**Warnings:** Indicate that a hazard is imminent and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or identification of specific severe weather signatures on Doppler Radar. Warnings may be issued within minutes of the arrival of most severe weather events. In the case of winter storm warnings, those warnings are often issued hours before the arrival of the weather system. A NOAA Weather Radio, with battery backup, should be installed in all school buildings.

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

## Upon Issuance of a Watch or Advisory

### Principal / Designee:

- Activate appropriate members of school Emergency Response Team to be alert for possible change in weather status
- Monitor weather reports for change in conditions
- Document actions and complete incident reports

## Upon Issuance of a Warning

### Principal / Designee:

- Implement procedure for use of Safe Zones for Severe Weather
- All students and staff proceed to designated Safe Zones for Severe Weather
- Remain quiet to hear further instructions
- Occupants of portable classrooms should move quickly to the main building to designated Safe Zones for Severe Weather
- Follow standard student accounting and reporting procedures
- Remain in the Safe Zones for Severe Weather until the “all clear” is given
- In the event of building damage, students should be evacuated to safer areas of the building or away from the building
- If evacuation occurs, do not re-enter the building until given the “all clear”
- Document actions and complete incident reports

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

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_