

Lincoln County School District Emergency/Crisis Management Plan

Recovery Preparedness



Lincoln County School District Emergency Management and Recovery Guide

Updated January 17, 2013

Authority

This document has been developed in accordance with all or part of the following legal statutes:

1. Federal Civil Defense Act of 1950 as amended (P.L. 920, 81st Congress).
2. National Plan for Emergency Preparedness, a document from the Office of Emergency Preparedness, Office of the President, December, 1964.
3. Nevada State Civil Defense Act of 1953, as amended subsequently in 1959, 1961, 1963 and 1965 (NRS 414).
4. Nevada State Emergency Operations Plan, as revised, Annex F, June, 1970.
5. Nevada School Law, Title 34 – Education.
“Each Board of Trustees is hereby given such reasonable and necessary powers, not conflicting with the Constitution and the law of the State of Nevada, as may be requisite to attain the ends for which the public schools are established and to promote the welfare of school children...” (NRS 386.350).
6. Nye County Civil Defense and Disaster Plan.
7. Nevada Revised Statutes: NRS392.600 – 392.604, 392.608, 392.612, 392.616, 392.620, 392.624, 392.628, 392.632, 392.636, 392.640, 392.652, 392.656.

The preceding documents are on file at the District Administration Office of the County Office of Civil Defense.

The Emergency Action Guide does not provide for all the contingencies that might possibly take place. In those events beyond the guide, it is anticipated that site administrators and their staff will use their best judgment to adequately meet the situation.

It is anticipated that in those contingencies enumerated, the guide provides an adequate sequence of procedures (actions) which will normally be sufficient to meet the requirements of those emergencies and be of help in non-enumerated emergencies. The actions indicated are not separate from good judgment but are intended to follow from reasoned judgment. Therefore, it is anticipated that individual site administrators will modify the given procedures as dictated by their equipment and facilities.

The preparation and review of the guide, in the relative quiet of a non-emergency situation by the school administrative and teaching staff, provides the best assurance that reasoned actions will prevail during an emergency.

ORGANIZATION

The Board of Trustees will assign the responsibility of Emergency Management to the Superintendent of Schools. The President of the Board of Trustees will report to the county emergency operations center if the severity of the emergency requires it. All policy decisions will then originate from the county emergency operations center.

District Community School

School Centered Emergency Management and Recovery Guide

FORWARD

In the spring of 1998, Nye County School District (NCSD) published the district's first Emergency Management Guide. In 2001 the Kentucky Community Crisis Response Board (KCCRB) adopted Nye County School District's Guide to assist planning efforts for districts across the Commonwealth. In 2001 the following agencies came together to assist this effort.

- American Red Cross, Cincinnati Chapter
- American Red Cross, Louisville Chapter
- Nye County School District
- The Federal Emergency Management Agency (FEMA)
- Jefferson County Public Schools
- Jessamine County Public Schools
- Kentucky Center for School Safety
- Kentucky Department of Education
- Kentucky Division of Emergency Management
- Kentucky State Police
- Local school district representatives
- Southwest Ohio Critical Incident Stress Management Team
- Covello and Allen 1988

Developmental Committee. Membership must consist of one member of the Board of Trustees, at least one school administrator, one licensed teacher, at least one employee who is not a licensed person, at least one parent or legal guardian of a pupil enrolled in school, at least one representative of local law enforcement, at least one school police officer, if you have one of them and any other person the board deems appropriate.

In January of 2013 the Lincoln County School District chose to follow the Nye County School District example in order to make our Emergency Management Guide more consistent with others across the state and nation. These guidelines will also bring us more in line legally with Nevada Department of Education and NRS requirements.

This Emergency Action Plan has been prepared for the purpose of minimizing injuries and loss of life in the event that a disaster should occur in the community.

Each site administrator and personnel in the northern and southern district sites should become familiar with and adhere to the guidelines described in this guide. Each site administrator also has the responsibility of developing a workable written plan for his/her building(s) to complement the disaster emergency guidelines in this guide and of informing faculty and staff of its contents.

The study of the phenomena involved in the emergencies enumerated and their recommended emergency actions shall be incorporated into the school curriculum.

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Part 1

Preparedness

“He is most free from danger, who
Even when safe, is on his guard.”

(Publius Syrus, 1st Century B.C.)

Chapter 1:

INTRODUCTION TO EMERGENCY MANAGEMENT PLANNING

A. Partnership in Preparedness, Response and Recovery

The Lincoln County School District's School District Emergency Management Plan provides guidelines for district schools to address school emergencies. Standard procedures are provided for emergency situations to assist facilities with a foundation for planning and a framework for action, should an emergency situation arise.

The likelihood of effectively managing an emergency is increased with an established district level plan and individual building plans tailored to the conditions and resources of an individual school or facility. The guidelines contained herein provide a step by step model for schools to develop their own specific School Emergency Management Plans.

For purposes of this plan, "emergency" is defined as:

A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school population.

For purposes of this plan, "crisis" is defined as:

NRS 392.604 "Crisis" defined. "Crisis" means a traumatic and sudden event or emergency condition that:

1. Involves violence;
2. Profoundly and negatively affects or will affect pupils or employees of a public school, or both;
3. Occurs on the property of a public school, at an activity sponsored by a public school or on a school bus while the bus is engaged in its official duties for a public school; and
4. May involve serious injury or death.

(Added to NRS by [2001, 1323](#))

Each Emergency Management Plan is to be written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/ or damage to property. The School District Emergency Management Plan incorporates activities for preparedness, response and recovery for a variety of emergency situations. The Plan will help maximize the health, safety and welfare of students, staff and visitors when confronted by an emergency situation.

New Challenges

Historically, schools have been relatively well prepared for emergency situations such as fire and natural disasters. Schools understand the need to evacuate buildings when a fire alarm is heard. They know procedures for calling 911 to report a fire and know to seek shelter in the event of a natural disaster.

Conversely, the recent wave of school shootings and other forms of interpersonal violence has stunned the country and uncovered a need for preparedness for a much broader range of emergencies. National attention has focused on school violence in communities across the country including Bethel, Alaska; Pearl, Mississippi; Paducah, Kentucky; Jonesboro, Arkansas; Edinboro, Pennsylvania; Springfield, Oregon; Littleton, Colorado; Santee, CA; and other locales.

Further, although schools may have established procedures for dealing with many emergency situations, most do not have these protocols collected in a coordinated, concise manner. More so than ever before, schools are faced with ongoing challenges to be prepared for a wide-range of emergency situations from threats of violence to kidnapping, and from natural disasters to chemical release.

A Broad Perspective

The Lincoln County School District Board of Trustees oversees the district and has a stated mission:

**Education for All Students is the mission
of the Lincoln County School District.**

To achieve this mission, the district must provide a safe, orderly learning environment for every child and every school. The School District Emergency Management Plan provides protocols for crisis response situations so that schools and the district can quickly and adequately restore the school climate to optimal learning conditions. The restored strong, supportive environment will again promote high student achievement.

The School District Emergency Management Plan was developed to support planning for school safety, emergency management and response, and long-term recovery. The Plan is presented in three broad sections: **Preparedness, Response and Recovery**. Each of these topics is introduced briefly over the next few pages and then explained and applied in detail in later sections of this Plan.

B. How to Use this Guide

The School District Emergency Management Plan is designed to assist schools in the development of individually tailored Emergency Management Plans. It is presented in three main sections (Preparedness, Response, and Recovery) and offers a method for creating an Emergency Management Plan to meet specific local needs. Since each school has unique resources and unique risks, each needs an Emergency Management Plan suited to its unique circumstances.

New “best practices” for handling emergency situations become available on an ongoing basis, and new emergency situations emerge over time. Therefore, this manual should always be a working document and, after initial completion, should be updated on an annual basis.

District Emergency Support Team (E-Team)

District preparedness will begin with the formation of a District E-Team. Members will be the superintendent, student support, administrators and school site administrator/designees.

The District E-Team should review the content of this School District Emergency Management Plan and work with local first responders to review area hazards. The E-Team should modify each emergency protocol to reflect local needs and circumstances in order to mitigate the impact of an emergency situation, should one arise. The District E-Team should work in collaboration with local police, fire, disaster emergency agencies and others.

Upon completing the revision of this Plan, the District E-Team's role changes to that of support and leadership. The District E-Team functions to assist schools in coordination and allocation of needed resources when the need imposed by the current situation exceeds the school's normal resources.

School Site Planning

After the District E-Team has completed its revision of the guide, each school and support building should create a site-specific Emergency Management Plan by utilizing a site E-Team. Using the outline, sample forms and protocols

provided in the district's updated plan, schools are to create an emergency plan which includes a designated chain of command, specific roles for team members and school specific procedures to implement in the event of an emergency.

C. Four Phases of Emergency Management

Planning for and responding to school emergencies is often described in four (4) phases:

1. Mitigation/prevention
2. Preparedness
3. Response
4. Recovery

1. Mitigation/Prevention

Actions that can be taken by district level and school level E-teams to reduce the likelihood of a crisis or lessen the impact of an emergency situation:

- a. Connect with community emergency responders to identify local hazards.
- b. Review the last safety audit to examine school buildings and grounds (See Appendix A).
- c. Determine who is responsible for overseeing violence prevention strategies in your school.
- d. Encourage staff to provide input into the crisis planning process.
- e. Review incident data.
- f. Determine problems in your school with student crime and violence.
- g. Assess how the school addresses these problems (i.e., access control).
- h. Conduct an assessment to determine how these problems, as well as others, may impact your vulnerability to certain crises.

2. Preparedness

Action steps that can be taken by district level and school level E-Teams:

- a. Determine what crisis plans exist in the district, school and community.
- b. Identify all stakeholders involved in crisis planning.
- c. Develop procedures to communicate with staff, students, families and the media.
- d. Establish procedures to account for students during a crisis.
- e. Gather information about the school facility, such as maps and location of utility shutoffs. Review and update contents of the emergency classroom buckets.
- f. Identify the necessary equipment that needs to be assembled to assist staff prior to an emergency.

- g. Annually update and review emergency plans and procedures.
- h. Plan and conduct training drills and exercises, including all stakeholders.

3. Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means “doing what you planned to do.” In this phase, schools mobilize resources needed to address the emergency at hand.

School level action steps:

- a. Determine if a crisis is occurring.
- b. Identify the type of crisis that is occurring and the appropriate response.
- c. Activate the School E-Team.
- d. Ascertain which appropriate response needs to be implemented.
- e. Maintain communication among all relevant staff at officially designated locations. Place one call to Law Enforcement.
- f. Establish what information needs to be communicated to staff, students, families, community and the District Office.
- g. Monitor entire emergency for possible adjustments.
- h. Decide if more equipment and supplies are needed.

4. Recovery

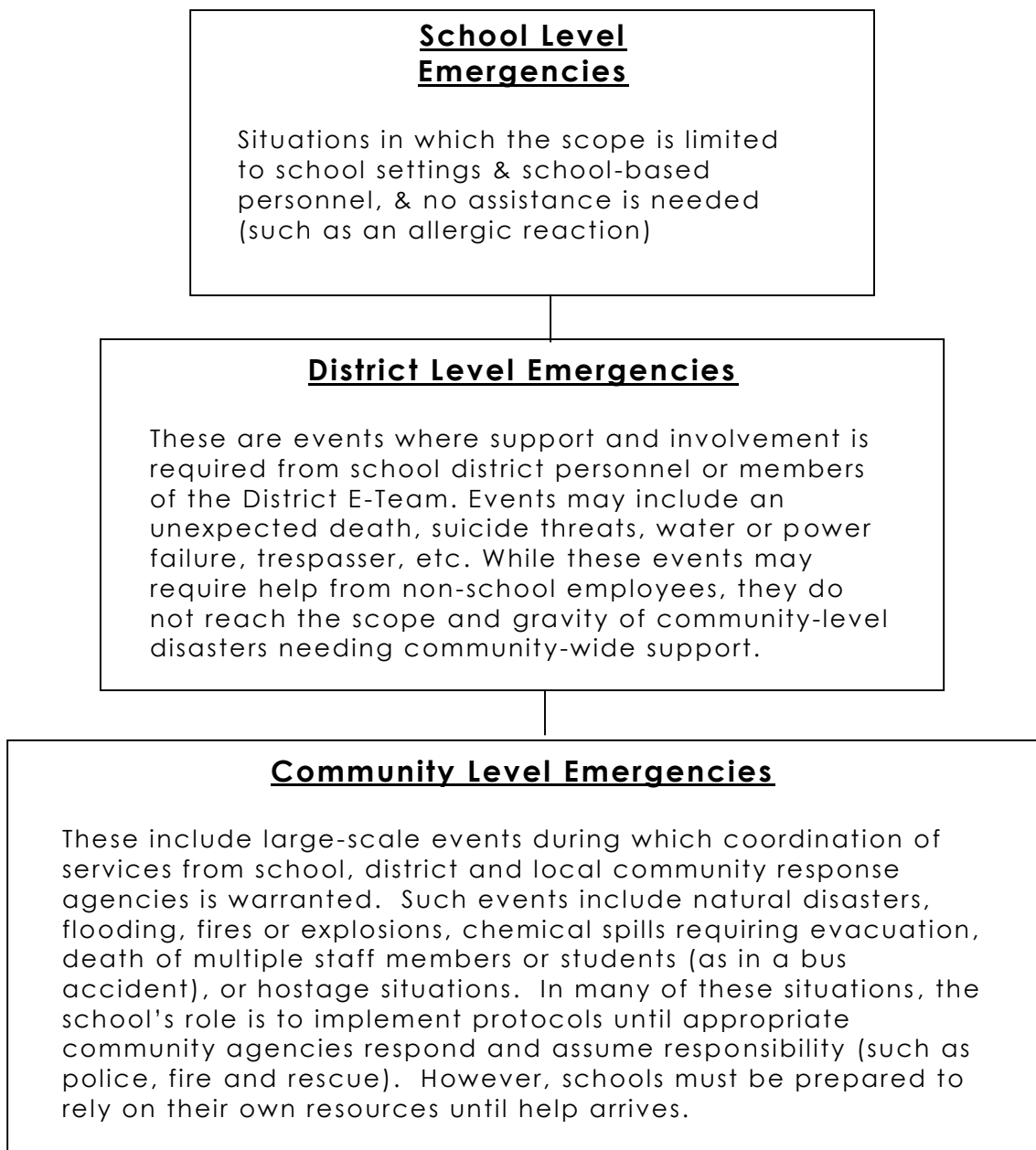
The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. One of the major goals of recovery is to provide a caring and supportive school environment.

Action Steps for Recovery:

- a. Bring in a crisis response team.
- b. Strive to return to learning as quickly as possible.
- c. Restore the physical plant as well as the school community.
- d. Monitor staff and students for the emotional impact of the crisis.
- e. Identify what follow-up interventions are available to students, staff and first responders.
- f. Conduct debriefings with staff and first responders.
- g. Assess curricular activities that address the crisis.
- h. Allocate appropriate time for recovery.
- i. Plan how anniversaries of events will be commemorated.
- j. Capture “lessons learned” and incorporate them into revisions and trainings.

D. Levels of Emergencies

It is essential to understand and be prepared for a range of situations from school-based events (such as an allergic reaction) to community-wide disasters (such as tornados). The chart below illustrates different levels of emergencies, and the following pages describe in greater detail the possible impact of community-level disasters on individual schools.



E. Elements of Emergency Management and Preparedness

Leadership: Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level, leadership should come directly from the superintendent; at the school level, from the site administrator/designee.

Incident Command System: Is a nationally recognized organizational structure designed to handle Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.

District Emergency Team: Initially, the District E-Team directs the process of adapting this guide to reflect local conditions. Ongoing, the District E-Team serves to assist the schools when an emergency occurs, and the needs exceed the school's resources.

School Emergency Team: School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The School E-Team develops the plan to meet individual school needs and implements the plan, should the need arise.

School Emergency Management Plan: The modified version of this plan tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes E-Team assignments, emergency numbers, protocols, etc.

Communication: Plans should have established lines of internal communication (i.e., within the school) and external communication (i.e., with the District Office and community). Plans should include provisions for after-hours communication (telephone tree) and alternate means if telephone lines are disabled.

Emergency Management Protocols: Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

Universal Emergency Procedures: Universal Emergency Procedures are a set of clear directives that may be implemented across a number of emergency situations.

These procedures include:

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

Mitigation: Mitigation refers to any action taken to reduce the adverse effects of an emergency. These actions can be taken prior to an emergency to eliminate the emergency hazard, to prepare for an effective response when an emergency does arise, and to assist in recovery in the aftermath of an emergency.

Preparedness: Preparedness is the process of district and school-based planning to have a specific plan on how to respond effectively to emergencies when they occur.

Response: Response is the implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, safety and wellbeing of individuals in the school community.

Recovery: Recovery is the process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery during an emergency can address immediate short-term needs, while ongoing recovery can last for months or years.

Training: Training is important on at least three levels: 1) Team training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (i.e., severe weather training, threat assessment training or Critical Incident Stress Management training); and 3) Awareness training for all staff (i.e., Universal Emergency Procedures).

Practice: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

F. Introduction to the Incident Command System (ICS)

Every complex job needs to be organized, and emergency management in schools is no exception. The Incident Command System (ICS) is becoming the nationwide standard for emergency management, preparedness and response. The model is an expandable system of management, which has proven to be workable for many emergencies, from small events to large disasters, and is currently in use by many agencies across the country.

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day jobs to a similar function in addressing that emergency. For example, in an emergency the site administrator/designee will become the Unified Incident Commander.

Division of Labor

The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks or functions be performed. The organization can expand or contract according to the size of the emergency and the staff available. Main divisions of ICS are: Management, Operations, Logistics, Planning/Intelligence, and Administration/Finance.

In simple terms:

- **Management:** Is in charge
- **Operations:** Makes it happen (by “doing”)
- **Logistics:** Makes it possible (by “getting”)
- **Planning/Intelligence:** Makes it rational (by “thinking”)
- **Administration/Finance:** Makes it fiscally accountable (by “recording”)

Span of Control

Another concept of ICS is Span of Control. The structure dictates that no one person should be in charge of more than 7 other people. The optimum number is 5, unless a large number of people are all performing the same function (for example, 1 person might be in charge of 10 teachers, who are all caring for students).

Common Terminology

One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

G. Incident Command in Schools

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the site administrator/designee assumes control or management responsibility and activates others as needed. For relatively small incidents, the site administrator/designee may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions. Please see flow chart on next page.

Incident Commander: Establishes command, works to protect life and property, and directs overall management of emergency response activities. The Incident Commander (IC) may change to Unified Command as the incident escalates.

Planning: In small emergencies, the IC is responsible for planning; but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information related to the development of an incident and status of resources.

Operations: On a school campus, most staff will be assigned roles under Operations. Operations is responsible for care of students and carrying out response activities according to established Universal Emergency Procedures and Emergency Management Protocols.

Logistics: Is responsible for communications as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.

Administration/Finance: Sometimes overlooked, Administration & Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal disaster area may be declared.

H. Emergency Team Roles

The following is an outline of roles and responsibilities for staff during an emergency. The Emergency Management Team has specifically assigned roles during an emergency and will access the District Emergency Team (E-Team) in accordance with your school's individualized plan.

Personnel Guide

DISTRICT EMERGENCY TEAM

The District E-Team's role is to support the school when the need exceeds the resources of the school to handle a situation. They will:

1. Provide guidance regarding questions that may arise.
2. Direct additional support personnel, including District E-Team members as needed.
3. Monitor the emergency situation and facilitate major decisions that need to be made.
4. Provide a district contact for release of information to the media.

ALL STAFF

All staff should inform family members that they may be required to remain at school to assist in an emergency situation.

SITE ADMINISTRATOR/DESIGNEE/FACILITY DIRECTOR

The site administrator/designee shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff and other individuals in the implementation of Emergency Management Protocols.
2. Determine whether to implement Universal Emergency Procedures (Evacuation; Reverse Evacuation; Shelter in Place; Severe Weather Safe Area; Drop, Cover and Hold; Lockdown).
3. Activate the E-Team.
4. Arrange for transfer of students, staff and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.).
6. Maintain a line of communication with the Superintendent's Office and/or District E-Team.

TEACHERS, CLASSROOM AIDES

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary. School staff should be trained in basic first aid and certified in CPR if possible.
4. Have their roll books with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to Student Accounting and Release.
7. Assist as directed by the site administrator/designee.

CUSTODIAN, MAINTENANCE

1. Survey and report damage to site administrator/designee.
2. Assist Universal Emergency Procedures and Emergency Management Protocols as directed.
3. Control main shut-off valves for gas, water and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use and disbursement of supplies and equipment.

SCHOOL SECRETARY

1. Assist as directed by the site administrator/designee.
2. Provide for the safety of essential school records and documents.
3. Answer phones and assist in receiving and providing consistent information to callers.

FOOD SERVICE/CAFETERIA WORKERS

1. Use, prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
2. Assist as directed by the site administrator/designee.

BUS DRIVERS

1. Supervise the care of students if an emergency occurs while children are on the bus.
2. Transfer students to new location when directed by the authorized regulatory agency.
3. Follow procedures as directed by the transportation policy for emergency situations.

HALL MONITORS

Hall monitors shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to established Universal Emergency Procedures.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the E-Team leader.
7. Assist as directed by the site administrator/designee.

I. Communication Prior to Emergency: Parents and Community

1. Inform parents about the school's emergency plan, its objectives and the need for it. Such information can be included in a school newsletter or other information materials prepared for parents.
2. Develop a relationship with parents so that they trust and feel comfortable with school personnel in the event of an emergency.
3. Develop a list of community resources which may be helpful to parents or helpful to the school in the event of an emergency.
4. Identify parents who are willing to volunteer in case of an emergency. Include them in preparation efforts, and include them in training.

J. Communication at the Time of Emergency: Sharing Information with Parents

In the event of an emergency, parents have very specific information needs. First, parents want to know their children are safe; then, parents want to know the details of the emergency situation, to know how it is being handled, and to know that the children will be safe in the future. The first reactions are likely to involve fear. Upon learning of an incident at the school, parents are likely to descend upon the school in search of their children or to telephone, frantically seeking information. Establishing a system for responding quickly to parents' need for information is an important part of pre-planning. Anger is another common reaction of parents, particularly in the case of senseless acts of violence. In the event of an emergency or disaster:

1. Communicate appropriate information to parents.
2. Implement the plan to manage phone calls and meet with parents who arrive at school.
3. Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.
4. In the event of an incident which involves damage or destruction, an open house for parents and other members of the community to see the school restored to its "normal" state helps everyone get beyond the emergency.

K. Communication With Media (Part 1)

Communication with the media in an emergency shall be coordinated from the Lincoln County School District Office. Contact this office by calling (775) 72-4471.

Most news people are sensitive in reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- In Lincoln County School District, the Office of the Superintendent is the first single source of media releases.
- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all employees to refer all information and questions to Media Liaison or Information Official.
- If the emergency is a death, the site administrator/designee should consult with the deceased student/staff member's family and Lincoln County law enforcement before making a statement.
- Insist that reporters respect the privacy rights of students and staff.
- Advise students of the school's student media policy.
- The school should decide what to say, issue a statement and answer questions within the limits of confidentiality.
- Remind employees that only designated spokespersons are authorized to talk with news media.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school's/district's good record.
- Speak to reporters in plain English--not in "educationese."
- If there is involvement with a criminal case, work in conjunction with the law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear and consistent.
- Delay releasing information until facts are verified and the school's position is clear; prepare statements about the situation in advance to read.
- Assign sufficient staff to handle phones, and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.

Communication with Media (Part 2: Answering Media Questions)

When speaking with the media about an incident that affects schools, you will be answering three questions:

1. Here's what happened.
2. Here's what we are doing about it.
3. Here's what we will do to see that it doesn't happen again.

In answering these questions:

- Stick to the facts.
- Avoid giving opinions.
- Speak the truth. Give factual information.
- Be brief and to the point (less is more).
- Correct inaccuracies as soon as possible.
- Use plain, simple terms.
- Feel free to say "I don't know."
- If you say "I don't know," also say "we'll try to find the answer and get back with you."
- Respond quickly to get your message out to the public.
- Don't make promises you can't keep.
- Keep good records and notes.

Television Station Contact Numbers		Radio Station Contact Numbers	
Channel 3 KSNV NBC Contact News 3 Las Vegas	702-657-3150 News Stories 702-657-3152 Fax Email: newsstories@mynews3.com	98.1 Cedar City/St. George, UT	Phone FAX
Channel 5 KVVU Fox 5	702-436-8256 News Assignment 702-436-2507 Fax Email: Assignment Desk	KLNR9 97.1 Linclon KQLN 91.3 Alamo	Phone FAX Phone (775)725-9130 FAX
Channel 13 KTNV Action News	702-871-3345 Assignment Desk 702-876-2237 Fax Email: desk@ktnv.com	Channel 8 KLAS NewsNow	702-792-8870 Assignment Desk 702-669-6505 Fax

L. Seven Rules of Risk Communication

1. Accept and involve the public as a partner. Your goal is to inform the public, not to defuse public concerns.
2. Plan carefully for the intended audience. Different goals, audiences and media require different actions.
3. Listen to the public's specific concerns. People often care more about trust, credibility, fairness and empathy than about statistics and details.
4. Be honest, frank and open. Trust and credibility are difficult to obtain. Once lost, they are almost impossible to regain.
5. Work cooperatively with agency partners.
6. Meet the needs of the media. Speak truthfully and factually, utilize simple short statements, correct inaccuracies and emphasize the positive.
7. Speak clearly and with compassion. Always acknowledge the tragedy of an illness, injury or death.

RISK COMMUNICATION

- A scientific system of communication in times of fear
- Dispels rumors and misinformation
- Minimizes panic and anxiety
- Ensures appropriate individual public self-protective behavior
- Builds trust and confidence

RISK COMMUNICATION: KEY POINTS

- Anticipate questions, and know how to respond to inaccuracies, rumors and mistakes
- Know how to manage hostility
- Know what media representatives want and how to work with them
- Critique your presentation

RISK COMMUNICATION IN A HEALTH CRISIS

- Adopt a policy of full disclosure about what is known and not known
- Deliver information in a clear, simple, non-patronizing manner
- Hold regular briefings to update information
- Always know how information was gathered and conclusions reached
- Ease public concern to the extent possible. For example:
 - The risk is low, and the illness is treatable
 - It is not easily contracted
 - Symptoms are easily recognized
- Give guidance on how to respond:
 - Take these precautions.
 - If possibly exposed or symptomatic, contact physician.

- Stay on message. Use artful repetition:
 - “I want to stress that every child is safe...”
 - “As I mentioned a moment ago, every child is safe...”
- Acknowledge uncertainty:
 - If information is not available, admit it.
 - Saying “I don’t know” is acceptable and can build credibility.
 - The audience needs to understand that uncertainty is part of the process and answer.
- Try to identify real concerns behind demands for certainty and address them.

M. Letters Home and Other Communications

Following a Serious Incident

A site administrator's/designee's communication in whatever format must be approved by the district prior to dissemination. Receiving direct information from the site administrator/designee often reassures the staff and external community and prevents rumors from circulating.

Depending on the nature of the incident, information may change hour-to-hour. This is why it is important to include the date and time on all written communications. All information should be verified prior to release. When information is uncertain, it is best to avoid speculation, to say information is limited, and say that the site administrator/designee will provide updates as quickly as possible.

Points to consider:

- Verify information prior to release. When appropriate, check with the family when releasing sensitive information.
- Begin correspondence with a statement of regret, if appropriate.
- Explain what happened and focus on the facts (who, what, when, where, why and how).
- Reassure children and adults that their safety is the primary concern of the site administrator/designee, school staff and district staff.
- Discuss what is being done to keep people safe, to reassure and to assist recovery.
- If information on services (memorial/funeral/visitation) is known, give the details.
- Give parents and community members a contact person if they have questions.
- Describe how parents will be informed of any changes in schedules, procedures and/or operations.
- Give any details of a parent meeting and who will preside/present.
- Send home "Information Sheet for Parents" backpack letter or other information from Appendix C.

Chapter 2:

CREATING THE DISTRICT-LEVEL PLAN

A. INTRODUCTION

Lincoln County School District has established a District Emergency Team (District E-Team) to provide leadership, planning and support to schools in preparation for local or national emergencies. Just as school E-Teams are asked to consider the four (4) phases of crisis management, the District Team will also address:

- Prevention/Mitigation
- Preparedness
- Response
- Recovery

Responsibilities of the District E-Team include:

Prevention

1. Work with community agencies to establish cooperative agreements in an emergency.
2. Work with agency emergency services to recognize potential hazards that may affect schools.
3. Review incident data and school safety assessments to prevent school emergencies.

Preparedness

1. Provide input on the District Emergency Management and Recovery Guide with its procedures and protocols.
2. Provide oversight and support for annual school emergency planning at all schools.
3. Develop procedures to communicate with staff, students, families and the media.
4. Provide the necessary resources for schools to prepare for school emergencies, including training, drills and materials.

Response

1. Activate the District E-Team in the event of a school emergency.
2. Engage school and agency communication links, allocate district resources, and provide the support that may be needed by schools to address the emergency.
3. Monitor the emergency response and determine present and future school needs.

Recovery

1. Allocate district resources to assess the impact of the crisis/emergency.
2. Supply the necessary resources to quickly restore the physical needs on campus and the emotional needs of the school community.
3. Monitor the effectiveness of the recovery efforts.
4. Evaluate future emergency needs in terms of:
 - New/revised policies and procedures
 - Future priorities for staff/student training
 - Further preparedness needs

B. DISTRICT EMERGENCY NUMBERS

Title	Name-Location	Numbers
Superintendent	Nykki L. Holton	(775) 728-4471 (775) 962-3204 (cell)
Assistant Superintendent	Steve Hansen	(775) 728-4471 (775) 962-2515 (cell)
Transportation	Mark Gloeckner	(775) 728-4237 (775) 962-1159 (cell)
Caliente Elementary School	Pam Teel	(775) 726-3372 (775) 962-2109 (cell)
Pahranagat Valley Elem School	Brian Higbee	(775) 725-3351 (775) 375-5563 (cell)
Panaca Elementary School	Pete Peterson	(775) 728-4446 (775) 962-1878 (cell)
Pioche Elementary School	Kathy Wright	(775) 962-5832 (775) 9621367 (cell)
Meadow Valley Middle School	Cherry Florence	(775) 728-4655 (775) 293-2493 (cell)
Pahranagat Valley Middle School	Mike Strong	(775) 725-3321 (775) 962-2515 (cell)
Lincoln County High School	Marty Soderborg	(775) 728-4481 (775) 962-2003 (cell)
Pahranagat Valley High School	Mike Strong	(775) 728-3321 (775) 962-2515 (cell)
Lincoln County Adult Education	Tim Olson (or Pete Peterson)	(775) 728-4638 (775) 962-2180 (cell)
		(775)
		(775) (775)
		(775)
		(775) (775)
		(775) (775)
		(775)
Buildings & Grounds	Mike Anderson	(775) 728-4401 (775) 962- (cell)
Food Services	Sarah Somers	(775) 728-4471 (775) 962-1782 (cell)

C. LOCAL / REGIONAL EMERGENCY RESPONSE NUMBERS

Complete this form to reflect district or regional emergency resources. List local hospitals, emergency services, mental health crisis lines, social service agencies, American Red Cross, regional/local emergency response agencies, etc. It is important in planning stages to form interagency partnerships with law enforcement agencies, fire and rescue, etc. in order to predetermine jurisdiction in the event of ongoing investigations.

Agency – Address	Numbers
Fire, Police, Ambulance Highway Patrol Caliente	911 *NHP647 (775) 726-3111
Sheriff (non-emergency) Caliente Alamo	(775) 962-5151 (775) 726-3111 (775) 725-3375
Fire (non-emergency) Caliente	911 (775) 726-3334
National Poison Center Hotline	800-222-1222
Nevada Highway Patrol (non-emergency) Department of Transportation Nevada Division of Forestry (Aaron Boyce)	511 (775) 962-5179 (775) 962-1917
Public Health Nurse	(775) 726-3123
Meadow Valley Ambulance Service Pahrangat Valley Ambulance Service	(775) 962-5151 (911) (775) 962-5151 (911)
Grover C. Dill Medical Center Alamo Clinic Caliente Clinic	(775) 726-3171 (775) 726-3121 (775) 725-3364
American Red Cross Lincoln County Emergency Management Service (Rick Stever)	(702) 791-3311 (Las Vegas) (775) 856-1000 (Reno) (775) 962-2376 (cell)
Lincoln Co. Power District #1 Alamo Power Caliente Electric (Dave Smith)	(775) 962-5122 (775) 725-3335 (775) 962-1672

Haycock Petroleum Company	1-800-288-1965 (775) 726-3774
Alamo Sewer and Water Public Utilities Caliente Sewer Plant Caliente Galen Baker (Caliente) Panaca Farmstead Pioche Public Utilities	(775) 725-3377 (775) 726-3131 (775) 726-3157 (775) 962-1420 (cell) (775) 728-4282 (775) 962-5840 (shop- 5328)

D. VISITOR SCREENING POLICY

Points to consider:

1. Post signs at key points directing all visitors to the doors they are to enter.
2. Utilize positive welcoming signs.
3. All visitors shall pass through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
4. All visitors sign in and receive a sticker or other visitor badge.
5. Instruct staff to ask the person's name, area or room to be visited, and nature of the visit.
6. If the visitor is new to the school or unsure of the room location, a volunteer or staff member may meet or accompany him/her.
7. Visitors should be directed to return to sign out upon leaving the building.
8. There should be no exceptions to the policy.
9. School staff should involve and acquaint parents, parent-teacher organizations, etc. with the policy and the need to know who is in the building.
10. All teachers and staff should know the policy.
11. All staff should be expected to question people without a badge and ask them to check in with the office before proceeding to the intended room.

Part 2

Response

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

(John Caspar Lavater)

Chapter 3:

EMERGENCY MANAGEMENT

A. Universal Emergency Procedures: Introduction

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

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

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

Specific actions to take for each of these procedures are addressed in the preceding section.

B. Site Administrator's/Designee's Emergency Checklist

1. Immediate Assessment

- Verify information and determine type of incident
- Obtain essential information
- Remain calm and encourage others to do the same

2. Call 911 or Law Enforcement

- Have someone stay on the line with 911 operator
- Have someone else call law enforcement

3. Emergency Procedures

- Implement emergency protocols
- Implement universal emergency procedures with students and staff
- Activate key staff/emergency team
- Provide instructions to employees
- Account for students, staff, and visitors

4. Inform/Assist Emergency Personnel

- Keep first responders updated via 911
- Suggest staging areas, command post, emergency medical, etc.
- Care for injured (safety for those assisting)
- Protect crime scene evidence
- Secure records; gather key information for law enforcement

5. Work with First Responders to Resolve Situation

- Stay at command post
- Support Incident Commander

6. Communicate with Students, Staff, and Community as Appropriate

- Provide updates as needed to staff and students
- Draft media release and letter home as appropriate

Part 3

Recovery

“Disasters impact people in many ways. Emotional effects from loss of home, family pets, displacement from neighbors, friends, church, and school may cause unusual stress as people begin to reconstruct their lives.”

Chapter 4:

RECOVERY

A. Introduction

Understanding Emotional Trauma

Trauma knows no bounds. Schools and their larger community are confronted with putting the pieces back together following sudden, tragic events, such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters, and violence. The aftermath of tragedies on individual children and adults is not simple to predict. According to the National Institute of Mental Health, research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event. The range of human responses can include physical, cognitive and emotional symptoms including nausea, sleep disturbance, slowed thinking, bad memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

The following chapter addresses follow-up measures to effectively address the aftermath of an emergency situation. This collection of recovery measures is designed to assist teachers and other professionals as they help students begin the recovery and healing process.

B. General Emergency Recovery Checklist

Recovery is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events. Experience has demonstrated the value of recovery activities (restoration of the physical spaces and psychological first aid) in helping people come to terms with a crisis.

1. Request assistance from the District E-Team by calling the District Office.
2. Monitor how staff and the Crisis Response Team are assessing students for emotional impact.
3. Identify what follow-up interventions are available to students, staff and first responders.
 - 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
 - Provide access to these support resources
4. Establish contact with parents/family members of affected students to offer support, to determine assistance needed and, in the event of a death, to provide information regarding visitation/funeral arrangements.
5. Provide support to the affected students.
6. Coordinate announcements via the Office of Superintendent.
7. Distribute information releases to all school staff.
8. Control rumors and provide regular updates of information to various groups.
9. Develop a long term recovery plan.
10. Consider curricular activities that address the crisis.
11. Prepare a "post incident report" that includes recommended improvements to emergency plans.

C. General Strategies for Follow-up

The following information may be useful in the days and weeks following an emergency. Longer-term follow-up procedures are also listed.

The Day After: Workday Two of Emergency Management

1. Convene the School Emergency Management Team and faculty/staff members to update them on any additional information/procedures.
2. In case of death, provide funeral/visitation information.
3. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
 - Coordinate counseling opportunities for students.
 - Announce ongoing support for students with place, time and staff facilitator.
 - Provide parents with a list of community resources available to students and their families.
4. Convene District Crisis Response Team to assist with debriefing:
 - Assess system-wide support needs and develop planned intervention strategies.
 - Schedule and provide student, family and staff with Critical Incident Stress Management services.
 - Discuss successes and problems.
 - Discuss things to do differently next time.
5. Allow staff the opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

Long-Term Follow-up and Evaluation:

1. Amend Emergency Management Plan and Protocols if needed.
2. Write thank you notes to people who provided support during the emergency.
3. Be alert to anniversaries and holidays. Often students and staff will experience an "anniversary" trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.

D. Critical Incident Stress Management (CISM)

Critical Incident Stress Management (CISM, Everly and Mitchell, 1999) is a comprehensive, integrated, multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services enhance and compliment the delivery of traditional health services and include:

1. **Pre-crisis preparation.** Working with schools to help set expectations for what to do when a critical incident occurs.
2. **Individual consultation.** A structured one-to-one technique used by a trained peer counselor or professional after a critical incident.
3. **Briefing.** A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans.
4. **Defusing.** A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12-24 hours after a critical incident.
5. **Debriefing** (a.k.a., Critical Incident Stress Debriefing or CISD). A structured, small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event.
6. **Parent/family/organization consultation.** A group process conducted to provide ongoing educational and support to families, parent groups or organizations following a critical incident.
7. **Referral/follow-up.** A process to assure that individuals who experience intense symptoms and who need ongoing support will be referred for appropriate mental health services.

One common way to organize the above interventions is to set up a "Drop-in Room." A Drop-in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.

E. Disasters and Their Effects

A disaster is a devastating, catastrophic event that can be life threatening or injury producing, which may create the following distressful experiences:

Potential experiences or feelings

- Sense of fear, worry
- Disruption of home, routine, etc.
- Feeling that one's life was threatened
- Witnessing injuries, death, pain
- Feeling trapped and isolated
- Being out of control of something threatening to life's basics (food, shelter, clothing, people, comfort...even life itself)
- Having flashbacks to other catastrophes
- Feeling cut off from services
- Being separated from loved ones
- Having a sense of mortality
- Feeling "survivor guilt"
- Children who are forced to become "parents" to adults who are scared or worried

F. Symptoms of Distress in Children

As a result of traumatic experiences, some children will show a variety of symptoms of distress. The teacher must first know a child's baseline (usual) behavior and cultural/ethnic responses before he/she can identify unusual or problem behavior in a child.

- Any unusual complaints of illness
- Keeping isolated from the rest of the group
- Child seems so pressured or anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- Changed behavior/appearance
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier)
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Difficulty concentrating, can't focus
- Feisty or hyperactive, silly, giddy
- Any emotional display, crying or regressed behavior (less than age-appropriate)
- Lack of emotional expression
- Can't tolerate change; can't move to next task
- Lethargic, apathetic
- Easily startled, jumpy

Appendix A:

Creating the School Site Emergency Management Plan

A. Introduction

This chapter is designed to provide a practical, step-by-step approach to forming an Emergency Management Plan. It addresses issues from team formation through submission of the plan to the superintendent's office. The first step in creating the Emergency Management Plan is forming the School Emergency Team. As introduced earlier, the team should represent the diverse training and expertise of the school community.

Steps to Creating a School Plan:

NRS 392.628 School committee: Establishment; membership; terms of members.

1. The principal of each public school, including, without limitation, each charter school, shall establish a school committee to review the plan developed for the school pursuant to [NRS 392.620](#).
2. The membership of a school committee must consist of:
 - (a) The principal of the school;
 - (b) Two licensed employees of the school;
 - (c) One employee of the school who is not a licensed employee and who is not responsible for the administration of the school;
 - (d) One school police officer of the school if the school has school police officers; and
 - (e) One parent or legal guardian of a pupil who is enrolled in the school.
3. The membership of a school committee may also include any other person whom the principal of the school deems appropriate, including, without limitation:
 - (a) A member of the board of trustees of the school district in which the school is located or a member of the governing body of the charter school;
 - (b) A counselor of the school;
 - (c) A psychologist of the school;
 - (d) A licensed social worker of the school;
 - (e) A representative of a local law enforcement agency in the county, city or town in which the school is located; and
 - (f) A pupil in grade 10 or higher from the school if the school includes grade 10 or higher.
4. The principal of a public school, including, without limitation, a charter school, shall determine the term of each member of the school committee. Each school committee may adopt rules for its own management and government.
(Added to NRS by [2001, 1326](#))

Components of the School-Centered Emergency Management Plan:

1. Clearly defined staff roles/responsibilities (an Emergency Team, Incident Command System, etc.)
2. Procedures for emergency evacuation, administering first aid, etc.
3. Setting up a "Command Post"
4. Establishing potential staging areas
5. Student accounting and release procedures

6. Assembly Areas
7. Guidelines for communication with the media
8. Establishing primary and back-up methods for communication (within school, with Central Office, and with parents and community)

Each Emergency Management Plan shall be updated yearly (or as necessary) and submitted to the superintendent. Each plan shall reflect the actions required by all involved parties to minimize loss of life and injury to persons and property.

The school site administrator/designee is responsible for supervising, monitoring and organizing the development of the school emergency plan. Further, the site administrator/designee is responsible for arranging a faculty/staff meeting prior to the first student day of the school year to review the school's plan and update staff regarding new procedures.

B. Forming the School E-Team

The site administrator/designee is responsible for overseeing the formation of the School E-Team and is the designated leader.

Depending on the size and needs of the school, an E-Team could have any number of staff ranging from approximately 4 to 6, depending on the size of the facility. Although these staff members make up the formal E-Team, it should be made clear to all staff that each will have a role in the implementation of effective emergency management protocols, and each is responsible for addressing the immediate safety needs of students in his/her care.

Suggested Steps for E-Team Formation:

1. Site administrator/designee communicates with all staff, identifying specific needs and requesting volunteers to serve on the E-Team (see Staff Skills Inventory).
2. Site administrator/designee creates list of interested staff, making sure all major areas of need are addressed, including:
 - Physical/medical needs
 - Emotional/mental health needs
 - Students with special needs
 - Staff from all areas of the building
 - Staff with knowledge of transportation needs
 - Staff with knowledge of utility cut offs, locks, etc.
 - Staff able to convey information to the media
 - Staff with knowledge of community resources
3. A meeting is held with potential team members to discuss what will be expected for team membership.
4. An initial meeting is held to formally establish the E-Team and to begin the process of developing the school's Emergency Management Plan (using forms on the following pages).
5. Conduct a formal presentation during a staff/faculty meeting at the beginning of each school year.
6. Hold regular team meetings throughout the school year to review protocols and ongoing issues as they arise.
7. Set dates to conduct orientation, staff training, review and updates of plan.

C. Checklist for Plan Development

1. Under the direction of the site administrator/designee, each school is to complete the following according to its unique needs and circumstances:
 - Have each team member become familiar with this School-Centered Emergency and Recovery Guide
 - Note the following E-Plan Sheets:
 - ❖ Cover Page
 - ❖ Staff Skills Inventory
 - ❖ E-Team Roles and Responsibilities
 - ❖ E-Team Assignments
 - ❖ Teacher Survey: Students Needing Special Assistance
 - ❖ Health Emergency – Staff Member
 - ❖ Classroom and Building “Hazard Hunt”
 - ❖ Classroom and Building “Hazard Hunt” Master List
 - ❖ Student Special Assistance Master List
 - ❖ Assembly Area (outdoors)
 - ❖ Alternate Building Location (walking distance)
 - ❖ Alternate Building Location (requiring transport)
 - ❖ Student Accounting and Release
 - ❖ Orientation and Training Schedule
 - ❖ Drill Schedule and Log
 - ❖ Emergency Team Toolbox
 - ❖ Emergency Action Plan (Quick Reference Guide)
 - Emergency District Communication
 - Create Emergency classroom bucket using checklist provided
 - Adopt Visitor Screening Policy consistent with board policy
 - Adopt General Dismissal Procedures consistent with board policy
 - Review the Emergency Management Protocols (“Response” section); make necessary modifications for school-specific needs (using feedback from Staff Surveys and E-Team input, local or district phone numbers and titles, etc.)
 - Review and update National Disaster Safe Area for each room of the building
 - Review and update Shelter in Place Plan
 - Prepare your school’s Emergency Quick Reference Guide
 - Provide Emergency Quick Reference forms to all staff members
 - Establish a schedule and procedures for orientation, training and drill practicing
 - Submit the school’s plan to superintendent. Include Cover Page (Form 1) and completed forms 7, 12, 13, 14 & 15.
 - Practice the plan; update

1. Cover Page for School Plan (E-Plan)

Each school is responsible for creating and updating its School-Centered Emergency Management and Recovery Plan on a yearly basis. This cover page should accompany the school's completed plan according to the guidelines established by the District E-Team. The school site administrator/designee needs to sign this cover prior to submitting the plan to the central office.

School Emergency Management Plan for: (School Name Here)

Site administrator/designee Signature

Date

Please submit the following completed forms to the Office of Superintendent annually. Forms: 1, 7, 12, 13, 14 & 15

2. Staff Skills Inventory (for Emergency Management Planning)

Staff: As part of the development of our School-Centered Emergency Management Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Management Plan in order to be fully prepared for an emergency situation, should one arise.

NAME: _____ ROOM: _____

I. Emergency response:

Please check any of the following areas in which you have training or expertise:

- | | | |
|--|--|---|
| <input type="checkbox"/> First aid | <input type="checkbox"/> Search & rescue | <input type="checkbox"/> Counseling/mental health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Firefighting | <input type="checkbox"/> Hazardous materials |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Media relations | <input type="checkbox"/> Incident debriefing |

Explain or clarify items checked, if needed _____

II. Special Considerations:

Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- ___ Multilingual [list language(s) _____]
- ___ Experience with disabilities
- ___ Ham radio or CB radio experience
- ___ Knowledge of community resources
- ___ Other knowledge or skills
- ___ Check if you have a cell phone that could be used in an emergency
- ___ Check if you have a 2-way radio that could be used in an emergency

III. School Emergency E-Team

Each school is to form a School E-Team to provide leadership and direction in response and recovery activities related to emergency management.

- ___ Please check here if you are interested in becoming a member of our school's E-Team

3. E-Team Roles and Responsibilities

The site administrator/designee, as Incident Commander (IC), is in charge. As appropriate, the IC activates those in the Incident Command System (ICS), who in turn activate others needed to fulfill emergency response tasks.

Title	Role, Responsibility
Unified/Incident Command: Site administrator/designee	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed.
Safety Official: Law Enforcement	Monitor safety conditions of an emergency situation and develop measures for ensuring the safety of building occupants (students, staff, volunteers, responders); document activities
Public Information Official: Media Liaison	Coordinate media releases with communications office; establish "media center" near Command Post; coordinate information with Incident Commander and District E-Team; document activities
Liaison Official: Liaison to Outside Agencies	Develop working knowledge of local/regional agencies; serve as the primary on-scene agency contact; gather and relay information; access services when the need arises; document activities
Planning/Intelligence: Situation Analysis	Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events); assist with ongoing planning efforts; maintain incident time log; document activities
Operations: Student Accounting & Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Operations: Facility & Environmental	Monitor site utilities (electric, gas, water, HVAC) & shut off only if danger exists or directed by Incident Commander; assist in securing facility (locking gates and perimeter doors; posting yellow caution tape as needed, etc); document activities
Operations: First Aid, CPR, Medical	Provide and access psychological first aid services for those in need (working with "Operations: Medical"); access local/regional providers for ongoing crisis counseling for students, staff, parents; document activities
Operations: Food, Water, Sanitation	Coordinate the rationed distribution of food and water (prolonged emergencies); establish secondary toilet facilities in the event of water or plumbing failure; request needed supplies from Logistics; document activities
Logistics: Communications	Establish/oversee communications center and activities during an emergency (two-way radio, battery-powered radio, written updates, etc.); develop telephone tree for after-hours communication; document activities
Logistics: Supplies	Establish and maintain "E-Team Toolbox" (fresh batteries, etc.); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; document activities

Administration & Finance: Documentation	Responsible for overall documentation and record keeping activities; when possible, photograph or videotape damage to property; develop a system to monitor and track expenses and financial losses; secure all records
--	---

4. E-Team Assignments

In general, Incident Command System (ICS) or E-Team roles should be a logical, reasonable parallel to day-to-day work assignments. Complete the form below to reflect your school E-Team assignments. Descriptions of role and responsibilities for each assignment are provided on the preceding page (p.55).

Title	Name Location & Numbers	Alternate Name Location & Numbers
Unified/Incident Command: Site Administrator/Designee		
Safety Official: Security, Law Enforcement		
Public Information Official: Media Liaison		
Liaison Official: Liaison to Outside Agencies		
Planning/Intelligence: Situation Analysis and Reports, Records		
Operations: Student Accounting & Release/Reunion		
Operations: Facility & Environmental Shelter		
Operations: First Aid, CPR, Medical		
Operations: Crisis Intervention & Response		
Operations: Food, water, sanitation		
Logistics: Communications		
Logistics: Supplies distribution, Procurement		
Administration & Finance: Documentation		

5. Teacher Survey: Students Needing Special Assistance

Instructions: Teachers are to fill in the name of any student in their classes who will require special assistance in the event of an emergency (considering a variety of emergency conditions which may alter needs, such as natural disasters, evacuation needs, hazardous materials, etc.).

STUDENT NAME

ASSISTANCE NEEDED

SIGNATURE: _____

ROOM: _____

6. HEALTH EMERGENCY – STAFF MEMBER LINCOLN COUNTY SCHOOL DISTRICT

School Year _____

This optional form will alert your site administrator/designee if you have a pre-existing health condition (i.e., diabetes, seizure disorder, severe asthma, allergic reaction) and guide assistance, should you have a medical emergency.

School Name _____ Room # _____

Name of Primary Care Physician _____

Address: _____ Phone # _____

Health Insurance Company _____

Hospital Preference _____

In an emergency, please notify _____ Phone # _____

Back up Emergency Contact _____ Phone # _____

Health Condition(s)	Medication(s)	Location of Medication(s)	How Administered?
1.			
2.			
3.			

Special Instructions to Those Who May Provide Assistance

Please return this form to your site administrator/designee to keep in a personnel file. The employee completing this form may wish to share this information or the existence of this form with a co-worker.

7. Classroom and Building “Hazard Hunt”

ALL STAFF Instructions: The E-Team is interested in identifying any special circumstances which exist in our school or near our campus which present unique problems or potential risk to persons or property. These may include materials used in classes, issues specific to your location in the building, situations which may impede evacuation from the building, community issues (factories, airport, water plan, rivers/streams), safety at bus stops or walking to school, etc. Please describe any such potential hazards below and actions requested to mitigate:

<u>Potential Hazard</u>	<u>Action Requested to Mitigate the Hazard</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SIGNATURE: _____ ROOM: _____

SITE REVIEWER: _____ DISTRICT REVIEWER: _____
RESPONSE DATE: _____

**8. Classroom and Building “Hazard Hunt”
MASTER LIST (and Mitigation Plans)**

Each E-Team is required to identify circumstances unique to its school/ campus/facility that present unique risks to persons or property. These may include materials used within the building, potentially troublesome evacuation routes, dangers due to geographic location, safety at bus stops or walking to school, proximity to potentially hazardous buildings in the community, issues related to sharing a campus with another school, etc.

Using information from “Classroom and Building ‘Hazard Hunt’” forms, as well as insights from E-Team members, list below any specific risks or potential hazards needing special considerations and plans to address them (copy form as needed):

<u>Potential Hazard</u>	<u>Action Taken (or Planned) to Mitigate the Hazard</u>

9. Students Needing Special Assistance

MASTER LIST

Using the information from individual Teacher/Staff Survey forms, the E-Team maintains a master list of students needing special assistance in the event of an emergency (make copies of this sheet as necessary):

STUDENT NAME	ASSISTANCE NEEDED AND INDIVIDUAL TO PROVIDE ASSISTANCE
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

10. Assembly Area (Outdoors, for Standard Evacuation)

Use the following worksheet to plan for evacuation from the building to an on-site or near-site Assembly Area (e.g., on-site football field). The Assembly Area should minimize exposure of students to dangers or hazards around the school.

1. Examine floor plans and maps for your school grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building. Consider factors such as: gas, sewer or power lines; chain link fences (electrical hazard); facilities containing toxic or radioactive materials; water towers or multiple story buildings (vulnerable to collapse); transformers or balconies (which may fall from buildings), etc.
2. When conducting emergency drills, evacuate students to areas that:
 - Will not block emergency vehicle access to critical areas on campus
 - Will not conflict with emergency staging areas

3. Designate each of the following in the Assembly Area:
Command Post _____
Access for emergency vehicles _____
Student assembly areas (by grade level or team, etc.)

First aid area: _____
Heliport landing area for air medical (if traffic gridlock prevents vehicular access) _____

Student/Parent reunification area _____

Media area _____

Potential morgue _____

4. Place copies of floor plans and evacuation routes, highlighted as appropriate, in this section of the guide, and post throughout the building.
5. Communicate Student Accounting and Release procedures to parents.

11. Alternate Building Location: Walking Distance

In inclement weather, it may be necessary to move students to an Alternate Building Location rather than using the typical Outdoor Assembly Area. Use the following worksheet to plan for evacuation from the building to an off-site building location within walking distance from the school. Coordinate your planning with Central Office, other schools, etc.

- 1. Examine maps and site plans for possible Alternate Building Location in the immediate vicinity of the school property.
- 2. Consider factors such as roadways, waterways, power lines, metal fences, utilities, etc.; and select routes that minimize exposure to area hazards.
- 3. Coordinate planning with nearby schools, community centers, businesses, churches, etc. to establish relationships for Alternate Building Location.
- 4. Designate each of the following:

Alternate Building Location	Lead Contact/Phone
_____	_____
_____	_____
_____	_____
(Address)	
Secondary Location	Lead Contact/Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs, routes, alternate routes, access to keys or for coordinating your school's plan with other schools or buildings on the same campus.

12. Alternate Building Location: Requiring Transport

Use the following worksheet to plan for evacuation from the building to an off-site building location requiring transport from the school. Coordinate your planning with Central Office, other schools, etc.

- 1. Contact Director of Transportation in Transportation Office to coordinate and plan for transporting students and staff to an Alternate Building Location. Examine local area maps for primary and secondary roadways to transport students and staff to an Alternate Building Location.
- 2. Consider factors such as roadways (for potential traffic "gridlock"), waterways, power lines, metal fences, utilities, etc., and select routes that minimize exposure to area hazards.
- 3. Coordinate planning with other schools, community centers, businesses, churches, etc., to establish reciprocal relationships for Alternate Building Location (schools across town may serve as alternate site for each other).
- 4. Consider an Alternate Building Location across town as incidents may affect the entire neighborhood of the school.
- 5. Designate each of the following:

Alternate Building Location	Lead Contact/Phone
_____	_____
_____	_____
_____	_____
(Address)	
Secondary Location	Lead Contact/Phone
_____	_____
_____	_____
_____	_____
(Address)	

USE SPACE BELOW for any special planning needs or for coordinating your school's plan with other schools or buildings on the same campus.

13. Student Accounting and Release

Each school needs to establish a specific plan for student accounting and release. Use the following worksheet to describe how your school will account for students and staff in the building in the event of an evacuation. Teachers must carry roll books, grade books, or student attendance sheets when exiting the building during an evacuation. A staff roster should also be available to take during an evacuation.

- A. List below steps or procedures staff will take to assure student or staff accounting (i.e., teachers report to team leader, who reports to "Student Accounting and Release" member of the school's E-Team, who reports to site administrator/designee):

- B. What procedures will be in place to release students to parents, guardians or other designated adults during an emergency? If an Alternate Building Location is chosen, consider a method for parent vehicle pick-up of students.

14. Orientation and Training Schedule

Annually, each school should prepare a schedule of orientation and training events. Use the worksheet below to outline a schedule for training events, drills, etc. Training events may be for an entire staff, for the school's E-Team, for an administrator, or for some combination of these individuals.

Month	Training Event and Who is to be Trained	Person Responsible	Comments
July			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

15. Drill Schedule and Log

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: One fire drill per month throughout the school year.					
Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1 st					
2 nd					
3 rd					
4 th					
5 th					
6 th					
7 th					
8 th					
9 th					
10 th					
11 th					
12 th					

Other Drills or Practice (Optional): Such as Lockdown, Shelter in Place, Natural Disasters, Earthquakes				
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes Type of Drill
1 st				
2 nd				
3 rd				

Appendix B:

Emergency Management Protocols

A. Emergency Management Protocols

(Alphabetical Index)

- Protocols
- Accidents at School
- Aircraft Emergency
- Allergic Reaction
- Biological Agent Release
- Bomb Threat (2 page section)
- Bus Accident
- Chemical Material Release
- Civil Disturbance
- Death (Off Campus)
- Earthquake
- Explosion
- Fire
- Gas Leak
- Hostage Situation
- Kidnapping
- Mass Student Disturbance
- Mental Health Emergency
- Missing Child
- Poisoning
- Suicide (5 page section)
- Threat of Harm (7 page section)
- Trespasser/Intruder
- Weapons
- Weather Emergency

Accidents at School

- Staff actions:
 - Report accident to site administrator/designee and office; call 911 if warranted.
 - Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, etc.) until trained Emergency Medical Services arrives.
 - For relatively minor events, have students taken to office for assistance.
- Site administrator/designee or Team actions:
 - Provide appropriate medical attention; call 911 if needed.
 - Complete appropriate documentation including incident report and notice of student injury.
 - Contact parents/guardians as appropriate to seek follow-up services if needed.
- Other suggested preventive/supportive actions:
 - Post in the office the names of building staff that have completed first aid or CPR training.
 - Post general procedures in office 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 Emergency

Aircraft Crash into Building:

- Staff Actions:
 - Notify Site administrator/designee; call 911.
 - Move students away from immediate vicinity of crash.
- Site administrator/designee, Team:
 - Call District Office to engage the District E-Team.
 - Determine whether to implement evacuation procedures.
 - Assemble students and staff in an area as far from the crash scene as possible, which should be uphill and upwind from the crash.
 - Provide first-aid and removal of injured occupants from school buildings.
 - Account for all building occupants and determine extent of injuries.
 - Wait for instructions; you will be advised when/if it is safe to reenter the building.

Aircraft crash near school site but no damage to building:

- Staff Actions:
 - Notify site administrator/designee.
 - Move students away from immediate vicinity of crash.
- Site administrator/designee, Team:
 - Notify District Office to engage the District E-Team.
 - Initiate Shelter in Place plan if warranted.
 - All students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or go to designated area until further instructions are received.
 - No evacuations should occur unless subsequent explosions or fire endanger the building.
- Additional steps for our school/facility (if any):

Allergic Reaction

- **Possible Symptoms:**
 - Skin irritation or itching; rash; hives; eye and nasal itching or sneezing; localized swelling of face eyes, or lips; swollen tongue.
 - Restlessness, sweating, fright, shock.
 - Shortness of breath, wheezing, vomiting, cough, hoarseness, difficulty breathing.
- **Staff First Actions:**
 - If imminent risk, call 911.
 - Send for immediate help (Operations: First Aid, CPR, medical and medication kit (for known allergies).
 - Assist in getting “epi pen” (Epinephrine) for individuals who carry them (usually in backpack or health office) and prescription medications (kept in health office).
 - If an insect sting, remove stinger immediately.
 - Notify site administrator/designee.
 - Assess situation; help student/employee to be comfortable.
 - Move only for safety reasons.
 - Monitor blood pressure, if trained.
- **Site administrator/designee, Team:**
 - Call 911, depending on circumstances (always call 911 if using epi pen).
 - 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.
 - Attach a label to the person's clothing indicating time & site of insect sting or food ingested, name of medicine, dosage & time administered.
- **Preventive/Supportive Actions:**
 - Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
 - Bus drivers should have emergency sheets for all known acute reactors.
- **Additional Information**
 - **Common Allergens:**
 - Insect bite/sting (e.g., ant, bee, wasp, yellow jacket, spider)
 - Medication (e.g., Amoxicillin, Keflex, Penicillin, Sulfa)
 - Food (e.g., eggs, milk, nuts, shellfish, chocolate)
 - Environmental source (e.g., chemicals, paint, perfumes, latex)

Possible Symptoms:

- Skin irritation or itching
- Rash
- Hives
- Itchy eyes/sneezing

- Tingling sensation around mouth or face
- Nasal congestion, wheezing, shortness of breath
- Shallow respirations, choking, swollen tongue
- Pale appearance, gray/blue color around lips
- Swelling of face, eyes, lips, throat
- Feeling of restlessness, sweating, weakness

Additional information:

Biological Agent Release

Biological agent releases may be accidental or intentional (in the form of weapons of mass destruction). Defense against biological attacks (e.g., anthrax, smallpox, plague, ricin, etc.) is difficult because awareness of such attacks usually doesn't take place until days or weeks after they occur. Typically conditions will be worse outside than inside.

Agent release originating outside the building:

- Staff actions:
 - Notify site administrator/designee, team.
 - Contact 911.
 - Move students away from immediate vicinity of danger (if outside, Reverse Evacuation).
- Site administrator/designee, Team:
 - Initiate Shelter in Place.
 - Shut off HVAC units.
 - Move to central location where windows and doors can be sealed with duct tape.
 - Bring a battery-powered commercial radio with extra batteries. Listen for instructions.
 - Do not leave the building unless instructed to do so by site administrator/designee; instructions will come from the Health or Fire Department.

Agent release originating inside the building:

- Staff actions:
 - Notify site administrator/designee, team.
 - Contact 911.
 - Site administrator/designee, Team
 - If biological agent is potential anthrax, proceed to Lockdown.
 - For other biological agents, move students away from immediate vicinity of danger. May include evacuation of the building.
 - Move upwind from the potential danger.
 - Follow standard student assembly, accounting and reporting procedures.
 - Wait for instructions from emergency responders (directions will come from Fire or Health Department.)
 - Do not take unsafe actions such as returning to the building before it has been declared safe.

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

Bomb Threat

(2 page section)

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

Staff Actions:

The person receiving the call should make every attempt to:

- Prolong the conversation as much as possible.
- Avoid hanging up the phone (use another phone to call 911).
- Record the number if caller ID is available.
- Identify background noises & voice characteristics.
- Engage the caller to give description of bomb, where it is, and when it is due to explode.
- Determine the caller's knowledge of the facility.
- Complete the Bomb Threat – School Report (next page).
- The person receiving the call will immediately alert the site administrator/designee or person in charge (without hanging up)

Site administrator/designee, Team

- Call 911.
- Using standard procedures, evacuate the school immediately, taking the emergency toolbox (NOTE: modify evacuation routes if necessary based on possible location of bomb).
- If what appears to be a bomb is found: DO NOT TOUCH IT; the police department will take charge.
- Turn off cell phones and DO NOT transmit with radios.
- Leave the immediate environment as it is.
- Avoid altering any electrical items or systems (DO NOT turn lights on or off).
- DO NOT change thermostat, etc.
- Avoid opening and closing doors.
- EVACUATE PERSONNEL AT LEAST 300 FEET FROM THE BUILDING; during inclement weather and a possible prolonged search, move students to an Alternate Building Location.
- Follow standard student accounting and reporting procedures.
- After an "all clear" by emergency personnel, return to class.
- Assist law enforcement with investigation.

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

BOMB THREAT – SCHOOL REPORT

(Completed by person receiving the call)

Date: _____ Time of call: _____
Bomb threat was received on telephone number: _____
Exact language/wording used by the caller: _____

Record the following information as provided:

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

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (circle and 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 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 Site administrator/designee: _____ Time: _____

Police: _____ Time: _____

Bus Accident

"ACCIDENT" is an event that occurs between a school bus and anything that causes damage/injury or an event that creates or incurs damage to the bus, regardless of amount.

Examples:

- Vehicle v. Object (post, pillar, fence, pole, etc.); v. Physical Property (building, wall, landscape, etc.) or v. Person.
- Bus runs off the road into ditch and/or desert or goes through "V" ditch on roadway and bottoms out the front or rear of the bus.

UPON NOTIFICATION OF AN ACCIDENT, OFFICE PERSONNEL SHALL:

Do an "all call to all buses" from base requesting temporary radio silence.

A. USING THE TRANSPORTATION OFFICE ACCIDENT CHECKLIST FORM:

1. Call 911 with information
 - a. Anyone hurt, how many, how serious, etc.
 - b. Number of vehicles
 - c. Location with cross street
2. Fill out as many details as possible
3. Notify Superintendent's Office
4. Notify Transportation Director
5. Notify affected school(s); have site administrator/designee respond if requested
6. Print updated bus route student roster
7. Start Incident Log (time, telephone or radio, who, info)
8. Arrange for Transportation Office help if incident warrants
9. Notify bus shop
 - a. To scene if requested to inspect bus
 - b. Take replacement bus if requested
 - c. Arrange for damaged bus to be returned to Bus Yard
10. If requested, assist in notifying parents/guardians of any student treated on scene or transported (keep detailed record on Incident Log)
11. If requested, assist in notifying parents/guardians of non-treated students involved (keep detailed record on Incident Log)

❖ **ADVISE PARENTS NOT TO REPEND TO THE ACCIDENT LOCATION**

❖ **KEEP TRACK OF NAMES OF PARENTS WHO CALL THE OFFICE FOR INFORMATION ABOUT THE BUS**

❖ **STUDENTS CAN ONLY BE RELEASED ON SCENE TO PARENTS OR LEGAL GUARDIAN! (Not brothers/sisters/aunts/uncles/ neighbors, etc.)**

- B. Arrange transportation home after students have been authorized for release by law enforcement agency.
 - 1. Same bus/same driver
 - 2. Same bus/different driver
 - 3. Different bus/same driver
 - 4. Different bus/different driver

- C. **IF ANY PERSON/STUDENT INVOLVED IN ACCIDENT IS TRANSPORTED FOR MEDICAL CARE BY AMBULANCE,**
OR
IF ANY VEHICLE INVOLVED IN AN ACCIDENT IS TOWED AWAY FROM THE SCENE
THEN:
THE DRIVER MUST PARTICIPATE IN THE POST ACCIDENT DRUG/ALCOHOL TESTING PROGRAM

****The driver is not allowed to smoke or to drink any soda/coffee/tea, etc. (only a small amount of water is allowed) until after completion of testing.**

- 1. LCSD representative must take the driver to collection point for DOT post-accident urine sample.
- 2. LCSD representative must take the driver to Lincoln County Sheriff's Office (jail) for breathalyzer test.
- 3. LCSD representative must bring post-accident test documentation to the Transportation Office to complete Post-Accident Alcohol and Controlled Substances Test.

** In the absence of a directive from the Transportation Director, the driver will be placed on paid administrative leave until authorized to return to work by the Transportation Director.

** If "C" above does not occur, then the driver may return immediately to work.

- D. LCSD staff must fill out the "Notice of Loss Accident" form and fax to Lincoln County School District (775-728-4435).

- E. Driver's Responsibility (if physically able)
 - 1. Notify LCSD Transportation Office
 - 2. Care for students (first aid, keep students calm, etc.)
 - 3. Evacuate students to safe location if event warrants; otherwise keep students on the bus
 - 4. Make student seating chart (list) of where students were sitting at the time of the accident.
 - 5. Get all necessary and pertinent information from other driver or property or vehicle owner involved.
 - 6. Provide information as requested to law enforcement agency.
 - 7. Complete incident report (in detail) of the accident for Transportation Director.

DO NOT DISCUSS ACCIDENT WITH ANYONE OTHER THAN LAW ENFORCEMENT AND SCHOOL DISTRICT MANAGEMENT STAFF.

FORMS & DOCUMENTS:

ACCIDENT CHECKLIST	Location: Office Forms\Accidents\
INCIDENT LOG	Location: Office Forms\Accidents\
NOTICE OF LOSS/ACCIDENT	LCSD Insurance form
STUDENT ROSTER	Location: Rosters
STATEMENTS	From Individuals Involved
POST ACCIDENT APPENDIX N	NV Motor Carrier Program 382

Chemical Material Release

Chemical accidents may originate inside or outside the building. Examples include toxic leaks or releases 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 site administrator/designee, team.
 - Move students away from immediate vicinity of danger (if outside, Reverse Evacuation).
- Site administrator/designee, Team:
 - Initiate Shelter in Place, shut off HVAC units.
 - Call 911.
 - Do not leave the building unless instructed to do so. If you must evacuate building or grounds, take care to avoid fumes; position people upwind if possible.

Accidents originating inside the building:

- Staff actions:
 - Notify site administrator/designee.
 - Move students away from immediate vicinity of danger.
- Site administrator/designee, Team:
 - Check the Material Safety Data sheet (MSDS) to determine the urgency of situation.
 - Call 911 if warranted.
 - Initiate evacuation plan with emergency toolbox; 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 or lighting matches, candles or other fires which could cause a gas or electrical fire.

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

Civil Disturbance

Before Emergency:

- All site administrators shall be aware of the following events and insure that adequate security (police protection if necessary) is available:
 - Athletic events
 - Major school social activities
 - Community or college activities
 - Racial tension
 - Influx of outside agitators
 - Circulation of inflammatory literature among students
 - Request that student council officer inform site administrator of any increase in tension among students.

During Emergency:

- Determine whether or not there is a threat to the safety of students and staff.
- Notify the superintendent/designee and advise him/her of the situation if time permits.
- If the situation is critical, notify law enforcement authorities immediately.
- If the situation warrants, the following actions may be considered:
 - Arrange for relocation or cancellation of the event
 - Request government officials to establish a curfew
 - Request assistance from law enforcement or Nevada National Guard, as necessary

After Emergency:

- Site administrators will work with the Maintenance and Operations Supervisor to see that the following are accomplished:
 - Restoration of facilities
 - Resumption of classes
 - Assistance to the community for restoration of damaged areas.

Death (off campus)

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

- **Staff actions:**
 - Notify site administrator/designee
 - **Site administrator/designee, Team:**
 - Verify the death/illness. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
 - Notify law enforcement.
 - To request assistance from the crisis response team, notify District Office.
 - Notify teachers prior to school by using a phone tree; during school, notify teachers prior to notifying students.
 - Schedule a faculty meeting as soon as possible to share the details that are known; review procedure for the day; and to 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 condolences and support.
 - Allow students who wish to meet in guidance office or other appropriate place to do so; students should be encouraged to report any other students who might need assistance.
 - It may be necessary to designate multiple areas for crisis team/community resource persons to meet with affected students.
 - Contact parents of those students who are affected by the crisis.
 - Notify the bus driver of the students involved in the accident or death.
 - Contact parents of students who are extremely upset to determine appropriate support needed after leaving school.
 - Offer assistance to parents of impacted students.
 - If deemed necessary, site administrator/designee may call a faculty meeting to disseminate additional information.

 - **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 tremor subsides. 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 (under desks and tables).
 - 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 and 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; if in a room with no desks or furniture, get against inside wall or inside doorway and crouch.
 - After initial shock, initiate Evacuation, taking emergency bucket.
 - Initiate student accounting procedures.
- **If outside:**
 - Move quickly away from building and overhead electrical wires.
 - Lie flat, face down, and wait for shocks to subside.
 - Follow standard student accounting 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 site administrator/designee.
- **Assembly Areas:**
 - Earthquake safe areas will be away from the building and overhead power lines.
 - Keep everyone away from underground gas and sewer lines.
 - Call 911.
 - 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 emergency response.
- Additional steps for our school/facility (if any):

Explosion

In the event of an explosion at the school, such as a faulty boiler within a school building, the following will be accomplished:

- **Explosion:**
 - Command DROP is given if an explosion occurs.
 - If the explosion occurred within the school building or threatened the building, the teacher should implement action LEAVE BUILDING as soon as it is evident that such action can be done safely.
 - Sound the school fire alarm.
 - Move to an area of safety and maintain control of students.
 - Take roll.
 - Render first aid as necessary.
 - Call 911.
 - Fight incipient fires without endangering life (teacher and staff).
 - Notify the District Office.
 - Notify utility companies of a break or suspected break.
 - The site administrator will direct further action as required.
 - Students and staff should not return to the school until Fire Department officials declare the area safe.

- **Threat of Explosion:**
 - Sound the school fire alarm. This will automatically implement the action LEAVE BUILDING.
 - Follow procedures for "Explosion" above.

Fire

- **In the event of a fire:**
 - Sound alarm.
 - Call 911.
 - Implement Evacuation procedures, taking emergency toolbox to outside Assembly Area.
 - Implement plan for any students needing special assistance.
 - Follow standard student accounting procedures.
 - Do not re-enter building until given “all clear” by emergency responders.
 - Determine if arrangements need to be made for transportation to Alternate Building Location or if school is to be dismissed.

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

Gas Leak

All school personnel, including cafeteria managers and custodians, shall immediately report any suspected gas leaks to the site administrator/designee.

- **Staff actions:**
 - Notify site administrator/designee.
 - Move students from immediate vicinity of danger.
- **Site administrator/designee, Team:**
 - If gas is internal, implement evacuation procedures, taking emergency bucket.
 - Call 911.
 - Notify propane company.
 - Determine whether to move to Alternate Building 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 given "all clear" by emergency responders.

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

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to multiple perpetrators with multiple hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers.

- **Staff Actions:**
 - When possible, remove people from harm's way to prevent casualties.
 - Alert the site administrator/designee.
- **Site administrator/designee, Team Actions:**
 - Call 911, giving all known essential details of the situation (i.e., perpetrator, motive, location, weapons, number of persons involved).
 - It may be necessary to act to protect building occupants before help arrives by initiating a Lockdown or Evacuation (or combination of both) of all or parts of the building.
 - School staff will assist in evacuating students to a safe area away from the perpetrator or protecting students through Lockdown.
 - Secure exterior doors from visitor entry.
 - Teachers and staff will take roll or otherwise account for all students in their care and if possible pass that information to a single person.

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

Kidnapping

- **Staff Actions:**
 - Notify site administrator/designee, giving essential details.
 - Write down key information (i.e. name and description of the child and description of the suspect and vehicle information).
 - Move other children, if present, away from the area of abduction.

- **Site administrator/designee, Team Actions**
 - Verify information with the source of the report if the site administrator/designee believes abduction may have taken place.
 - Call 911.
 - Provide a picture and complete information of the child: name; age; description; home address; emergency contact information and custody information, if known; Emergency Protective Order (EPO), Domestic Violence Order (DVO)].
 - Supply suspect information to the police (if known).
 - Contact the parents/guardians of the child involved; establish a communication plan with them.
 - If the reason the child is missing is unclear:
 - Obtain the best possible witness information
 - Conduct a search of the school/campus/bus
 - Relay current information to police, parents and essential school staff
 - Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and give updated information as it becomes available.
 - Advise law enforcement dispatcher of the staff member key contact's name and number.
 - The key contact should have access to school records and be available at school by phone beyond the close of the school day, if needed, until dismissed by the site administrator/ designee or law enforcement.
 - When the child is found, contact all appropriate parties as soon as possible.

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

Mass Student Disturbance

In case of mass student disturbance (fight, riot, etc.), the following shall be done:

- Take whatever preventative actions necessary to protect students and staff from physical harm.
- Where unlawful activity is in evidence (physical violence, display of weapons, etc.), call 911.
- Notify the superintendent/designee of the incident and request additional help, if needed.
- Classes should remain in session. Classroom teachers should be advised to remain in their classrooms and conduct class unless given other assignments.
- As soon as possible, break the group of involved students into small groups and isolate them from each other and the rest of the student body. Direct all students not involved in incident to return to class. Remove all non-students having no official business from the campus.
- Assure that student use of telephones is carefully controlled. (There have been instances of excited students adding to the disturbance by calling in additional participants from outside the school).
- A brief statement should be prepared by the superintendent/ designee so that a consistent statement can be made to any caller. To the degree possible, space and telephone services should be made available to bona fide representatives of the news media.
- If the site administrator/designee decides that the pupils should be suspended, the following statement should be read by the site administrator/designee:

“You are hereby advised that you are considered to be in violation of normal rules and regulations of (name of school) and are, therefore, officially suspended from the Lincoln County School District according to Section 392.030 of the Nevada Revised Statutes pending further investigation.

During the time of your suspension, you are not to attend any activities related to school.

You should now leave the campus and go to your home. If you do not leave the campus, you are subject to arrest.”

Mental Health Emergency

A mental health emergency exists when school personnel have reason to believe a student's life or safety is at risk based on serious displays of disordered thought or behavior. Possible symptoms include: hallucinations; extreme paranoia; impaired judgment that may lead to unsafe decision making and dangerous behavior (to self or others); incoherent or disjointed speech; and self-injurious behavior such as hitting head, cutting self, etc. In general, teachers and staff should elicit mental health support through the school's psychologist, counselor and/or nurse when such behaviors are present. Attempts should be made to use de-escalation strategies and calming techniques (e.g., deep breathing) and to implement behavior plans, crisis plans or strategies in IEP, if in place.

In the event of immediate danger:

- **Staff Actions:**
 - Take immediate action to secure, isolate and provide safety to the student.
 - Notify the site administrator/designee and the school psychologist, counselor, or school nurse, but do not leave the student alone.
- **Site administrator/designee, Team:**
 - If, after meeting with the student, the school psychologist, counselor, nurse, etc. deems the situation to present an imminent danger, that school professional should recommend next steps to the site administrator/designee. Next steps may include:
 - Keeping the student under continuous adult supervision and not allowing the student to leave campus until parent/guardian has been notified and appropriate services arranged.
 - Contacting the student's parents/guardian to come to the school.
 - Providing the parents/guardian with the names and phone numbers of mental health resources.
 - If the student has a therapist, recommending that the parents make immediate contact with that person.
 - Having parents sign two release forms to allow two-way communication between the school and the treating agency.
 - If the parent/guardian is unavailable or uncooperative regarding emergency services, contacting Child Protective Services (CPS) to intervene on behalf of the student (potentially a medical neglect referral).
 - If there is a reason to believe the student cannot be safely transported or actively displays dangerous behavior, calling agencies as appropriate to coordinate emergency mental health services (Child Protective Services, mental health facilities, juvenile court or law enforcement).

- Following up with the treating agency, family and student as appropriate, to ensure that care has been afforded.
- Providing follow-up check with the treating agency, family and student as appropriate, to ensure that care has been afforded.
- Providing follow-up support for student and parents (as indicated) within the school.
- Developing a safety plan prior to the student's return to school.
- Documenting actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

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

Missing Child

- **Staff Actions:**
 - Notify site administrator/designee with a description of the child, including clothing.
 - Describe where child was last seen and when.
 - Write down all known details.
- **Site administrator/designee, Team:**
 - Call 911 and conduct an immediate search of the school/campus/bus as appropriate.
 - Provide law enforcement with a picture and complete information on the child (name, age, description, home address, and emergency contact names and phone numbers).
 - If missing during bus transportation, give child's bus stop location and other nearby bus stops.
 - If a bus is involved, the driver needs to keep in communication with the transportation director.
 - Transportation director needs to coordinate efforts and information with the law enforcement dispatcher.
 - Designate a staff member as a key contact to personally answer phone line (no voice mail) to receive and give updated information as it becomes available.
 - Advise law enforcement dispatcher of the staff member key contact's name and number.
 - The key contact should have access to school records and be available at school by phone beyond the close of the school day, if needed, until dismissed by the site administrator/ designee or law enforcement.
 - If the student is not found promptly, notify parents.
 - Advise parent to come to school (as appropriate) and to leave another parent or responsible person at the home.
 - Exchange phone numbers (household, cell phone, school key contact) with parent.
 - When child is found, contact all appropriate parties as soon as possible.

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

Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee:

- **Immediate Actions:**

- Call 911.
- Call the Nevada Poison Center Hotline (1-800-222-1222).
- Administer first aid as directed by poison information center.
- Notify site administrator/designee.
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
- Notify parents.
- Seek additional medical attention as indicated.

- **Preventive Measures:**

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid or other special lifesaving or life sustaining training.
- Provide staff with information on possible poisonous materials in the building.

- **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 imperative for initiating life saving intervention.

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

1. Suicidal Threat or Ideation
2. Suicide Attempt
3. Suicide Completed

Do's and Don'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, site administrator/designee or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- **DO OBSERVE** the student's nonverbal behavior such as facial expressions, body language and other concrete signs.
- **DO ASK** whether the student is thinking about suicide. If the indication is "yes", ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent, take immediate action).
- **DO ASSURE** the person that you care and you will find help that will keep him/her safe.
- **DO STAY** with the student and, if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.
- **DON'T** leave the student alone for even a minute.
- **DON'T** act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.
- **DON'T** let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because he/she has come to a decision (even if that decision is suicide).

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

Suicidal Threat or Ideation

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

- **Staff Actions:**

- Keep the student under continuous adult supervision.
- Notify the site administrator/designee and the counselor, social worker or school psychologist, but do not leave the student alone.

- **Site administrator/designee, Team:**

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

- Assure that an adult remains with the student at all times.
- Not allow the student to leave campus until a parent/guardian has been contacted and appropriate services arranged.
- Contact the student's parents/guardians and make appropriate recommendations for treatment.
- If the student has a therapist, recommend that parents make an immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.).
- Have parents sign release forms to allow communication between the school and the treating agency.
- If the parent/guardian is unavailable or uncooperative regarding emergency services, contact Child Protective Services to intervene on behalf of the student (potentially a medical neglect referral).
- Follow-up with the family, student and treating agency, as appropriate, to ensure that adequate care has been afforded.
- In collaboration with any specific treatment plan formulated for the student by the treating agency, meet with the student's teachers to alert them of the risk and to request that they assist in monitoring the student's behavior.
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

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

Suicide Attempt

In the event of an actual suicide attempt:

- **Staff Actions:**
 - Notify site administrator/designee.
 - Ensure the short-term physical safety of the student and keep under continuous adult supervision.
 - By law (NRS) the teacher who has the information is responsible for notifying the parent/guardian.

- **Site administrator/designee, Team:**
 - Call 911 and law enforcement.
 - School nurse, counselor or other staff shall administer first aid until emergency responders arrive.
 - The student will be kept under constant observation.
 - The school site administrator/designee (or other designated professional) will communicate with appropriate school personnel, parents/guardian and counselors to establish immediate plan of action.
 - The school counselor, or school psychologist will refer the parents/guardian to a therapist or other appropriate professional for implementation of long-term plan of action for the student (in follow-up to immediate physical safety needs).
 - Follow-up should be made by counselor or other school mental health professional with parents/guardian to determine that treatment services were obtained, current status of the student, if additional services are needed, etc.
 - 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 law enforcement, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students. Parents often want to know what is being done to assist classmates, and they often want to know what impact the suicide is having on friends.

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

- **Staff Actions:**

- Notify site administrator/designee.
- Avoid spreading rumors.
- Watch for warning signs in other students who may be affected by the news.

- **Site administrator/designee, Team:**

- Verify the information with the Sheriff's Office.
- Notify District E-Team.
- Identify any family member(s) that may be in school and provide crisis counseling.
- If the deceased student has siblings at other schools, initiate actions to support students at those schools.
- If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students.
- Call a faculty meeting or send an e-mail alert to:
 - Disclose all relevant facts.
 - Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions.
 - Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support.
 - Outline procedures for the remainder of the school day.
 - Distribute a written statement announcing the information to be released to students and determine the method of making the statement.
 - Provide support meetings for school personnel if the need arises; refer employees to an employee assistance program as indicated.
 - Compile a list of other students deemed to be at risk. Consider counseling opportunities and mental health

screening as part of the school's and district's commitment to responsible follow-up and recovery.

- If students make requests to leave school, do not allow them to leave unless parent/guardian permission is granted.
- Encourage the parent/guardian or other responsible adult to be home with the student.
- Allow students to leave class during the day to receive support offered from school personnel and the district's crisis response team.
- Avoid permitting any large group meetings or assembly of students (in order to maintain order and control).
- Consider an after school faculty meeting. The following points may be covered:
 - Debrief the events of the day.
 - Provide for the emotional support for all staff.
 - Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day.
 - Announce the plans made by the family for services.
 - To the extent possible, make efforts to ensure the regular routine is followed.
 - In general, recognize a tragic loss of life, without emphasizing the means of death.

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

Threat of Harm (7 page section)

INTRODUCTION

A Threat Assessment is a structured response to potential threats of violence to others or self. This protocol, coupled with professional judgment, provides the structure and process to assess and respond to potential threats to safety. The processes described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. It is essential to use warning signs and other materials responsibly. They are not intended to encourage school-wide student profiling, labeling or other stigmatizing of individuals.

In the event of an IMMEDIATE danger:

- Call 911.
- Take immediate action to secure or isolate the individual posing a threat and prevent access to potential weapons (if known).
- Take immediate action to move others from harm's way (in immediate vicinity of event).
- Initiate Lockdown procedures, if warranted.

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

- Have individuals observing Warning Signs, or with relevant knowledge of student, complete the single page Threat Assessment Referral Form (following 2 pages).
- Convene appropriate members of E-Team (School psychologist, site administrator/designee, counselors, law enforcement, teachers, etc.).
- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors (outline provided on Threat Assessment Worksheet).
- Interview the individual under concern.
- Contact parents or legal guardian. Obtain a release of information to exchange information between agencies, as appropriate.
- Develop Threat Assessment Plan according to the presented risk.
- Document referrals, actions taken, follow-up plans, etc.

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

TITLE: 8216 – Threat Assessment

PURPOSE AND BACKGROUND: To provide guidelines for responding to threats.

APPLICABILITY: All Employees

MONITORING RESPONSIBILITY: Assistant Superintendent

OUTLINE OF PROCEDURE:

1. Definitions:

Assault: An unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another.

Threat: Intimidating or threatening to injure a person or property.

2. General

Violence is not limited to physical injuries or fatalities. It is recognized that any intentional words or actions meant to provoke another or to retaliate can escalate and can result in injury. Threats of suicide are considered acts of violence.

All assaults, threats and/or forms of violence will be addressed through the threat assessment processes as outlined below.

Risk: A direct threat has not been made, but there has been increasing violent ideation or behaviors that suggest the frequency or intensity of violence or violence potential may be escalating.

The process of determining if a threat maker (someone who utters, writes, e-mails, etc. a threat) actually poses a risk to the target or targets they have threatened. Many students and others engage in threat-making behavior, but research indicates that few pose a risk to harm the target they have threatened. Multi-disciplinary teams engage in a data collection process, through structured interviews, to determine "initial levels of risk" that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk, there may be data that indicates a more comprehensive risk assessment is required.

3. Procedures:
- a. Trained multi-disciplinary teams at both the school and district level will use the Threat Assessment Screening and Reporting form.
 - b. Each school is to review the threat assessment policy and regulation with all staff and students at the beginning of each school year as well as with the parent advisory group and with parents/guardians through the school newsletter in order to provide fair notice that each threat will be taken seriously.
 - c. Students and staff who become aware of a threat are required to inform school administration immediately.
 - d. Administration is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school discipline policy as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.
 - e. The Site Administrator is to be notified of all threats or violent situations and will coordinate the school's threat assessment procedures.
 - f. The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the student discipline policy until such time as an adequate intervention plan can be implemented as appropriate.
 - g. School Threat Assessment Teams may be formed to assess intervention needs, based on the level of the threat (low, medium or high) as per the Threat Assessment Screening and Reporting form, consult with outside experts and provide intervention recommendations to the Site Administrator.
 - h. When the threat assessment protocol is activated, the Site Administrator/designee or a designated team member will notify parents/guardians. Whenever possible, parents should be an integral part of the risk assessment process.

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- i. The District Threat Assessment Team will meet with the Site Administrator and one other member of the School Threat Assessment Team to review the incident, assess the threat intervention needs and make recommendations for intervention planning for action.
- j. The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.
- k. Students may be suspended for threat containment purposes for up to and including nine days as per the Student Suspension Policy until the threat assessment is completed. Any recommended suspensions over nine school days will be referred to the Superintendent.
- l. Schools are to report the results of the threat assessment, indicating the assessed threat level, actions and interventions taken and planned.
- m. Communication with media will be done solely through the Superintendent's Office.

4. Teams

The District Assessment Team consists of the Assistant Superintendent, a school counselor and psychologist. The counselor and psychologist will be designated by the Superintendent/Designee.

References:

Revisions: NRS 200.471 & 205.320, Student/Parent Handbook

Effective Date:

NEPN/NSBA

Classification:

Threat Reported to Principal



Step 1. Evaluate threat.

- Obtain a specific account of the threat by interviewing the student who made the threat, the recipient of the threat, and other witnesses.
- Write down the exact content of the threat and statements



Step 6. Conduct safety evaluation.

- Take immediate precautions to protect potential victims, including notifying the victim and victim's parents.
- Consult with law enforcement.



Step 7. Implement a safety plan.

- Complete written plan.
- Maintain contact with the student.

**LINCOLN COUNTY SCHOOL DISTRICT
THREAT ASSESSMENT SCREENING AND REPORTING FORM
Level 1**

The School Threat Assessment Team should initiate a Level I Threat Assessment Screening when *a student makes a threat or if there is concern that a student may be about to act out violently or has acted out violently.* Information should be shared amongst all members of the Building Team, as this is essential to the effectiveness of the Threat Assessment Screening and to the development of an Intervention Plan. The School Threat Assessment Team is directed by the School's Threat Assessment Coordinator and consists of:

Site Administrator _____
 School Counselor/Designee _____
 Teacher or other person who knows the student _____

This Threat Assessment Screening will guide your inquiry, document concerns and help you develop an Intervention Plan to maximize student safety. Contact administrative offices as necessary for guidance. Actively seek information from:

- Current and previous school/discipline records
- Law Enforcement, Juvenile Probation, etc.
- Interviews with school staff, students, parents, the target of the threat & student of concern
- Searches of the student(s), lockers and vehicles
- Other agencies: mental health, human services, etc.
- Activities: Internet history, diaries, notebooks
- Parent/Guardian interview (offer support, seek help in understanding, clarify interest in/ access to weapons)

Student	School		
DOB	Student Number	Grade	Age
Parent's Name		Phone(s)	
Date of Incident			
Date District Threat Assessment Coordinator Notified			

LCSD Administrative Regulation

Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s)
- If there is imminent danger, call 911
- Do not allow anyone access to coats, backpacks or lockers during the investigation

Step 2: Notify the Student’s Parent(s) or Guardian(s)

Parents/guardians have been notified of the situation and this screening: Yes No

List unsuccessful attempts (time, method)

Step 3: Interview witnesses, including all participants directly and indirectly involved

Step 4: Initiate the Level 1 Threat Assessment Screening

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others. Does the student appear to have the resources, intent and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Who are the targets of the threat?

Describe the incident or concern. Who was present? Where did the incident occur? What happened? (attach additional sheet if necessary)

-
- Drug or alcohol concerns? Nature of substance use/abuse? _____
 - Initiator or victim of harassment or bullying? _____
 - Student experiencing hopelessness, personal failure, desperation, depression? _____
 - History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)? _____
 - Student feels treated unfairly? Grievances or grudges? Against whom? Result of attempts to solve these problems? _____
 - Recent loss or emotional trauma? Loss of status: shame, rejection, humiliation, failed love relationship _____
 - Member of a closed peer group? Does student's peer group reinforce antisocial attitudes? _____
 - Quality of support? Quality of student's relation-ships with peers/adults at school? _____
 - What support will parents provide? Lack of supervision? _____
 - How will student react to discipline in current situation? Student's reaction to recent or past disciplinary incidents? _____
-

Step 5: Review Findings with the School Threat Assessment Team

Convene the School Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *“To what extent does the student pose a threat to school/ student safety?”*

Low Level of Concern

Risk to the target(s), students, staff and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

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□ **Medium Level of Concern**

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.

□ **High Level of Concern**

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.

Step 6: Decide on a Course of Action

With the input of *all* School Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

□ **Low to Medium Level of Concern**

- Implement the attached Intervention Plan. (*Most students can be managed at school with interventions.*)
- Victim/Parent assurance contact.
- Mandatory staff awareness notification (while maintaining confidentiality).

□ **Medium to High Level of Concern**

- The School Threat Assessment Team has determined that a Level II Threat Assessment is needed and that Law Enforcement investigation is needed. *Immediately notify the District Threat Assessment Team (DTAT) Coordinator at (775)727-7743.*
- *If there is imminent danger, call 911 (e.g., a gun is found).*
- While awaiting contact from the Level II District Threat Assessment Team (DTAT), complete the Intervention Plan below and use it to provide for student safety. Document all interim steps taken by the School Threat Assessment Team (STAT).
- Victim/Parent assurance contact.
- Mandatory staff awareness notification (while maintaining confidentiality).

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the

Step 7: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the Level I screening.

SCHOOL (attach additional pages as needed)

- Disciplinary action taken:
- If suspended, student will return on:
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ By: _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or Weekly check-in with (Name/Title)
- Backpack, coat and other belongings check-in and check-out by:
- Late Arrival and/or Early Dismissal
- Increased supervision in these settings:
- Modify daily schedule by: _____

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- Behavior plan (attach a copy to this Threat Assessment Screening).
- Intervention by support staff (Psychologist, Counselor or participating outside agencies).
- Identify precipitating/aggravating circumstances and intervene to alleviate tension. Describe: _____
- Drug and/or alcohol intervention with (list agency): _____
- Referral to IEP team to consider possible Special Education MDR/FBA (Management Determination Review/Functional Behavioral Assessment).
- If Special Education student, review IEP goals and placement options
- Review community-based resources and interventions with parents or caretakers.
- Maintain permission to share information with community partners such as counselors and therapists.
- Other action: _____

PARENTS/GUARDIANS (attach additional pages as needed)

- Parents/Guardians will provide the following supervision and/or interaction: _____
- Parents/Guardians will: _____

Monitor the Intervention Plan regularly and modify it as appropriate.

Principal, Plan Supervisor (Maintains responsibility until reassigned or modified)	Date
School Counselor	Parent/Guardian

Step 8: FAX this completed screening to the Assistant Superintendent at (775) 728-4435.

- File this copy in the student's discipline folder. Do **not** destroy this copy.

LCSD Administrative Regulation

RISK FOR HARM CATEGORIES

Risk for Harm Categories provides a framework for schools to conceptualize risk based on a review of Warning Signs, Risk Factors, Precipitating Events and Stabilizing Factors. Based on the present risk, the E-Team develops a response plan 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 of behaviors and possible responses but are provided as a frame of reference.

Imminent Risk for Harm

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others. Examples include detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, etc. Most of these individuals will qualify for immediate hospitalization or arrest. Responses may include, but are not limited to, immediate action to secure individual, arrest or hospitalization, facility lock down, security response, parent notification, background or records check, "return to school plans" or ongoing case management.

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, but are not limited to, immediate action to secure individual, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

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, but are not limited to, security response, parent notification, psychological consult/evaluation, background or records check or ongoing case management.

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, but are not limited to, review of school records, parent notification, psychological consult, security notification and administrative action.

Low/No Risk for Harm

Upon review, it appears there is insufficient evidence for any current 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, but are not limited to, investigation of the situation, notification and involvement of others as needed, and administrative action.

Trespasser/Intruder

- **Staff action:**
 - Notify the site administrator/designee and give description and location of the subject.
 - Keep subject in view until law enforcement arrives.
 - If possible, keep subject away from students and buildings.

- **Site administrator/designee, Team:**
 - Call 911.
 - Give description and location of subject.
 - Determine whether to initiate Lockdown procedures.
 - If no Lockdown is in effect, keep subject in view until law enforcement arrives.
 - Take measures to keep subject away from students and building.
 - Advise subject that he is trespassing and needs to leave the school, if the person is inside the school.

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

Lincoln County School District

**RESPONSE PLAN
FOR
INCIDENTS OF CRISIS
INVOLVING
VIOLENCE**

Approved by the Board of Trustees
January 17, 2013

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PREFACE

This Response Plan has been prepared for the purpose of preventing/minimizing injuries and the loss of life in the event of a crisis involving violence on school property, at school functions/activities, or on school buses.

Each site administrator should become familiar with and adhere to the policies described in this Response Plan.

Each site administrator has the responsibility of developing a workable written plan for his/her site(s) to complement the policies/directives in this response plan and is responsible for informing his/her faculty and staff of its contents.

The policies/directives in this response plan and the emergency actions shall be incorporated into the school curriculum and practiced.

AUTHORITY

This document has been developed in accordance with Senate Bill #289 which is an act that amends Chapter 392 of NRS by adding thereto the provisions set forth as sections 2 to 16, inclusive Nevada Revised Statutes: NRS392.600 – 392.604, 392.608, 392.612, 392.616, 392.620, 392.624, 392.628, 392.632, 392.636, 392.640, 392.652, 392.656.

The Crisis Response Plan does not provide for all the contingencies that might possibly take place. (In those events/situations beyond the plan, it is anticipated that the site administrators and their staff will use their best judgment to adequately meet the needs of the event/situation.)

It is anticipated that in those events/situations, the Crisis Response Plan provides an adequate sequence of procedures/actions, which will normally be sufficient to meet the needs of the emergency and be helpful in non-enumerated emergencies. The procedures/actions indicated are not separate from good judgment, but are intended to follow from reasoned judgment. Therefore it is anticipated that individual site administrators will modify the given procedures/actions as dictated by their equipment and facilities.

The preparation and review of this Crisis Response Plan, in the relative quiet of a non-emergency situation by all parties identified provides the best assurance that reasoned actions will prevail during an emergency.

(2)

IDENTIFICATION

In today's world it is impossible to "stereo type" the person(s) who will be the perpetrator(s) of an event. Past events have had single and multiple perpetrators, they have involved known and unknown outside intruders; they have included site staff or other known employees and most disturbing they have included those very people we are serving, students both existing and past.

- 1) Any LCSD employee may be the first person to observe a perpetrator.
- 2) It is the duty of all LCSD employees, regardless of their job function, to be duly aware of those around them during their normal course of work.
- 3) Be aware of behavior and actions of those you encounter that may seem unusual or strange.
- 4) Report to the site administrator any person(s) that you see on their site that cause you concern.
- 5) An employee who observes any of the following will cause the notification of the appropriate Law Enforcement Agency and will begin the implementation of the Crisis Response Plan.
 - A) Any unauthorized person(s) with a weapon.
 - B) Sees or hears the discharge of a weapon.
 - C) Becomes aware of an incident where violence may have occurred or is occurring.
- 6) Employees will secure the safety of students in the immediate/effected area.
(Use the hot-warm-cold zone concept or the planetary ring concept)

(3)
NOTIFICATION

It is imperative, once an incident has been identified that proper notification is made. Since an incident may have already incapacitated the site administrator(s) it is important that a system is in place and understood by all LCSD employees as to who to notify and how to accomplish the notification.

- 1) Notify Law Enforcement immediately. (By most expedient method possible)
 - a) 911
 - b) Local phone Number
 - c) Any other means necessary.
- 2) Announce "CODE RED" (This is the start of the implementation phase of the plan for all others on site)
- 3) Notify any auxiliary building(s) on the site.
- 4) Notify the District Office.

Notification should include the following.

- A) Where you are (which school or site).
- B) Describe the Perpetrator(s)/Intruder(s).
Sex, height, weight, clothing, hair color any other item that will help the responders identify the suspect(s).
- C) Where the Perpetrator(s)/Intruder(s) are. (Room #, hall # etc.)
- D) Where they appear to be going.
- E) Describe the weapon(s), if known.
- F) If they have hostage(s). Who? If known.

(4)

GENERAL STAFF RESPONSIBILITIES

- 1) Comply/Implement Site Response Plan (PROTECTION OF STUDENTS)
 - A) Students in the immediately affected area. (HOT ZONE)
 - AA) Shelter in place
 - BB) Shelter in closest SAFE area at the time.
 - CC) Self-protection, laying on ground, prone position, hands over head
 - B) Students outside of the immediately affected area. (Warm or Cold Zones)
 - AA) Shelter in Place
 - BB) Move to pre-designated Rally/Staging area

2) HOLD STATUS UNTIL NOTIFIED

“CODE RED” ALERT will be the common District wide identifier for notifying the site of an event.

“CODE RED” means that there is a life threatening emergency that **“REQUIRES SPECIFIC ACTION”** to insure the safety of staff and students.

SHELTERING IN PLACE

- A) Keep students calm and quiet.
- B) If you are in the immediate area of the “CODE RED” skip to C. Otherwise quickly scan the hallway for passing students or staff. Direct those you identify into your room.
- C) Lock your door. Close window coverings, shades, blinds etc.
- D) Move students to a part of the room that is not visible from the doorway.
- E) Turn off all lights.
- F) Use intercom or telephone only to deliver pertinent information or if MEDICAL assistance is required.
- G) Take Roll, account for missing students (absent, in another class etc.)

These conditions will remain in effect until each classroom/location is taken off of “CODE RED” by using the designated site code word(s).

DO NOT OPEN THE DOOR TO ANY PERSON REGARDLESS OF DRESS WITH OUT THE SITE CODE WORD(S)!!!

SHELTERING IN CLOSEST SAFE PLACE

If you are inside a building (not in your classroom) when the "CODE RED" announcement is made, move to the nearest room/classroom and implement the procedures under SHELTERING IN PLACE, items A-G.

SELF PROTECTION POSITION

If you are unable to find shelter or you are outside and are in immediate danger.

A) Lay on the ground in the prone position. LAY STILL!!!

B) Place your hands over your head. STAY QUIET!!!

(5)

SPECIFIC STAFF RESPONSIBILITIES

In the event of an INCIDENT OF SCHOOL VIOLENCE / "CODE RED" Situation, it will be necessary that Specific Staff members be responsible for specific acts or actions. It is important that these duties be assigned by desired duty, not by position. For example do not say the Principal does this. Say the Site Coordinator will do this. Then assign people to be the Site Coordinator etc. Always have more than one (1) person assigned in a priority level to fill the duties of each position. Whenever possible, do not have one person assigned to more than one position.

Site Coordinator

Person to verify notification has been made, Liaison with responding Law Enforcement. Responsible to get (if possible) the site "GO BOX" and provide it to Law Enforcement.

Perimeter Contact

Direct incoming Emergency Vehicles, Keep unnecessary traffic off site.
(This position will work in an advisory status for Law Enforcement once they take charge of scene security)

Rally/Staging Area

Account for and keep track of all Students and Staff, as they are sent/released to this area. Do not allow students or staff to leave this area until authorized by the Site Coordinator.

Parent Contact

Meet and share information with parents. THIS MUST BE IN A LOCATION IN THE COLD ZONE AND SHOULD NOT BE DONE IN THE MEDIA AREA

**Media/Information Contact
(PIO)**

Write statements for release to media, callers, etc.
A "DISTRICT REPRESENTATIVE" will relieve this position
as soon as practical.

Set up Alternative Rally/Staging Areas based upon your site configuration to take into account that your primary Area may not be safe or secure.

Areas for Parent and Media contact should always be away from the area affected. (Across the street from the site, vacant fields next door)

(6)

POST INCIDENT (RECOVERY)

Incidents involving violence don't end when the perpetrator(s)/Intruder(s) are controlled by Law Enforcement. There may be a number of items that will need to happen before students and staffs are allowed to return to their classroom and or just return to their "normal" day's activities.

Plans must have provisions in them for the following.

- A) Minor delays in re-entry into sites.
- B) Minor delays in re-entry into parts of a site.
- C) Long (1 full day or more) delays in re-entry into sites.
- D) Long (1 full day or more) delays in re-entry into parts of the site.

The "District" will provide a plan to respond to the POST Critical Incident Stress Debriefing (CISD) needs for both the staff involved and the students.

The "District" through the office of the school psychologists will develop a plan to address the "emotional" needs that may arise for students, staff and effected families.

This may and can include assistance from non-school professionals (private mental health care providers or clergy).

The site plan should include a provision on providing a physical location appropriate for this form of counseling. If there is none available on site it should be noted in the plan.

Weather Emergencies

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

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

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

Upon issuance of a Watch or Advisory, site administrator/designee and Team:

- Activate appropriate members of E-Team to be alert for possible change in weather status.
- Monitor weather reports for change in conditions.

Upon issuance of a Warning, site administrator/designee and Team:

- Implement Severe Weather Safe Area procedure.
- All students and staff shall proceed to designated safe areas.
- Take a battery powered weather radio.
- Remain quiet to hear further instructions.
- Occupants of portable classrooms shall move quickly to the main building to designated shelter areas.
- Follow standard student accounting and reporting procedures.
- Occupants of shelter areas shall remain in that area until the "all clear" is given.
- In the event of building damage, students shall be evacuated to safer areas of the building or from the building.
- If Evacuation occurs, do not re-enter the building until given "all clear" from emergency responders.
- If building is damaged:
 - Call 911.
 - Administer first aid

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

Appendix C:

Recovery Guide

A. Teachers Helping Children After a Critical Incident

This resource was designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

Emergencies hit children hard. It's difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, we adults can't "fix" a disaster, can't solve it, and can't keep it from happening again.

Ways Teachers Can Assist Students:

- Cope with your own natural feelings of helplessness, fear or anger; until you do this, you won't be able to effectively help the children.
- Learn to recognize the signs and symptoms of distress and post-traumatic stress reactions.
- Put the emergency or critical incident in context; provide a perspective.
- Communicate a positive "I'm not helpless" attitude.
- Start the healing process; help children to feel relieved and soothed.
- Identify children who may need crisis intervention and referral to mental health professionals or other helpers.

B. Post-Traumatic Stress Disorders (PTSD) *(Adapted from the Kentucky Counseling Association Journal, Fall 2003, Volume 22, Number 1)*

Post-Traumatic Stress Disorder (PTSD) is an anxiety disorder that can develop in children, adolescents or adults when individuals survive a disaster-related experience. PTSD was formally recognized in 1980 as a psychiatric diagnosis. The cluster of symptoms--intense fear, helplessness, horror, exaggerated startle response, irritability, hyper vigilance, etc.--has been called many things over the centuries. During the Civil War, PTSD was called "exhaustion"; in the 1800's, railway accidents in England resulted in "railway hysteria"; and the extreme trauma of WWI and WWII was labeled "shell shock" and "combat fatigue." The best treatment practice for a child with PTSD involves several types of psychotherapy; however, there is an important supportive role that can be offered by parents and educators.

PTSD Tips for Parents

1. Create an open, supportive atmosphere where the child feels comfortable asking questions. Be careful not to force the child to talk about things associated with the traumatic event.
2. Provide the child with honest information and responses. As parents, share your own reactions and concerns. By doing this, the child will be encouraged to honestly express his or her feelings and concerns. It is important to maintain the child's trust in order to provide a sense of reassurance for the future. To do this, do not make unrealistic promises.
3. When discussing events associated with the traumatic experience, use words and concepts that are focused on the child's developmental level.
4. If the child is uncomfortable verbally expressing thoughts and feelings, help the child find alternative ways to express these concerns. Some other ways that thoughts and feelings can be expressed include writing stories and poems, drawing pictures, playing games and playing with toys.
5. Inform the child of your feelings regarding the traumatic event. It is important to let the child know if you are anxious, confused or upset because if the cause of these feelings is unknown to the child, he or she may begin to experience self-blame.
6. Monitor what the child watches on television. Don't allow the child to watch a lot of violent, upsetting images.
7. Establish/maintain a predictable routine or schedule. In a time of uncertainty, the child is reassured by structure and familiarity. Make sure that the child gets a sufficient amount of sleep every night and eats three well-balanced meals a day.
8. Monitor for headaches and stomach aches. This is not uncommon for a child who has not experienced trauma. Many children express their anxiety through physical symptoms and complaints.
9. Help to reduce stress by engaging the child in exercise, extracurricular activities, or even listening to music.

10. Remind the child that the emotions being experienced are normal responses to the traumatic events.

PTSD Tips for Teachers

1. Offer to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
2. Talk about your feelings and listen to those of the child.
3. As a class activity, talk with the students about the event or the anniversary of the event.
4. Encourage older children, adolescents in particular, not to try numbing or changing their feelings with alcohol or drugs.
5. Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include London Bridge and Duck Duck Goose.
6. Have the children or adolescents do a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
7. Involve the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
8. Coordinate information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
9. Respond to the children in a direct, supportive and consistent manner.

KCA Journal, Fall 2003, Volume 22, Number 1

C. Information Sheet for Parents

Helping Your Child after a Disaster:

Children may be especially upset and express feelings about the disaster. These reactions are normal and usually will not last long. Listed below are some problems you may see in your child:

- Excessive fear of darkness, separation or being alone
- Clinging to parents, fear of strangers
- Worry
- Increase in immature behaviors
- Not wanting to go to school
- Changes in eating/sleeping behaviors
- Increase in either aggressive behavior or shyness
- Bedwetting or thumb sucking
- Persistent nightmares
- Headaches or other physical complaints

The following will help your child:

- Talk with your child about his/her feelings about the disaster; share your feelings, too.
- Talk about what happened; give your child information he/she can understand.
- Reassure your child that you are safe and together; you may need to repeat this reassurance often.
- Hold and comfort your child often.
- Spend extra time with your child at bedtime.
- Allow your child to mourn or grieve over lost belongings (a toy, a lost blanket).
- If you feel your child is having problems at school, talk to his/her teacher or counselor so you can work together to help him/her.

Ongoing recovery:

Please reread this sheet from time to time in the coming months. Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward. Professionals skilled in talking with people experiencing disaster-related problems staff your community mental health center.

D. Classroom Activities Following A Tragic Event (4 Page section)

In using the General to Specific approach, many methods or activities may be effective. Two suggested methods/techniques to use in your class after a critical incident are the Talking Method and the Drawing Method. The following pages provide suggested questions or themes and specific techniques to follow.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- Was anyone you know killed or injured?
- What can you do now to help others to feel better?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express himself in words.
- Create a chance for verbal expression in any language.

NOTE: As the teacher, you might think of more questions to ask the children. Be sure your questions are as "open-ended" as possible (which means they cannot be answered by a simple "Yes" or "No"). Open-ended questions serve to facilitate verbal discussion.

Talking Method Activities

- Child tells a story (allow metaphors).
- Puppets “tell” or “live” a story.
- Have an open discussion. Using previous questions, ask for volunteers to begin. Talk general to specific.
- Use photos, drawings, etc. to facilitate discussions.
- Use video prior to discussion to get it going.
- Create a skit, play or do role-playing related to the critical incident (provide “dress-up” clothes if available, including uniforms to represent emergency workers seen during the disaster, etc.)
- Do “show and tell” related to the event.
- Inform/educate the children about the event to make it less threatening to talk about/act.
- When people understand their feelings and experiences are normal and can be predicted (even if they are scary feelings), they begin to regain control.

Note: Remember to keep yourself in a facilitative/guiding role, not in a role of control of the discussions/stories etc. This will be most helpful to the children. Reassure the children by verbally acknowledging and “normalizing” their experiences.

For some children, the talking method may not be helpful:

- In some cultures, talking openly is not comfortable, appropriate or even “polite.”
- Some children have been raised in families where “talking out one’s feelings” was not possible or supported.
- Some children have been raised in situations where talking openly was not practiced or encouraged.
- Some children simply prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process.
- All these reasons should be respected as valid.

Drawing Method

The Drawing Method can be a playful experience to express feelings. First introduce drawing as:

- Another way of “talking” but with pictures instead of words.
- A means of expression used by many (point out that some people express themselves by talking, some by singing, some by dancing and some by drawing).
- Remember when introducing drawing of any sort to clearly say that the goal is not to draw a “pretty picture” but rather a picture of expression.
- Drawing should be presented to the child as an option for expression, not as a required activity.
- REMEMBER: Use previous questions to help lead these activities.

Drawing Method Activities:

- Draw/write a book together to make journals with pictures.
- Do a collective drawing such as a mural (murals tell a collective story, develop/support teamwork, and feel “safer” for some children as opposed to individual art).
- Give the mural a “place of honor” in the classroom.
- Make the mural accessible for everyday viewing.
- Celebrate the mural (getting through something tough or to facilitate discussions).
- Take photos/slides of the mural when completed.
- Draw aspects of the event (people, places, activities, etc.).
- Suggest lots of options, not specifics (e.g., rather than saying “draw a fireman helping someone,” say “draw a person you saw doing something helpful”).
- Create a collage using a leading question such as “Where were you when the disaster happened?”
- The teacher may draw/paste on the central image, and then the children add photos, magazine pictures, articles, fabric pieces, etc. around them or they may draw directly onto it.
- Collages are the “safest” form of drawing because the child is using others’ symbols. The child may feel he/she is “losing less of himself/herself.”
- Collages provide “boundaries” for the child; this can act as an emotional safety net for some.
- You may also want to look at other pictures and talk about what they communicate.
- Avoid the use of paint in this method as it is too “loose” of a medium for a traumatized child; the child might use it to bring up things not easily handled in a classroom.
- Allow a full range of expression. Some kids draw recognizable things; others draw abstracts.
- Emphasize to the children that their work will not be judged, graded or necessarily shown to others.
- Only exhibit the artwork if a child desires to share with others.
- Reassure them that there is no “right way” to draw.

- Allow the use of various mediums (pastels, crayons, pencils, markers, etc.)
- It's preferable to do the drawing method with more than one adult present.
- Exercise as little control as possible over the artwork.

Concluding Drawing Activities:

- A key element of the Drawing Method is the follow-up discussion. This discussion can help to bring closure to the experience, an important step in the process of expressing feelings.
- Allow students to talk about their drawings if they wish.
- Others will “close” by listening to others.
- Use open-ended questions in this process.
- Sometimes a child's artwork may be especially expressive of his/her feelings; a drawing can give clues to some deeper problems or feelings within the child.
- Try to “read” the picture in the same way you might read words; what might it be telling you?
- Look at it as a piece of communication, not just fantasy.

Keep in mind:

- Colors, forms, etc. have different meanings to children of various cultural backgrounds and to different children within each culture.
- Regard the artwork as just a part of what's going on with a child; look at the child with a holistic view.
- The best source for what's going on behind the drawing is the child. Ask him/her.

E. When to Refer Students if you have Concerns

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine if a student should be referred to a school counselor for further assistance.

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have stopped showing these signs.
- Students who are withdrawn or appear depressed.
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed.
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves.
- Students who exhibit significant behavioral change from their normal behavior (i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.).

If you are unsure:

- Alert parent(s)/guardian(s) of your concerns.
- Contact your school counselor/social worker/school psychologist.
- Refer the student to the Student Assistance Team (if applicable).

F. Assisting Children When Someone Dies

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following outline describes Critical Incident Stress Debriefing (CISD, Everly & Mitchell, 1999), an interactive process to facilitate a student's expression of these feelings. The school's Emergency Management Team or the District Support Team can assist students individually and in groups to process their feelings and reactions following a death that affects the school community. This process is most effective when you focus on the events in this sequence: 1) Introductory Phase; 2) Fact Phase; 3) Feeling Phase; 4) Reaction/Teaching; 5) Closure Phase.

1. Introductory Phase

- Introduce team members or helpers to discuss why we are here and what we hope to accomplish.
- Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. Fact Phase

- Give all known relevant facts about the death/incident.
- Is this your understanding of what happened?
- Does anyone have any other information?
- Is there any other information you want to have about his/her death?
- How did you find out?
- Where were you when you first heard?
- What were your first thoughts?
- Is there anyone not here that perhaps needs to be? Who are you concerned about?

3. Feeling Phase (make an effort to include everyone in the discussion)

- How did you feel when you first heard? Explore feelings (shock, denial, anger, fear, etc.).
- How are you feeling now? (all feelings are okay)
- We did not know ____ (name). Could anyone tell us about him/her?
- When do you think it will hit you that he/she is really gone or when do you think you'll miss him/her?
- Does anyone have a photo of him/her? (pass around)
- What are some of your memories of him/her?
- How do you think he/she would like to be remembered?

4. Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members.
- What are some things you usually do when you are really upset or down?
- Has anyone lost anyone close recently? What were some of your reactions to his/her death?
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if students have someone they can talk to.

5. Closure Phase

- Give information about wake/funeral if available.
- Students will often want to create cards, take a collection, etc.
- Encourage students to support one another.
- Remind them that it may take a long time before they will feel settled, and that's normal.
- Encourage them to talk with someone in their family about their sadness.

NOTE: This process needs to conclude with quiet, reflective time.

G. Classmate Tragedy (2 page section)

The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to his/her return to the class.

Example: Death of a friend or family member

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- What could you say that might help him/her know you care? (This is your chance to guide students' responses to helpful comments as you guide them away from less helpful comments.)
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help him/her feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

Assisting a Student after the Death of a Friend or Loved One

- Talk with the student before he/she returns to class. Discuss what to share with the class and who should tell them.
- Allow the student to leave class if upset and direct the student where to go.
- Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- Encourage journal writing for older students; provide drawing materials for younger children.
- As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.

When a Grieving Classmate Returns

First Words:

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say "hello", "welcome back", "I'm glad to see you" or something similar.
- The brave might even say "I missed you" or "I'm sorry to hear about your _____'s death."
- Even braver friends might make statements like "It must be incredibly tough to have your _____ die."

Other options include writing a brief note or card, calling, etc.

- If your classmate cries, that is okay. You did not cause the grief. Offer comfort and a tissue.

Helping the Classmate Adjust to the Class:

- Offer to provide notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- Give the classmate your phone number to call if he/she is having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and with concentration. Grieving students frequently do not feel like doing school work.

Some Don'ts:

- Don't shun the student; speak to him/her.
- Try to avoid cliché statements (e.g., "I know how you feel") when nobody knows the unique relationship the classmate had with the deceased.
- Don't expect the person to snap back into the "old self."
- Don't be surprised if the classmate seems unaffected by the loss; everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased like "what did you and your ____ enjoy together?" (People often like to talk about the people they grieve.)
- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

H. The Effect of Trauma on Adults

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring.
- Physical and mental reactions may be very slow or confused.
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls.

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities.
- Desire to get away from everyone, even family/friends.
- Emotional lability; becoming irritable or upset more quickly than usual.
- Feelings of fatigue, hopelessness or helplessness.
- Digestive problems, headaches or backaches.
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community.

Some Things That Can Be Helpful:

- Take time to relax and do things you find pleasant. Getting away for a few hours with close friends can be a helpful, positive change.
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax.
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects.
- Tap sources of assistance with your workload; have students, instructional assistants or volunteers help grade papers, take care of copying or help with other time-consuming tasks.
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help.

I. Suggestions for Students When Visiting Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents' needs and requests as well as the student's own comfort level.

First Steps:

- In the vast majority of cases, the parents find it comforting to see friends of their deceased child.
- If you were a close friend of the deceased and you know the parents, then go visit them at their home.
- If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
- Other friends might wait until the visitation or funeral.
- Send the parents a note or card.

Communication:

- When you visit, do not worry about what to say; your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right too.
- Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.
- Just sitting with the parents will most likely fill the silence.
- Listen, no matter what the topic.
- If you were a really close friend, the parents might be pleased for you to visit the deceased friend's room (if you are comfortable doing so).
- You might ask what you can do for them; ask other relatives what you might do to help.
- Do not try to take away the grieving parent's pain.
- Talk about the deceased person. Grieving people often like telling stories about the deceased ("do you remember the time...").
- Offer suggestions only when advice is asked.
- Do not tell the parents to feel better since there are other children and loved ones still alive.

J. Memorials

When a member of the school dies, often people will want to find ways to memorialize the student or staff member. A word of caution--carefully think through the type of tribute you pay to a person who has died.

Consider these points and examples:

- In general, memorials should focus on the life lived, rather than on the death.
- Check with family members to see what kind of memorial they would prefer.
- Yearbook memorials should be a regular sized picture with a simple statement such as "We'll miss you."
- If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person.
- There are many wonderful ways to support students' and loved ones' need to remember. Examples include cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.
- Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.

K. Suicide

A school's general response to a suicide does not differ greatly from a response to any death. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.

Be cautious about discussing suicide as the cause of death of students even if it is apparent. Law enforcement will likely conduct an investigation that may result in days or weeks of uncertainty. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the apparent cause of death. If possible, consult with a surviving parent before disclosing sensitive details.

The following "DO's" and DON'Ts" will help school staff limit glamorization of suicide:

- Do acknowledge the suicide as a tragic loss of life.
- Do allow students to attend funeral services.
- Do provide support for students profoundly affected by the death.
- Do celebrate the life of this student as you would any student who has died.
- Don't organize school assemblies to honor the deceased student.

A suicide in the school community can heighten the likelihood, in subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered especially susceptible to depression/ suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

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Nye County School District

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