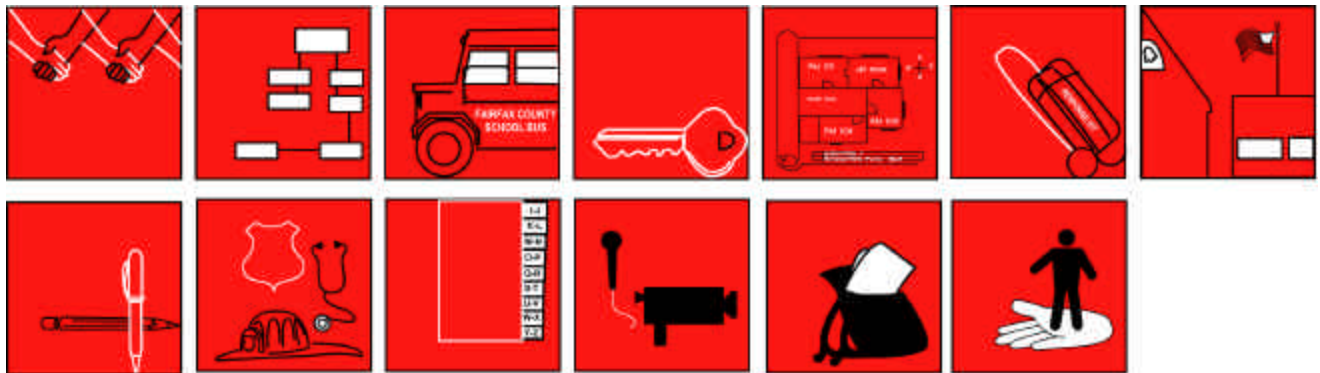


CRISIS

MANAGEMENT WORKBOOK

PART 1

CRISIS MANAGEMENT



PART 2

CRISIS READINESS



INTRODUCTION

This Crisis Management Workbook has been developed to help school administrators prepare for the many aspects of responding to a critical incident involving their schools or student teacher populations. The workbook has been designed so that it can be adapted to any school and still provide for a consistent response to critical incidents throughout the Fairfax County public school system. The workbook provides a step-by-step guide for choosing a crisis management team and then using that team to establish sound procedures for handling any school-based crisis. The CD-ROM, which is included with the workbook, can be used to complete and update, when needed, the interactive portions.

Before completing the interactive portions, take a few minutes to read the entire book to gain a full understanding of the overall theme. Many of the procedures and assignments described in the workbook would be required only during the most serious incidents. The more likely use of this workbook will be to help organize faculty and staff members in their individual roles during an emergency and to help train the entire school in crisis planning.

The Crisis Management Workbook allows additional information and crisis plans to be incorporated. Because no two schools are the same, no manual or workbook will provide all the necessary information to prevent every crisis situation. The organizational guidelines being provided in this workbook are intended to organize a crisis management team so that they, as a group, can better respond.

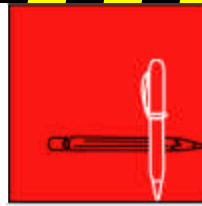
Communities demand that schools remain safe havens for education. While security services are provided and the quality of those services are reviewed regularly, we can never predict exactly when an incident is going to happen. This unpredictability results in the need for every school and all administrators to be prepared should a critical incident occur. The initial response to a critical incident must be quickly and effectively accomplished. This workbook is intended to be a tool that will help prepare principals, program managers, and other key administrators for that initial response.

The Office of Security and Risk Management Services is prepared to provide any assistance needed to help understand and implement the guidelines explained in this workbook. School security planning officers are available to conduct staff training sessions on the workbook and to offer advice to individuals.

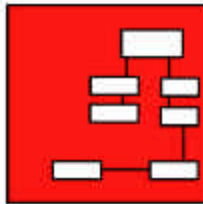
PART 1 CRISIS MANAGEMENT



SEC. 1
CRISIS MANAGEMENT
TEAM (CMT)



SEC. 8
TRAINING AND
UPDATING



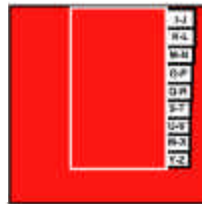
SEC. 2
INCIDENT COMMAND
SYSTEM (ICS)



SEC. 9
RESOURCES



SEC. 3
STAGING
AREAS



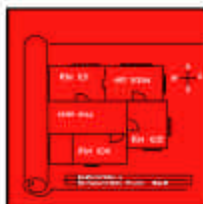
SEC. 10
CRISIS PHONE
DIRECTORY



SEC. 4
LOCKDOWN
PROCEDURES



SEC. 11
DEALING WITH
THE MEDIA



SEC. 5
EVACUATION
PROCEDURES



SEC. 12
BACKPACK
LETTERS



SEC. 6
CRITICAL RESPONSE
KIT (GO- KIT)



SEC. 13
AFTERMATH



SEC. 7
SCHOOL
PARTNERSHIPS

CRISIS MANAGEMENT TEAM (CMT)



EACH MEMBER OF THE **CRISIS MANAGEMENT TEAM** MUST BE IN PLACE AND COMFORTABLE WITH HIS OR HER ROLE LONG BEFORE A **CRISIS OR CRITICAL INCIDENT** OCCURS.



SECTION 1

Principals must rely on the other key school personnel, to perform tasks that will ensure the safety of students and other school personnel during a **crisis** or **critical** incident.

The **CMT** needs to become a formal part of each school. All members should receive information and training regularly.

SECTION 1. CRISIS MANAGEMENT TEAM (CMT)

The single most effective way of dealing with a **critical incident** or **crisis situation** is through the use of a **Crisis Management Team (CMT)**. This team cannot be put together when the crisis or critical incident is unfolding. Each member must be in place and comfortable with his or her role long before a crisis or critical incident occurs.

There is no way a single principal or assistant principal can manage the many aspects associated with a critical event. Principals must rely on other key school personnel to perform tasks that will ensure the safety of students and other school personnel during a crisis or critical incident. The **Incident Command System (ICS)**, which will be introduced later in this workbook, uses a team approach to deal with situations.

The membership of each school's **CMT** should consist of an immediately accessible core group of school personnel who have the knowledge and skills to handle an emergency situation. In addition to the school principal and assistant principals, members should be selected based on specific needs during an emergency. These members should include guidance counselors, building engineers, custodians, nurses or clinic attendants, security personnel, and selected teachers. Selecting a wide range of members for the CMT will ensure the various aspects of crisis planning can be accomplished. In the next section of this workbook, you will be asked to **assign an incident manager role** to each member of the **CMT**. Review those specific roles before finalizing the composition of your **CMT**.

Remember that crisis planning involves more than the emergency incident. Members of the CMT need to have the ability to identify alarming changes in a student's behavior or recognize community events or incidents that could affect the school. Once these changes or events have been identified, the CMT must take action. This may mean arranging counseling for a student or scheduling a community or staff meeting, but in either case, the end result is addressing the needs of the school population.

The **CMT** will **implement** and adapt appropriate **action** from the **CRISIS MANAGEMENT WORKBOOK**. After reviewing this manual, the school principal should assign individual roles and responsibilities to **CMT** members. As with any plan, practice makes perfect. The **CMT** should meet on a regular basis and discuss not only the crisis management plan but also any areas of concern in the school. The **CMT** needs to become a **formal part of each school**. All members should receive information and training regularly.



After reading the **CRISIS MANAGEMENT WORKBOOK** use the following worksheets to identify the members of your school's **CRISIS MANAGEMENT TEAM (CMT)**.

Addendum # 1

Communication is Vital to Successful Crisis Management

Points for Discussion

1. Has the Crisis Management Team (CMT) planned for optimum communication operations during a crisis? Do members have and know how to operate communication devices?
2. Are CMT members known and recognized by the staff and community? Are CMT roles identified and communicated to staff and parents at the beginning of the school year?
3. Is there a **teacher partner system** in place to pair teachers and classes so that some teachers, if necessary, can assist with other tasks such as first aid, parent and student reunification or community relations in the event of an emergency.
4. Is there a clear **chain of command** within your school? If so, how is it communicated? Does staff know who will make decisions in the absence of the principal, and in the absence of any other team members. For example, if the assistant principal, who is designated as the parent reunion organizer is not present, who will take his or her place?
5. Are CMT critical lists and numbers maintained at the school and at an off-site evacuation safe area?
6. Is there an alternative plan of communication if normal means of communication such as phone, cell phone, and e-mail are lost? For example, if phone capabilities are lost, are there an adequate number of radios? Have alternative methods of communication been considered such as public address systems or runners?
7. How does the school maintain communication with parents? Could the school use a web page or a taped phone message to relay information?
8. How will the school communicate with students who are outside the building if they need to return to the building?
 - Return from field trips?
 - Return from playing fields?
 - Return from academies or other out-of-school instructional programs?

Addendum # 2

Empowerment of Staff

Points for Discussion

1. Assume the worst – all communication to the central and cluster office is cut off and the principal is outside of the building at a meeting.
 - Who will make the decisions?
 - Do the staff members feel empowered to make decisions without waiting to check for permission?
 - Do staff members know what types of decisions may be necessary?

2. Has training taken place with the entire staff so that they know and feel prepared for times when they will have to make a decision on their own?

Addendum # 3

Security Measures

Points for Discussion

1. Has the school reexamined security procedures?

2. How does the school enforce security regulations, particularly those regarding:
 - Visitor control

 - Building access

 - Identification badges

3. Are there new security measures that might be added?

4. Has the CMT reviewed with staff both the school's **Security Plan** and the **Crisis Management Plan**? Do staff members know the difference between the two plans? Do they know what role they play in each plan?

CRISIS MANAGEMENT TEAM

Name:

Room # and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room # and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room # and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room# and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room # and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room# and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room # and Position:

Work Number:

Pager/Cell Number:

Home Number:

Home Address:

Name:

Room# and Position:

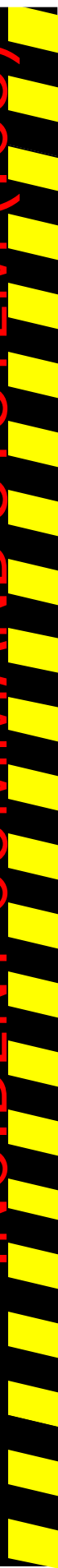
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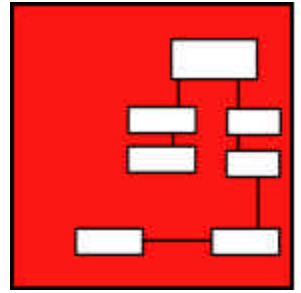
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Home Number:

Home Address:

INCIDENT COMMAND SYSTEM (ICS)





SECTION 2

THE INCIDENT
COMMAND SYSTEM
(ICS) PROVIDES FOR
ROLE ASSIGNMENT
AND DECISION
MAKING WHILE
PLANNING FOR AND
REACTING TO
CRITICAL
INCIDENTS.

ROLE LIST:

INCIDENT SUPERVISOR

STUDENT
ACCOUNTING

OFF-SITE BUS
STAGING AREA

OFF-SITE EVACUATION
COORDINATOR

POLICE AND FIRE
LIAISON

PARENT REUNION
ORGANIZER AND
LIAISON

INFORMATION AND
MEDIA
REPRESENTATIVE

COMMUNICATION AND
RECORDER

SCHOOL SITE
SECURITY

STAFF ASSIGNMENTS

COUNSELING

SECTION 2. INCIDENT COMMAND SYSTEM (ICS)

The Incident Command System (ICS), is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

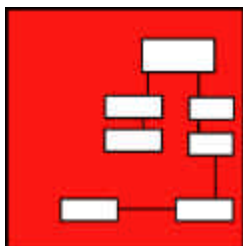
Tasks needed to successfully handle critical incidents are delegated to various managers of the CMT, who then are responsible for the assignment. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident supervisor (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to members of the crisis management team provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

The **ICS** can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the **ICS**, name two or three substitutes to assure coverage at all times. This may require some individuals to be responsible for more than one task, but only if the primary manager were out of the building. While the **ICS** identifies roles for the members of the crisis management team, all school faculty members should have an organized reporting system that lists their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs.

Most emergency responders use some form of **ICS** to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with the responding fire or police agency. These agencies will be able to quickly identify a liaison school employee who will quickly answer questions about the incident and school operations.

The Incident Command System should become a common way of handling problems or issues in a school.



All components of the ICS may not be needed to handle every incident; however, using portions of the ICS structure will help the principal deal with school-related events quickly and effectively.

Use the following pages to construct an **Incident Command System** for your school. The first step is to **identify special traits and abilities members of the crisis management team** have and matching those members to the role assignments contained in this section. Because no two schools are the same, **the ICS flow chart will need to be tailored to fit your school**. Some positions may not be needed, while additional roles may be required. **Use this role list and flow chart as a guide**. Remember to include backups for each assignment. This may require some people being assigned more than one task. When more than one role is assigned, make sure the tasks are similar --such as off-site evacuation and student accountability or off-site bus area.

ROLE LIST

INCIDENT SUPERVISOR

This person should normally be the principal or an assistant principal of the school. The incident supervisor is the overall leader during an emergency incident. The incident supervisor makes decisions based on the information and suggestions being provided from other members of the crisis team.

This role may be combined with a liaison role but should not be combined with any other active role during a critical incident.

STUDENT ACCOUNTING

This team member is responsible for ensuring all teachers have an accurate accounting of students and for coordinating efforts in accounting for missing or extra students. Much of this role involves planning for an incident and communicating with the faculty on the importance of removing rosters during an emergency so student accountability can take place.

OFF-SITE BUS STAGING AREA

Some emergency incidents may require moving the student population off school grounds. Depending on the time of day and severity of the incident, students may need to be dismissed from this off-site location. The school staff member responsible for organizing this operation should coordinate the arrival of buses and the loading of students onto the proper bus with the transportation section. This process may become more complicated with the arrival of parents seeking to pick up their children. This task can be simplified with advanced planning to include updated bus rosters and planned bus routes into the staging area.

OFF-SITE EVACUATION COORDINATOR

The duties of this position focus on organizing the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location, and planning the evacuation route to safely move the students. When organizing an evacuation, consider special needs students and plan for how those students will be moved and what assistance will be required.

POLICE AND FIRE LIAISON

When the local police and fire departments respond to a school incident, they will immediately require contact with a school official. This official must be able to provide information not only about what has taken place, but also about the plans the school has implemented to ensure the safety of the students.

Contact between the school operations and those of the police/fire operations must be maintained throughout the incident. During some incidents, the incident supervisor can accomplish this liaison assignment; however, a large incident should have someone whose sole duty is to act as a liaison.

Notes:

PARENT REUNION ORGANIZER AND LIAISON

When an incident occurs at a school, the parents of the children will contact the school. Parent contact should be expected and planned for by giving specific directions to the parents as they arrive in the area. A central location must be established where the parents can wait to be reunited with their child and obtain information about the event. A well-informed member of the crisis team should be at this location and coordinate the activities at this site. This person should coordinate with the media liaison for information that can be released to the parents. The parent reunion organizer should also communicate with the evacuation, student accounting, and bus staging personnel to facilitate children coming to the reunion location to join their parents. The reunion location has the potential to become very chaotic during a school incident, but with proper planning the activities can be established quickly and remain organized.

Notes:

INFORMATION AND MEDIA REPRESENTATIVE

Like parents, the local media will respond to events that occur at schools. Representatives from community relations will respond to the school during a major incident; however, school personnel should establish a media staging area and to assist in providing information for public release. This person can also draft the parent letter that should go home with each student explaining what took place at the school. The media representative should seek specialized training in this area and understand the roles of the various county agencies in dealing with the media. One of the main duties of this person will be to make sure the media does not gain access to student or faculty during the incident. This person will also serve as the staff liaison by providing information to staff members about the incident.

COMMUNICATION AND RECORDER

The person assigned the responsibility of communication and recording should make sure the various school offices receive notification and updates about the event and that any needed resources are requested. When an event first occurs, the communications person should confirm that 911 has been called or place the call. During the event, this person should keep a detailed record of the events, decisions, and actions including annotation of time. This record will help ensure all critical tasks have been completed and allow the incident supervisor to track all activities. This written record will also help the police or fire department reconstruct the events during the subsequent investigation.

SCHOOL SITE SECURITY

This role has been developed for incidents that occur around the school building but do not directly involve school personnel. A violent crime or other situation near a school may require that the school staff take steps to quickly secure the school from outside intruders. This will involve developing specific assignments for school personnel during such an emergency and creating a check system to make sure the school is secure. This person would then act as a liaison with the agency handling the local event. The person assigned this role can also be assigned another role if an evacuation is necessary.

STAFF ASSIGNMENTS

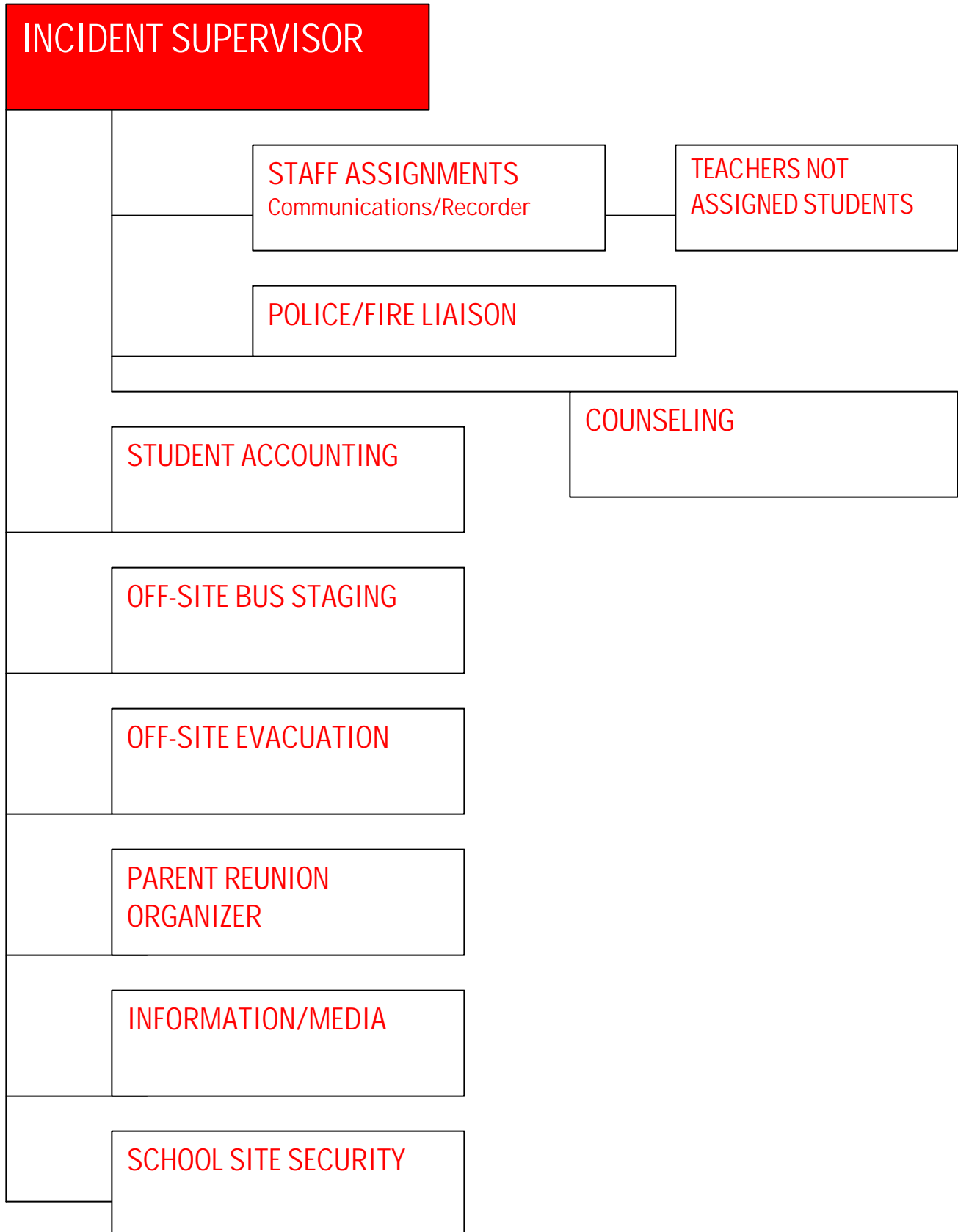
The role of this position is to use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should report directly to this person. Working closely with the incident supervisor, this person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs making requests to administrative offices when needed.

COUNSELING

The need for a proactive counseling program can not be overlooked. Many dangerous situations can be avoided by early intervention of trained professionals. Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the effected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

Notes:

INCIDENT COMMAND SYSTEM (ICS)



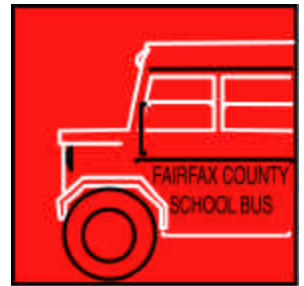
Notes:

STAGING AREA



DURING A **CRISIS**,
THE EXPECTED
RESPONSE TO A
SCHOOL BY THE
MEDIA, COMMUNITY
RESIDENTS, AND
PARENTS **WILL
CREATE CHAOS** IF A
PLAN IS NOT IN
PLACE.

This section of the **CRISIS
MANAGEMENT WORKBOOK**
provides guidelines for
identifying **staging** and
evacuation **areas** that should
then be incorporated into the
workbook.



SECTION 3

SECTION 3. STAGING AREA

During a school crisis, the expected response to a school by the media, community residents, and parents will create chaos if a plan is not in place. **Every school must be prepared for the possibility of an evacuation** during an emergency or crisis. The logistics of moving a student population must be planned and fully understood by all those responsible for the **safety and security** of children.

Schools must **identify local** areas that can be utilized during a crisis. Arrangements to use these areas need to be made and updated on a regular basis. These **areas** must be large enough for **vehicular and pedestrian traffic**, while also somewhat isolated from the school building.

This section of the **Crisis Management Workbook** provides guidelines for **identifying staging and evacuation areas** that should then be incorporated into the manual. Review the school partnership section of the workbook for ideas on using nearby schools as staging and evacuation areas.

OFF-SITE EVACUATION OF STUDENTS

The first step in preparing for an off-site evacuation of a school is to identify nearby locations where faculty and students can be moved safely away from danger. This location should be used for bomb threat evacuations or anytime students need to be moved a safe distance from the school building. Consider these factors when choosing an off-site evacuation location:

- Size of the location--Is there enough room for the students, and also to use this location as a secondary bus loading area?
- Access to the location--Is the location within a reasonable walking distance of the school? The walking route should be clear of fences or other hazards.
- Security--Can the area be secured from media or other groups seeking to interact with the students during the incident?
- Shelter--Does this location provide protection from the weather?
- Ownership--Who is the owner of the property and has an understanding been reached on the use of the property during an emergency?

When choosing an off-site evacuation location, an area that meets all of the above criteria may not be available. Knowing that a location does not include shelter is important to the decision-making process of the crisis management team. Because there is no shelter, the team may decide to order an early dismissal more quickly than had the evacuation area been a large building, church or school.

MEDIA STAGING

While controlling the media is not a top priority for a principal during an emergency, failing to prepare for the media response can easily become a public relations disaster. The local media is responsible for providing coverage of local events. A crisis or emergency at a Fairfax County school is a major news story and will solicit the response of countless news organizations. Crisis management teams must prepare for the media response and understand that ignoring the media is not an option during a crisis.

All Fairfax County agencies have designated offices whose job it is to deal with the media. These entities have established good working relationships with the local media representatives and are well trained in public information. A problem schools face during a crisis is that media representatives arrive simultaneously with police or fire department personnel.

A media staging location should be close enough to the school for information access, but far enough away so as not to impede the efforts of police, fire, and school personnel. The area must be large enough to contain numerous vehicles without infringing on the traffic flow. This area also needs to be located away from other staging areas to prevent any interference between media representatives and the command post or students.

Everyone should know the location of the media staging area. This will allow for quick direction of incoming media vehicles and control over media representatives.

BUS STAGING AREA

If the school's off-site evacuation location is not large enough or capable of handling school bus traffic, a secondary bus staging/loading area must be identified. This area should be used if students are going to be dismissed from a location other than the primary school building.

When identifying the secondary bus area, choose the location based on size and traffic patterns to provide for the most efficient organization of the bus traffic. Plan for any police assistance that will be needed to control area traffic.

An option for the secondary bus area is a nearby school with an already existing bus circle or large parking lot. This allows for organized student pick-up, which could easily be monitored. Review and complete the school partnership section of the workbook if another school is going to be used as a secondary bus staging area.

As with all other staging areas, advance permission must be obtained from the property owner to avoid any confusion if the property is needed during an emergency.

Notes:

COMMAND POST

During an emergency, it is important that all decisions be coordinated with the various participating agencies. The ICS allows for decisions to be made by the incident supervisor, based on information received from personnel managing other activities. This information exchange will work if there is only one central location for this information to be sent.

Establishing a command post will provide everyone involved in the incident with a location for information and updates. Police and fire departments will establish a command post for their operations during a school-based incident and will require communication with a school command post for information and planning. Because of this relationship, the school command post must be located near the school but out of the direct danger zone. This location should also allow for the police and fire operations and be large enough so each can operate independently when needed. **The person in charge of the incident should respond to the school command post early in the emergency and remain at that location.**

The command post should not be placed near the media staging area or parent reunion area to prevent interference while dealing with the crisis. Any school personnel arriving to assist with the incident should report to the command post for updates or assignments.

During events in which the school is not evacuated, the principal should establish a command post inside the school for efficient communications. The command post can be the principal's office, front reception area or any suitable location that is known to all personnel.

PARENT REUNION AREA

During a school incident that involves violence or a risk of injury to students, once the local media begins to broadcast the event, parents will begin arriving at the school to retrieve their children. The arrival of parents may disrupt the efforts of those dealing with the crisis. Planning for parent response will allow for a quickly organized process where parents and students can be reunited in an orderly and accountable fashion. A well organized parent reunion location will alleviate parents' fears and deliver students to their parents or guardians efficiently.

The parent reunion area should be away from any other of the staging areas and can be some distance from the school building. When choosing a parent reunion area, plan for the worst case scenario so that the location can support many parents and vehicles, provide shelter and possibly offer some isolated quiet areas. One good location for this type of operation is a nearby church or similar building.

All personnel involved in the incident must be aware of the parent reunion location and be able to direct parents to the area. Depending on the type of incident, parent reunion area may require security and traffic direction, which should be identified in advance and coordinated with the police department during the incident.



The following worksheets should be used to identify staging areas for your school and document directions and contacts for those areas.

OFF-SITE EVACUATION AREA

LOCATION:

Secondary Location:

DIRECTIONS FROM SCHOOL:

CONTACT PERSON (If off FCPS property):

Name:
Position:
Contact Phone Number:

SPECIAL TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

MEDIA STAGING AREA

LOCATION:

Secondary Location:

DIRECTIONS FROM SCHOOL:

CONTACT PERSON (If off FCPS property):

Name:
Position:
Contact Phone Number:

SPECIAL TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

BUS STAGING AREA

LOCATION:

Secondary Location:

DIRECTIONS FROM SCHOOL:

CONTACT PERSON (If off FCPS property):

Name:
Position:
Contact Phone Number:

SPECIAL TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

COMMAND POST

LOCATION:

Secondary Location:

DIRECTIONS FROM SCHOOL:

CONTACT PERSON (If off FCPS property):

Name:
Position:
Contact Phone Number:

SPECIAL TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

PARENT REUNION AREA

LOCATION:

Secondary Location:

DIRECTIONS FROM SCHOOL:

CONTACT PERSON (If off FCPS property):

Name:
Position:
Contact Phone Number:

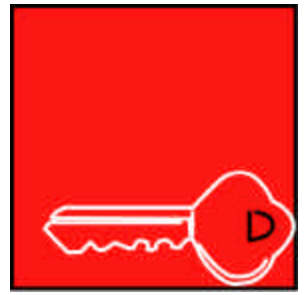
SPECIAL TRAFFIC OR SECURITY CONCERNS FOR THIS AREA:

LOCKDOWN PROCEDURES



AN EMERGENCY
SITUATION MAY
PREVENT THE SAFE
EVACUATION OF A
SCHOOL BUILDING
AND REQUIRE STEPS
TO ISOLATE
STUDENTS AND
FACULTY FROM
DANGER.

The principal
(incident
supervisor) or any
staff member that
observes a critical
incident can order
a school lockdown.
The CMT will then
plan for the next
steps in handling
the incident.



SECTION 4

SECTION 4. LOCKDOWN PROCEDURES

An **emergency** may prevent the safe evacuation of a school building and **require steps to isolate students and faculty from danger by instituting a school lockdown**. All school personnel must be familiar with these procedures and the specific actions they must take during a lockdown.

The principal (incident supervisor) or any staff member that observes a critical incident can order a school lockdown. Depending on the situation, the **crisis management team** should be assembled prior to announcing the lockdown or immediately after making the lockdown announcement. Members of the team should report to the main office or command post identified in the announcement. The **CMT** will then plan for the next steps in handling the incident. This will involve monitoring and intervening in the emergency situation, making notifications, and **ensuring lockdown procedures are in place** and all students and faculty are secure.

The school lockdown procedure serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat.
- The dangerous situation can be isolated from much of the school.
- Accounting for students can accurately take place in each classroom.
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a police or fire event nearby or an injury on school grounds that requires limiting student movement in the area.

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the police department (911), fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

" TEACHERS, PLEASE SECURE YOUR STUDENTS IN YOUR CLASSROOM IMMEDIATELY. ALL STUDENTS REPORT DIRECTLY TO YOUR CLASSROOM AND IGNORE ANY FIRE ALARMS."

B) Class change in progress

" TEACHERS AND STUDENTS, IT IS NECESSARY TO BEGIN A LOCKDOWN OF CLASSROOMS. ALL STUDENTS REPORT DIRECTLY TO YOUR NEXT ASSIGNED CLASS AND IGNORE ANY FIRE ALARMS."

C) Lunch is in session, add the following to either announcement

" STUDENTS IN THE CAFETERIA, FOLLOW THE INSTRUCTIONS OF THE FACULTY IN THE CAFETERIA."

These announcements have been designed for quick action to benefit students and teachers. Specific teacher information during a lockdown will be discussed later in this section and must be relayed to all teachers. The reason for plain language announcements instead of codes is so that every faculty member, student, and substitute teacher knows what is expected to take place immediately. Plain language also provides the opportunity to change portions of the message to meet specific needs during the emergency.

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, and library. Arrangements should be made so those students in these areas can be moved to nearby locations that can be secured. A CMT member should be assigned to these areas to facilitate this effort.



The reason for **plain language announcements** instead of codes is so that every faculty member, student, and substitute teacher knows **what is expected to take place** immediately.

TEACHER RESPONSE TO A LOCKDOWN

When a teacher with a class hears one of the lockdown announcements he or she should follow these directions:

- 1. Lock the classroom door immediately.**
- 2. Keep all students sitting on the floor, away from the door and windows.**
- 3. Use caution and discretion in allowing students entry into the classroom.**
- 4. Advise the students that there is some type of emergency but you don't know what it is.**
- 5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.**
- 6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.**
- 7. Ignore any fire alarm activation-the school will not be evacuated using this method.**
- 8. Project a calm attitude to maintain student behavior.**
- 9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.**
- 10. Remain in the room until, a member of the crisis management team comes to the room with directions, or a police officer arrives with directions.**

Teachers should be aware of the emotional response some students may have to a lockdown situation. For example, teachers could plan for frightened students vomiting by keeping plastic bags and cleaning supplies available in the classroom. Another idea is to keep a supply of gum, mints, or hard candy in each room to help relax students.

Depending on the grade level, students will ask many questions that teachers will not be able to answer. Being familiar with the lockdown procedures and the role of the CMT will provide a better understanding of what is taking place and what can be expected.

As a lockdown is taking place, the CMT should ensure that several functions are taking place. Depending on the situation, the school may need to be completely secured from the inside. This will require specific individuals being assigned to lock any open doors. Notifications will continue to be made to school administration and possibly the police department if the police have not arrived on the scene. Any known injuries should also be reported to the administration, who will relay that information to the police.

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The police liaison member of the CMT should be prepared to gather all known information and respond to the first arriving police personnel location and brief them on the situation.

Once a lockdown has been started, wait for the police department to arrive before arranging for evacuation of the school. This will allow for a more secure environment during the evacuation and assist the police if a tactical operation is necessary.

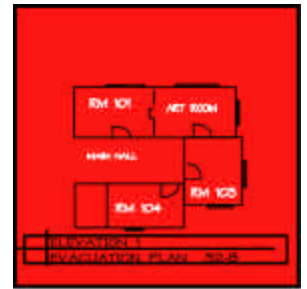
Special areas of concern:

Special attention should be paid to the playground area of each school. Teachers must be able to hear the lockdown announcement and an alternate lockdown location must be identified. This location can be indoors or outdoors, if students can be safely hidden on the playground. In either case the lockdown location must be determined during initial crisis planning and the information should be clearly communicated to all staff members.

Notes:

EVACUATION PROCEDURES





SECTION 5

THIS MANUAL IDENTIFIES OFF-SITE EVACUATION LOCATIONS FOR EACH SCHOOL AND ASSIGNS A ROLE FOR SOMEONE TO OVERSEE THESE SITES.

The Crisis Management Team should meet immediately following notification of a bomb threat or similar incident.

SECTION 5. EVACUATION PROCEDURES

Bomb threats and chemical spills are two examples of why it is sometimes important to evacuate a school beyond the normal fire evacuation locations. This workbook identifies off-site evacuation locations for each school and assigns a role for someone to oversee these sites. However, the two most important elements of an off-site evacuation have yet to be addressed in this manual- directing teachers to evacuate to this off-site location and planning a safe travel route.

The evacuation route must be able to accommodate the large student movement while not exposing students or staff members to danger. In the case of a bomb threat situation, the evacuation route should avoid school parking lots, large containers, and other areas where secondary devices may be hidden. The added concerns of chemical incidents include wind direction and avoiding walking into the danger.

There are many ways a school can communicate a need to evacuate to an off-site location. The use of a specific bell signal, code announcement, or plain language explanation is common throughout the school system-all of these methods are different alarms from a regular fire drill bell.

The crisis management team (CMT) should meet immediately following notification of a bomb threat or similar incident. The team should assess the threat and begin to plan the next course of action by completing pre-assigned functions according to the incident command chart. These functions include notifying police, school administrators, and school security and starting the recording process. The team must make several important decisions early in this meeting. They must decide if to evacuate and how to notify the entire school population of the off-site location and evacuation route. This will require event specific planning, such as evacuating the school in segments or stationing a person at each exit door to direct teachers and students as they exit the building.



During a bomb threat, specific individuals should be charged with quickly checking the hallways, restrooms or other areas for suspicious packages. Teachers should be trained to conduct similar checks in their classrooms and as they exit the building.

Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves could detonate the device accidentally. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

The movement of students out of the building adds the extra responsibility of accounting for every student. In order to account for students, teachers must remove rosters from the classroom and maintain control of the class once they are outside. Missing and extra students should immediately be reported to the CMT member responsible for student accountability. This information should be passed on to the principal and then to police or fire personnel.

Addendum # 6

Evacuation

Points for Discussion

1. The **Evacuation Coordinator** is the person responsible for planning the movement of students and staff. Depending on the size of the building, he or she may or may not be the principal or assistant principal who is also the incident supervisor.
 - Are the evacuation coordinator and a back-up person identified and known by the staff?
2. Has the CMT and evacuation coordinator identified three locations for evacuation?
 - On-site within the building
 - On-site outside of the building (i.e., playground, football stadium)
 - Off-site with a partner school, as well as a back-up site
 - a. Consider several sites since roads may be blocked or other hindrances may occur
 - b. Consider non school sites such as churches, stores, etc.
3. Has the CMT considered the following about evacuation sites:
 - Traveling route to off-site locations
 - Inspection of sites regularly to ensure they are still available and suitable
 - Communicate regularly with partner school administration
 - Establishing guidelines on who makes decisions and who is in charge especially if the evacuation site is at a partner school
 - Methods of getting students and staff there and in what order
4. Has the CMT identified an individual and a backup person who will
 - Coordinate bus departure at the (**Off-Site Bus Staging Area**)
 - Verify student accounting
 - Verify teacher and staff assignment to buses and students
 - Remain at the school until all students and staff are accounted for and evacuated
 - Coordinate receiving and accounting for students arriving at the evacuation site
5. Has the CMT trained teachers to implement appropriate procedures to protect students that include:
 - Evacuation – Take previously prepared classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
 - Student assembly – Maintain order while in student assembly areas.
 - Student accounting – Verify the location and status of every student. Report to the principal or designee on the condition of any student that needs additional assistance.
 - Partnership with colleagues - Work with partner teacher and determine if either needs to stay at the school to assist CMT.
 - Student supervision - Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official student and parent reunification process.

Addendum # 7

Student and Parent Reunification Process

Points for Discussion

1. The **Parent Reunion Organizer** is responsible for coordinating the student release process to ensure the safe release of students to parents in an orderly manner.
 - Are the Parent Reunion Organizer and a back-up person identified and known by the staff?
2. Has the CMT communicated to parents before the start of school about the student release process? Are parents aware of possible evacuation sites?

A sample letter from the Virginia Department of Education web site is attached.
<http://www.pen.k12.va.us/VDOE/Instruction/model.html>

3. Has the CMT and the Parent Reunion Organizer planned on securing and providing a supervisor for three areas at evacuation site for:
 - Students
 - Parents
 - Media and information distribution
4. Has the CMT planned on an identification system for school personnel while at an evacuation location so they are not confused with host school personnel?
5. Has the CMT put into place a process so that:
 - Students remain under the supervision of teachers and administrators at all times
 - Student lists are posted and/or available with administrator in student area and in parent area
 - Parents check in at parent area with a school official by showing picture identification
 - Students are escorted to parents
 - Parents are given any additional information ready at that time, i.e., place classes will be held the following day.
 - A crisis contingency exists for students who are missing to include counseling services and social and law enforcement resources
6. Has the CMT conducted training with staff to ensure as much as possible that they know what procedures to follow and what materials to bring with them?

Appendix A for this addendum, sample statements and communications, comes from the Virginia Department of Education.

The web site is <http://www.pen.k12.va.us/VDOE/Instruction/model.html>.

CRITICAL RESPONSE KIT (GO-KIT)



THE **ITEMS** CONTAINED
IN THIS SECTION
SHOULD BE **PLACED IN**
A LARGE ROLLING
DUFFLE BAG WHICH
SHOULD BE
PURCHASED AND
DESIGNATED FOR THIS
PURPOSE.

These **items** will
also **assist** the
police and fire
departments in
dealing with a
crisis at a school.



SECTION 6

SECTION 6. CRITICAL INCIDENT RESPONSE KIT

During a school **evacuation**, many **essential items** must be removed **to help account for students**, aid in medical treatment, and **provide resources** outside of the building.

Trying to arrange to remove these objects during an emergency will only add to the confusion and result in forgotten and misplaced items. Implementing the **critical incident response kit** will allow these items to be **readily removed when the emergency strikes**. The kit should be maintained and updated on a regular basis and stored in a central location, with one person and an alternate being responsible for its removal from the school during an emergency.

Because of the number of items, a large rolling duffel bag should be purchased and designated for the response kit. While the list can be downloaded from a computer, a hard copy should be included in the kit since computer access away from the school is not guaranteed. The maintenance of the items contained in the response kit should be assigned to one staff member with a fixed schedule for updating the information.

The following items are recommended based on information and materials that will be needed at off-site locations. These items will also assist the police and fire departments in dealing with a crisis at a school:

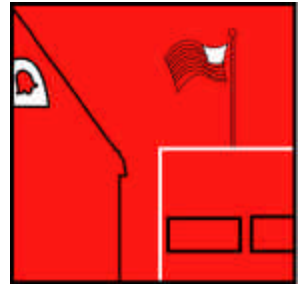
- Emergency Care Cards
- Master roster of all classes
- Master bus schedules
- Bell Schedule
- Faculty information sheets (emergency contacts)
- Copy of critical incident plan
- Maps/footprints of school
- School Phone lists
- List of internal phone numbers and locations of phones
- Flashlights (batteries refreshed every six months)
- Note pad/pens
- First-Aid Kit
- Latex Gloves
- List of personnel w/portable radios
- Location and instructions for mechanical systems (water, electric, gas, cable TV, etc.)
- Incident recorder log
- List of students requiring special assistance



In addition to the above items, we recommend that the **visitor log and any extra school radios and cellular phones be placed in the kit prior to leaving the building.**

SCHOOL PARTNERSHIPS





SECTION 7

SCHOOL PARTNERSHIPS
PRESENT A GOOD
OPPORTUNITY FOR A
SCHOOL EXPERIENCING
AN EMERGENCY
SITUATION TO
RELOCATE THE STUDENT
POPULATION INTO A
NEARBY SCHOOL.

This section of the
CRISIS MANUAL
contains an
agreement form for
schools to use when
arranging a
partnership.

SECTION 7. SCHOOL PARTNERSHIPS

During a **school evacuation**, weather conditions and the length of time out of the school are two factors that should be considered by the principal or incident supervisor in choosing an off-site location. In **higher academic grades**, early dismissal may be the answer to a lengthy evacuation in bad weather conditions.

In **lower grades**, this is not always an option given the need for parent supervision of younger students. Many **Fairfax County school buildings** are located close to each other.

This situation presents a good opportunity for a school experiencing an emergency situation to **relocate the student population into a neighboring school**. This type of arrangement with partner schools has many advantages during an emergency.

Computers and phone systems are accessible and dismissal of students can easily take place using the nearby school's bus area.

Another advantage of having a partner school is the ability to store crisis response kits at the host school, which ensures access to the information when needed during a critical incident.

Like all emergency planning, a school partnership agreement requires advance coordination of all aspects of the arrangements. Space inside the school must be located which can house a second student population and the impact on the host school must also be considered. This will require the host school to be prepared to alter class schedules and address the emotional impact of involving the host school's students in the emergency.

Like all emergency planning, a school partnership agreement requires advance coordination of all aspects of the arrangements. Space inside the school must be located which can house a second student population and the impact on the host school must also be considered. This will require the host school to be prepared to alter class schedules and address the emotional impact of involving the host school's students in the emergency.

This section of the crisis workbook contains an agreement form for schools to use when arranging a school partnership. Principals from each school should meet at the beginning of the school year and discuss the partnership



The crisis management teams from both schools should be informed of the agreement and fully understand what is expected if evacuating to the partner school or hosting the partner school during an emergency.

PARTNERSHIP AGREEMENT

Name and location of host school:

Principal of host school:

Contact Numbers:

Assistant Principal:

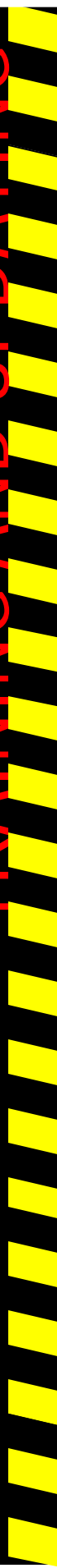
Contact Numbers:

Location within the school where students will be sheltered:

If Critical Incident Kit is stored at host school, location of kit:

Crisis Management Team Member responsible for coordinating evacuation to host school:

TRAINING AND UPDATING





SECTION 8

CRITICAL INCIDENT
TRAINING NEEDS TO
BECOME A REGULAR
EVENT THROUGHOUT THE
SCHOOL YEAR.

Because this manual was developed as a workbook for all schools, updates and site-specific procedures should be added. This workbook should be viewed as a starting point.

SECTION 8. TRAINING AND UPDATING

The procedures and assignments introduced in this workbook will only be effective if everyone understands his or her role and actively helps refine the procedures. Critical incident training should become a regular event throughout the school year. Recognizing and responding to a crisis takes practice. This can come in the form of open discussions or actual training exercises. The more a plan is practiced and reviewed, the better that plan will be implemented. This understanding will also enhance the comfort level of faculty and reinforce that the school is prepared for an emergency.

Members of the CMT should seek out specialized training opportunities designed for their area of responsibility during an emergency. This type of training may involve attending a crisis planning conference or a temporary assignment elsewhere in the school system to allow each member of the CMT to refine his or her role and add valuable suggestions to the plan. These core members can then train the entire faculty on different aspects of crisis planning. Because this manual was developed as a workbook for all schools, updates and site-specific procedures should be added. This workbook should be viewed as a starting point when dealing with a critical incident providing for all school employees an understanding of what will be expected during an emergency.



As training is planned and conducted, don't forget to involve the various community groups that make up your school. These groups can not only assist in crisis planning but also by involving them, they too will understand what is expected of them during an emergency.

Addendum # 4

Training

Points for Discussion

1. Has the CMT discussed and developed a specific Crisis Management Plan for your school?

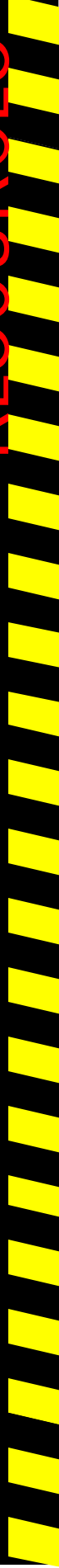
2. Has the CMT been trained in how to deal with crisis issues?

3. Is the CMT aware of available resources that might be used? Resources could include:
 - FCPS resources
 - Community agencies - including police, fire, rescue, hospital, health, social welfare, and mental health services
 - Faith community, juvenile justice, and related family support systems
 - Federal, state, and local resources

4. Has the CMT presented the Crisis Management Plan to staff and conducted training for them so they can fulfill their responsibilities?

5. Is the training comprehensive to include all teachers and staff, as well as, support staff, including food service, custodial, transportation and health workers?

RESOURCES



SPECIAL SKILLS
PROVIDE A RESOURCE
FOR **CRITICAL INCIDENT**
TRAINING.

Fairfax County
School Personnel
that have **special
training** should be
incorporated into
the **school's crisis
planning**.



SECTION 9

SECTION 9. RESOURCES

Each school in Fairfax County Public Schools consists of dedicated teachers, administrators, and support personnel. Many of these individuals have experience and training in fields that could help during an emergency situation. These special skills (e.g., in CPR, first aid, volunteer firefighting or volunteer law enforcement) could become priceless during an emergency and provide a great resource for helping with critical incident training in the school.

Poll the faculty of the school and determine who has this special training and incorporate that person into the appropriate aspect of the school's crisis planning.



Use the following form to list those members of the staff that can be called on in the event of an emergency.

CRISIS PHONE DIRECTORY



Use this section of the manual to create and insert the following telephone and pager listings.



SECTION 10

SECTION 10. CRISIS PHONE DIRECTORY



Use this section of the manual to create and insert the following telephone and pager listings.

- **Phone tree for the crisis management team.**
- **Phone tree for the parent organizations.**
- **Phone tree for faculty notification during off-hours.**
- **Phone numbers for cluster notifications.**
- **Emergency phone numbers.**
- **Names and cell phone numbers of school personnel who have cell phones.**

Pager listings for all school staff.

DEALING WITH THE MEDIA



**CALLS FROM THE
MEDIA SHOULD BE
REFERRED TO THE
OFFICE OF
COMMUNITY
RELATIONS.**

There are a
few basic
guidelines to
follow when
dealing with
the press.



SECTION 11

SECTION 11. DEALING WITH THE MEDIA

Ordinarily in a **school emergency**, all calls from the **media** should be referred to the **Fairfax County Public Schools Office of Community Relations**.

If you must talk with members of the media about an emergency or normal situation at your school, here are a few basic guidelines that will help you:

- Above all, plan what you want to say.
- Before you meet with reporters, write down the most important points you want to make.
- Limit your points to three.
- Keep your sentences short and your words clear.
- Practice.

Here are some key phrases that can help you organize your thoughts:

"The important facts are. . . "

"What I can tell you is . . . "

"What we have done to ensure the safety of our staff and students is . . . "

"We take this very seriously."

If you don't know the answer, say "I will get the information and get back to you. What is your deadline?"

Be sure you know whose responsibility it is to answer the question:

"This matter is under police investigation."

"This is a medical issue. Please contact the health department."

"Only the School Board can change school policy."



As the principal of the school or the principal's representative, you must set the interview parameters. You set the place and time.

If you want to have members of the press remain outside the school, you can meet them on the sidewalk. If, on the other hand, you want a more relaxed interview, invite the reporters into your office.

You set the timing. It is courteous to ask the reporter if he or she is on deadline and to respect that deadline. At the same time, you have responsibilities to the students in your building that must also be respected.

You set the topics. In a television interview, always ask the reporter before the camera is rolling what questions he or she would like to ask. Tell him or her what you feel free to talk about and what you cannot comment on. Reporters want to tape a good interview or write a good story. They will most likely work with you. You can conclude an interview politely but firmly if you can't negotiate the subject matter.

Have confidence when you engage in an interview. Be polite. Be forthcoming with all the information that you can. Educate the reporter. Show the reporter how the story can help support the mission of the schools (e.g., send a message to the community that schools take threats of violence seriously or send a message to parents that they must talk with their children about the dangers of abusing over-the-counter medications).

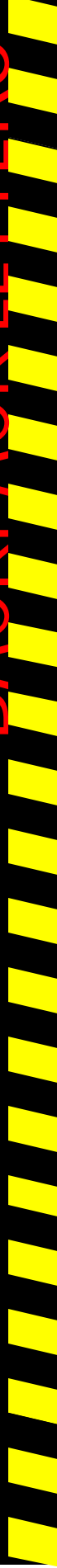
Before you start an interview, be sure you can get out gracefully:

"Thank you very much for coming."

"You can help us . . ."

"When we have more information, we will . . ."

BACKPACK LETTERS



REGULAR, CLEAR
COMMUNICATIONS
BETWEEN SCHOOLS
AND FAMILIES IS
ESSENTIAL.

The decision to send a
backpack letter home
is made on a case-by-
case basis, usually by
the principal in
consultation with other
administrators.



SECTION 12

SECTION 12. BACKPACK LETTERS

WHAT ARE BACKPACK LETTERS AND WHEN SHOULD THEY BE SENT HOME?

Regular, clear communication between schools and families is essential. Letters to parents and guardians, often sent home in students' backpacks, are a key communications tool between principals and parents.

Especially when a critical incident has occurred at school or has involved one or more students or staff members in a school, letters, written in conjunction with public safety officials, can be an effective way of relaying important and helpful information. Unlike verbal messages, letters can be reread and used as a reference tool. Reporters often use backpack letters to verify facts and, even more importantly, to demonstrate to the community that a school is taking care of its students and staff members. The information in backpack letters can form the outline for media interviews.

In a critical situation, a letter home gives a principal the opportunity to:

- Explain the situation that exists.
- Describe the steps that the school has taken to ensure the safety of students and staff members.
- List ways in which parents and family members can support their children.



Of **utmost importance** in every decision is the **safety** of students and staff.

The decision to send a backpack letter home after a critical incident is made on a case-by-case basis, usually by the principal in consultation with other administrators, such as the cluster director and the FCPS Office of Community Relations. Public safety and public health officials are involved in the decision to send a letter, when they are already involved in the investigation or the resolution of an incident.

In making the decision to send a letter home, a series of questions are asked:

- Are other children or adults endangered by this situation?
- Are others likely to be at risk at a future time?
- Are there actions that parents or guardians should take to further protect their children?
- Are there harmful rumors in the school community that must be addressed?

Sometimes, it is not appropriate to send a letter home immediately. Sometimes, such a letter might:

- Promise a police or public health investigation.
- Violate the privacy of individuals involved in the situation.
- Create unwarranted anxiety.

WHAT SHOULD A BACKPACK LETTER SAY?

All well-constructed backpack letters share of number of characteristics:

- They are clear and simply written.
- They avoid words or phrases that are inflammatory.
- They contain only accurate information and do not speculate.
- They involve parents in the solutions.

Often a backpack letter can be limited to three paragraphs.

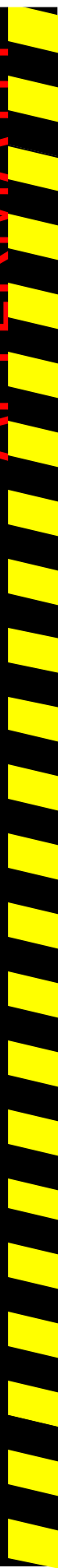
1. The first paragraph outlines the situation.
2. The second paragraph details the steps the school has taken—along with other division staff and public safety and/or public health officials—to remedy the problem.
3. The third paragraph lists ways that families can help and how families can get more information.

HOW IS A BACKPACK LETTER PREPARED?

A draft of a backpack letter is prepared by the principal and first reviewed by the cluster director and the Office of Community Relations. In all situations that involve police or fire and rescue investigations, public safety officials must also review the letter before it is sent home. The Fairfax County Public Health Department likewise reviews letters that involve public health issues.

Draft letters should be e-mailed or faxed to the FCPS Office of Community Relations. If appropriate, OCR staff members will send the letter to the appropriate public agency for review. While this process can be completed within an hour, if that is necessary to meet school dismissal times, every effort should be made to allow as much time as possible for the review process.

AFTERMATH



DURING AND AFTER A
CRISIS, SCHOOL
LEADERS AND
TEACHERS ARE AT
RISK OF
SUCCUMBING TO
**MENTAL AND
EMOTIONAL STRESS**
OR INJURY.



SECTION 13

Simple intervention techniques can help caretaker adults understand their reactions and begin to heal.

SECTION 13. AFTERMATH

During and after a **crisis**, **school leaders** and teachers are at risk of **succumbing to mental and emotional stress or injury**. In schools, we rush to bring in psychologists and social workers to counsel children. We are sometimes too quick to dismiss the idea that we **adults may need** help too--and that's where we make a mistake.

In crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. We also experience emotional reactions like shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame, and guilt.



Although we may feel some of these emotions immediately, we may not experience some emotions for days or weeks. These too are normal responses, but sometimes they take us by surprise. If we do not acknowledge their power, they can cause us damage.

According to the research, some traumatic events are more apt to cause serious reactions than others are. High on the stress list are:

- Human-caused events.
- Events that are life-threatening.
- Events that violate our sense of how the world is or should be.
- Events that attract high media coverage.
- Events that we can identify with.

["Impact on Law Enforcement and EMS Personnel," Lois Chapman Dick, MSW, from *Grief After Sudden Loss*, ed., Kenneth J. Doka, Ph.D.]

Crises that involve children in schools often fit all these categories, and adults who must support students and their families through a crisis are vulnerable to stress (critical incidence stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more.

The symptoms vary and are sometimes deceptive. A formerly secure, functional adult may suddenly be unable to concentrate, may get angry or feel violent at the smallest provocation, may feel constantly tired or bored, may be obsessed with guilt, may no longer feel pleasure, or may experience feelings of paranoia or vulnerability.

The good news is that there are simple intervention techniques that--especially if they are used soon after the event--can help the caretaker adults understand their reactions and begin to heal. FCPS school student services teams--made up of psychologists, social workers, and counselors--are the best place to look for immediate help. Every school crisis plan should include planning for the aftermath.

Addendum # 5

Emotional Management of Students

Points for Discussion

1. Are there resources available to teachers and training provided to staff on dealing with students during a crisis?

2. Is there a plan on how to deal with and explain a crisis situation to children? As on September 11, 2001, when students were with teachers during a national crisis, do teachers have guidelines they can follow such as a three step process:
 - First – Clear the air
 - Second – Process Emotions
 - Third – Evaluation and Resources

Details of this process are explained in the attachment:

After a Crisis: Suggestions for Teachers

<http://fcpsnet.fcps.edu/ocr/emergency/students.htm>

3. Are there resources and training available for staff on pertinent issues to deal with students and parents during a crisis? Do teachers know what to expect?

Good information can be found in the attachments:

Teacher Guidelines for Crisis Response

Parent Guidelines for Crisis Response

<http://www.aets.org/documents.htm>

Additional FCPS resources:

<http://www.fcps.edu/Superintendent/resource.htm>

4. Are bus drivers and food service workers trained to be alert for students who show signs of emotional damage?

Addendum # 8

Assessment

Points for Discussion

- Assessment after a crisis is a critical evaluation and learning step in crisis management. Has the CMT planned on procedures for an after-crisis assessment which includes the following:
 - Account for all personnel and resources following the crisis
 - Hold a non critical de-briefing meeting of all school-based personal involved in resolving the crisis
 - Ensure there is proper follow up on all necessary areas of concern
 - Identify and request any additional resources needed to have school return to normal
 - Document findings and implement changes in the crisis management plan to facilitate improvements

PART 2 CRISIS READINESS



SEC. 1
SOME QUESTIONS FOR
SELF-ASSESSMENT
ACTIVITY IN VICINITY



SEC. 9
TYPES OF NONVERBAL
COMMUNICATION
HOSTILE VISITOR



SEC. 2
BOMB THREAT CHECKLIST
BOMB THREAT



SEC. 10
MEDICAL EMERGENCY
PREVENTION/PREPAREDNESS
MEDICAL EMERGENCY



SEC. 3
FIELD TRIP PREPAREDNESS
BUS ACCIDENT



SEC. 11
UNDERSTAND SECURITY
REQUIREMENTS
MISSING STUDENT



SEC. 4
USER'S GUIDE TO THE MATERIAL
SAFETY DATA SHEET
CHEMICAL/BIOHAZARD



SEC. 12
THE ROLE OF THE COMMUNITY IN
MAKING SCHOOLS SAFE
PUBLIC
DEMONSTRATION



SEC. 5
PRINCIPLES UNDERLYING
INTERVENTION WITH TROUBLED
STUDENTS
DEATH/SUICIDE



SEC. 13
TRAUMA EVALUATION FORM
SEXUAL ASSAULT



SEC. 6
FIRE DRILLS
FIRE/EXPLOSION



SEC. 14
IDENTIFYING AND RESPONDING TO
IMMINENT WARNING SIGNS
SHOOTING STABBING



SEC. 7
KNOWING WHO TO CALL
GAS ODOR



SEC. 15
THE ROLE OF THE STUDENT
DURING A CRISIS
STUDENT DISRUPTION



SEC. 8
TIPS FOR BETTER BUILDING
SECURITY
HOSTAGE SITUATION



SEC. 16
SERIOUS INCIDENTS
WEAPON

ACTIVITY IN VICINITY





SOME QUESTIONS FOR SELF-ASSESSMENT

WHAT?

In your opinion, what kinds of crises are we prepared for?

Which additional types of crises aren't we prepared for that we should be?

What are our organization's current crisis management capabilities?

- How well do these match our needs and plan?
What is missing?
- Is senior management aware of and acting to eliminate any gaps?

Do we have crisis management manuals?

- Are they up to date and user friendly for your area?

WHEN?

If you see potential warning signals of a crisis, what should you do?

- Will your concerns move up the organization and be recognized?
- Will you have the time and resources to curtail the problem?
- Will people with whom you work most closely support you?

After a crisis has occurred, how do we learn from the event?

- Based on past incidents, are lessons widely shared?
- Does learning explore what went well and what could be improved?
- Have you improved your job performance based on what you have learned from past crises or near-misses here and at other sites?

WHERE?

In a crisis, how would these systems fuel or derail our efforts:

- Our formal organizational structure? Use of authority?
- Job descriptions?
- Reward mechanisms?
- Communications links and channels?
- The formal values that are supposed to drive actions?
- The way people actually behave within our organization?

WHO?

Does our organization have a crisis management team (CMT)?

- What is its role? What is your responsibility relative to the CMT?

If a crisis erupts, whom can you turn to for immediate assistance?

- If a great deal of money or unusual resources were needed?
- If you need to contact stakeholders outside our organization?

Which stakeholders (internal and external) are included in our plans?

- What supplementary resources are available from externals?
- What are external stakeholders' expectations if a crisis hits?

Is crisis management part of everybody's job?

- How is it reflected in your day-to-day accountabilities?
- How about those of your subordinates and colleagues?

Excerpted from Pearson, et al, "Managing the Unthinkable," Organizational Dynamics, American Management Association, 1997.



1. **ACTIVITY** IN VICINITY

OBTAIN AS MUCH **INFORMATION**
ABOUT THE **INCIDENT** AS YOU
CAN. **SECURE** THE SCHOOL
BUILDING IF NECESSARY.
NOTIFY OFFICE OF **COMMUNITY**
RELATIONS, OFFICE OF
SECURITY AND RISK
MANAGEMENT SERVICES AND
THE APPROPRIATE **CLUSTER**
DIRECTOR'S OFFICE.

Prepare for possible
lockdown or evacuation
and follow **police or fire**
guidance.

1. POLICE/FIRE ACTIVITY IN VICINITY OF SCHOOL

Upon notification of a **dangerous situation** near an FCPS school, several steps should be taken to **protect the school population** from the incident.

- Obtain as much information about the incident as you can. The **Public Safety Communication Center** will be able to provide an overview of the incident. Call (703) 691-2131.
- Convene a meeting of the **crisis management team** and discuss the situation and/or recommendations from the police or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify **the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.**
- Assign police and fire liaison member of **CMT** to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow police or fire guidance.
- If police or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with **the Office of Community Relations** and police or fire officials.

Addendum #10

SEVERE WEATHER & TORNADOS

SEVERE WEATHER NOTIFICATION

- Weather Radio: Ensure that the school's weather radio operates properly including the warning tone alert function. The National Weather Service issues a weekly test message, usually between 11:00 a.m. and noon on Wednesdays.
- Watches: A thunderstorm or tornado WATCH will be issued if conditions exist that may result in a severe thunderstorm or tornado. When a WATCH is broadcast over the weather radios, alert staff to stay alert for signs of an approaching storm. School activities should continue as normal.
- Warnings: A tornado WARNING will be issued when an actual tornado has been sighted. When a WARNING is issued, the emergency response plan for tornadoes **must** be initiated (see below). Notify the crisis management team and designate a staff member to keep a watch for warning signs of an approaching tornado.
- Alarm: Designate a special alarm to indicate that a tornado is imminent. Do NOT use the fire alarm as a warning device. Use the public address system for initial warnings, and a handheld device such as a batter powered "bull horn" to issue instructions once all students are in the designated shelter areas.

TORNADO EMERGENCY RESPONSE (TORNADO WARNING ISSUED)

- Sound the tornado alarm.
- Evacuate portable trailer classrooms, moving the students and staff into the main building.
- Seek shelter, direct students to sit on the floor and wait for additional instructions.
- Physical disabilities: Ensure that students with physical disabilities have evacuated the upper floor. Use the elevator to evacuate these students to the ground floor. Do NOT use the Fire Evacuation Staging Area.
- Windows and doors: Close as many doors as possible, but do NOT open any windows.
- Warning signs: Stay alert for signs of approaching tornado.
- If danger from a tornado is imminent, give the command for students to assume the protective tuck position on their elbows and knees, with their hands protecting the back of their head.

TORNADO SHELTER AREAS

- The best areas to select for shelter areas are inside the main school building on the ground floor that do not have a direct exposure to exterior windows.
- Use ground floor hallways and interior (windowless) rooms.
- Avoid gymnasiums, auditoriums, cafeterias and boiler rooms.
- Portable trailer classrooms must be evacuated when a tornado warning is issued, or if sustained winds of 40 mph exist. Occupants must seek shelter inside the main building.

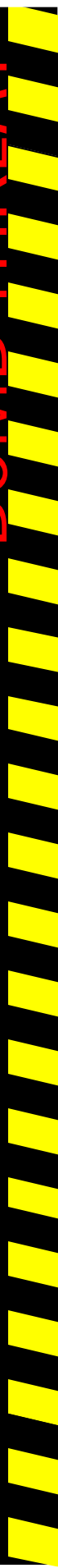
WARNING SIGNS OF AN APPROACHING TORNADO

- Severe thunderstorms, thunder, lightning, heavy rain and strong winds often precede a tornado.
- Dark clouds, often greenish or nearly black.
- Hailstorms
- Funnel cloud: A Spinning column may be seen reaching down from the clouds. A funnel cloud can either be dark or light in color. If a suspected funnel cloud is sighted, look for the presence of flying debris where it meets the ground.
- Noise: A tornado makes a very loud roaring noise that is similar to the noise made by a speeding train.

POST TORNADO EMERGENCY MANAGEMENT

- Maintain order and direct students to remain in place.
- If there are injuries, provide first aid and notify 911.
- Warn students and staff to avoid touching any electrical devices or exposes wires.
- If the odor of natural gas is detected, evacuate the building. Do NOT use the fire alarm or activate any electrical switches or devices that may cause a spark.
- If a section of the school is partially collapsed, evacuate students from that area.
- Notify 911 if there is any structural damage, as well as OSRMS and OCR.

BOMB THREAT





BOMB THREAT CHECKLIST

QUESTIONS TO ASK WHEN A BOMB THREAT IS RECEIVED:

- Time call started:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your name?
- What is your address?

BACKGROUND NOISES:

- ___ Street noises
- ___ Crockery
- ___ PA system
- ___ House noise
- ___ Office/factory machines
- ___ Animal noise
- ___ Static
- ___ Long distance
- ___ Clear
- ___ Voices
- ___ Music
- ___ Motors
- ___ Local
- ___ Booth
- ___ Other

CALLER'S VOICE:

Calm Slurred
 Angry Nasal
 Excited Stutter
 Slow Accent
 Rapid Lisp
 Soft Raspy
 Loud Deep
 Disguised Ragged
 Laughter Clearing throat
 Crying Deep breath
 Normal Cracking voice
 Distinct Familiar

THREAT LANGUAGE:

Well Spoken
 Irrational
 Incoherent
 Message read
 Foul
 Taped

**Document exact word used
in making threat.**

**Notify principal or designee
and follow procedures
outlined in workbook.**

Time call ended: _____

Person taking call: _____

**CALL 911 AND THEN
NOTIFY THE OFFICE OF
SECURITY AND RISK
MANAGEMENT SERVICES.**

Police will not order an evacuation. The decision to evacuate the school is the responsibility of the principal or his designee.



2. **BOMB** THREAT

2. BOMB THREAT

During the call, complete the **bomb threat checklist**. Stay on the line with the caller as long as possible, continuing to obtain more information about the threat. Call **911** and then notify the **Office of Security and Risk Management Services**.

TELEPHONE BOMB THREAT

- During the call, complete the **bomb threat checklist**.
- Stay on the line with the caller as long as possible, continuing to try and obtain more information about the threat.
- Call **911** and then notify the **Office of Security and Risk Management Services**.
- Without using portable radios, organize meeting with **crisis management team**. Radio and cell phone usage can resume at the off-site evacuation location, (300 feet away).
- Assign recorder to document events as they take place.
- Evaluate the situation. If time permits arrange for a systematic search of the school building by school personnel. These searchers should be instructed to not touch anything and report any suspicious items to the principal.
- The decision to evacuate the school is the responsibility of the principal or his designee. Police will not order an evacuation.
- If an evacuation is conducted, all evacuation routes must be searched.
- Follow off-site evacuation procedures.
- Notify the **Office of Community Relations** and the appropriate cluster director's office.

- If the threat identifies a location of the device, avoid evacuating through the area identified.
- The **crisis team** members responsible for off-site evacuation and student accounting should begin making preparations for an orderly assembly of students at the site.
- If an announcement is used to evacuate, remind teachers to bring rosters and begin the process of accounting for students.
- Once at the off-site evacuation location account for all students, reporting any missing students to the police.
- Re-entry into the school can only take place at the direction of the principal or designee.

E-MAIL BOMB THREAT

- Follow bomb threat procedures.
- Save the message on the system, **DO NOT delete the e-mail message.**
- Print a copy of the message to be turned over to the police and the **Information Technology Department.**
- In addition to described notifications, also notify the data security administrator at **703-329-7530.**

BUS ACCIDENT





SCHOOL BUS SAFETY RULES FOR STUDENTS

AT THE BUS STOP

- Arrive at your spot on time.
- Wait in line on the curb until the bus doors are open.
- If you miss the bus, do not run after it.
- Do not carry big and clumsy objects onto the bus.
- Use the handrail to get on and off the bus.

ON THE BUS

- Remain seated facing the front of the bus at all times.
- Keep aisles clear of arms, legs, and carry-on items.
- Keep arms, hands, head and feet inside the bus.
- Get the driver's permission to open or close the windows.
- Keep food and drink in your backpack or lunch bags.
- Throwing objects could cause serious injuries.
- Avoid distracting the driver.
- Keep your hands and feet to yourself.
- Always talk quietly.
- Do not use radios or other audio equipment.

GETTING OFF THE BUS

- Beware of the bus danger zone.
- When approaching or leaving the bus, always cross in front where the driver can see you.
- If you can touch the bus when you're walking along side of it, you're too close.
- Wait for a signal from driver before crossing the street.

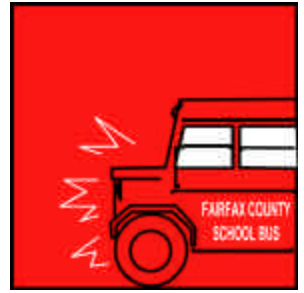
If you drop something, ask patrol or adult to get it for you. Do not ever get it yourself.

FIELD TRIP PREPAREDNESS FOR STAFF MEMBERS

- School buses are required to carry a **first aid kit**. Make sure it is in the bus.
- **Teachers** who participate in a large number of field trips should be encouraged to train in **CPR and first aid procedures**.
- Always take a complete **roster** and emergency care cards of students on a field trip.
- Maintain a complete **list** of teachers' and chaperons' home **phone numbers, emergency contacts and work phone numbers** for spouse.
- Develop an **emergency phone number directory** for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.
- Make sure Risk Management approves the field trip.

EMERGENCY CARE
CARDS SHOULD BE
TAKEN TO THE
HOSPITAL. NOTIFY
PARENTS. A FACULTY
MEMBER SHOULD
ACCOMPANY ANY
STUDENTS THAT ARE
TRANSPORTED TO THE
HOSPITAL.

Student injuries
must be filed with
the Office of
Security and Risk
Management
Services.



3. BUS ACCIDENT

3. BUS ACCIDENT

Once notified of the **accident**, make sure **911** has been **called** if needed and transportation has been contacted.

- If accident location is nearby, administrator from school should respond to the scene.

-Provide emotional support to students.

- Determine if any students are injured.

-Emergency Care Cards will need to be taken to the hospital.

-Parent notification.

-If student is transported to the hospital, a faculty member will need to accompany.

- Provide information to faculty.

**With assistance of crisis management team
arrange for counseling as needed.**

If student injuries resulted from accident make sure student injury report is filed with the **Office of Security and Risk Management Services.**

CHEMICAL/BIOHAZARD





USER'S GUIDE TO THE MATERIAL SAFETY DATA SHEET

The material safety data sheet (MSDS) contains a bewildering amount of technical information about the chemicals in your school. How can you sort through all the data to find what you need to know?

This user's guide to the MSDS pinpoints the sections that give you the information you need to work safely.

SECTIONS 1-2. WHAT SUBSTANCE IS THIS?

Here's where you can learn the common names for the chemicals and the names of substances in the chemical that may be dangerous. These sections tells you:

- What the substance is.
- Who makes it?
- What it's made of.

SECTION 3. WHAT IS IT LIKE?

When you know a chemical's physical characteristics, you can understand how it might react in your workplace. This section tells you:

- What the chemical looks like.
- What kind of odor it has.
- How it reacts with water.
- Its specific gravity (whether it floats or sinks in water).
- Its vapor pressure (how easily it vaporizes).
- Its vapor density. (if a chemical is heavier than air, will it accumulate in low places?).

SECTIONS 4-5.

WHAT DANGERS ARE THERE?

These sections tell you if the chemical is hazardous when mixed with other substances or exposed to air or water. These sections tell you:

- If the chemical is combustible, flammable or explosive.
- The flash point of the substance, (the lowest temperature at which the chemical's vapors will ignite in the presence of a spark or fire).
- The autoignition temperature, (the temperature at which the chemical will ignite without spark).

SECTION 6.

This section will explain the health hazards of the chemical. This section tells you:

- The symptoms of exposure.
- Emergency first aid and treatment for exposure.
- How the chemical enters your body.
- Whether the substance is carcinogenic or an irritant.

SECTIONS 7-8.

HOW CAN YOU PROTECT YOURSELF?

These sections explain what you can do for protection. These sections tell you:

- The type of personal protective equipment (PPE) and clothing to wear when you handle this substance.
- Special precautions to take when you store or transport the substance.

NO FCPS EMPLOYEE SHOULD REENTER THE CONTAMINATED AREA. IF APPROPRIATE, NOTIFY 911. NOTIFY THE OFFICE OF SECURITY AND RISK MANAGEMENT.

Conduct cleanup operations as directed by **fire** and **OSRMS** personnel.



4. **CHEMICAL**
/BIOHAZARD

4. CHEMICAL SPILL or BIOHAZARD

Evacuate the immediate area. No FCPS employee should reenter the area. Notify principal. If appropriate notify 911. Notify the Office of Security and Risk Management Services to assess the hazard and provide guidance for containment and cleanup.

- **Evacuate the immediate area.**
- Close and place towel at foot of door containing the hazard if possible. No FCPS employee should reenter the contaminated area.
- Notify principal immediately.
- **Review Material Safety Data Sheet and determine urgency of the situation.**
- If contamination has occurred attend to affected people and remove them from exposure.
- If appropriate, notify 911 for fire department response.
- Arrange to meet responding emergency personnel at the main building entrance and provide them with appropriate information.
- Notify the Office of Security and Risk Management Services.

Personnel from this office will assist in assessing the hazard and providing guidance for containment and cleanup. This person will also act as a liaison with fire department personnel.

- Alert occupants in adjacent area if hazard has the potential to spread.
- Involve building engineer or custodian for ventilation information. This may involve limiting exposure by containing the fumes in the isolated area or diluting the flumes by opening the area for fresh air ventilation.
- Evaluate the situation with professional help. If evacuation of the school is needed, pre-plan routes to avoid walking through the contaminated area. Use off-site evacuation procedures to ensure student population is moved far enough away from the building to minimize exposure.
- Notify the Office of Community Relations and the appropriate cluster director's office.
- Conduct cleanup operations as directed by fire and OSRMS personnel.

Addendum #9

DEPLOYMENT OF SUSPICIOUS PRODUCTS

Outdoors deployment of suspicious product.

- Call 911, OSRMS, notify cluster director and OCR.
- Shut down the HVAC, Powered Roof Ventilators, and the science/kitchen/technology exhaust hood for the entire building.
- Bring staff and students inside the building. If they have been exposed, keep them separate from rest of school population and have them wash with warm water and soap.
- Close all doors and windows.
- Minimize the introduction of outside air by placing towels in front of exterior doors and tape the seals of all exterior doors, windows and ventilations supply vents.
- Follow directions of responding public safety officials.
- Listen to local emergency officials by staying tuned to local radio, television and emergency fanout messages.

Indoor deployment of suspicious product.

- Call 911, OSRMS, notify cluster director and OCR
- Shut down the HVAC, Powered Roof Ventilators, and the science/kitchen/technology exhaust hood for the entire building.
- Isolate all staff and students who were in the immediate area for exposure evaluation by public safety personnel. Document all who were in the area.
- Staff and students in the immediate area should wash with warm water and soap.
- Evacuate facility occupants to an area away from area of threat.
- Follow directions of responding public safety officials.

Deployment of suspicious product in water.

- Call 911, OSRMS, notify cluster director and OCR.
- Know which water source serves your building (see attached).
- Make announcement that the water should not be consumed and that faucets should not be operated.
- Shut off the main water valve to your building.
- Cover (bag) all water fountains and faucets.
- Document all staff and students that consumed water for that day for exposure evaluation by health officials.

WATER SOURCES

Schools provided water by City of Fairfax Water Utility (source water is Goose Creek in Loudoun County)

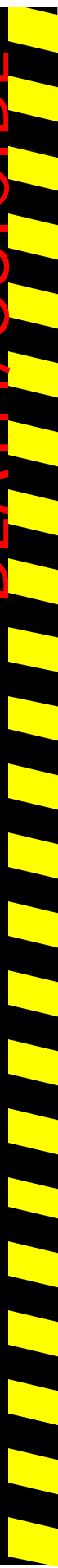
- Fairfax High School
- Mantua Elementary School
- Providence Elementary School
- Daniels Run Elementary School
- Eleven Oaks Administrative Center
- Lanier Middle School
- Fairfax Villa Elementary School
- Westmore E.S. site
- Green Acres E.S. site
- Mosby Woods Elementary School

Schools provided water by Falls Church Water Authority (Source of water is Del Carlia Reservoir)

- Marshall High School
- Stenwood Elementary School
- Dunn Loring Center
- Freedom Hill Elementary School
- Kilmer Middle School
- Thoreau Middle School
- Jackson Middle School
- Fairhill Elementary School
- McLean High School
- Haycock Elementary School
- Longfellow Middle School
- Lemon Road Elementary School
- Chesterbrook Elementary School
- Westgate Elementary School
- Langley High School
- Franklin Sherman Elementary School
- Churchill Road Elementary School
- Cooper Middle School
- Kent Gardens Elementary School
- Timberlane Elementary School
- Devonshire Elementary School
- Graham Road Elementary School
- Pine Springs Elementary School
- Stuart High School
- Shrevewood Elementary School

All other schools, with the exception of Clifton Elementary School (well) receive their water from the Fairfax County Water Authority (source waters are the Potomac via the Corbalis plant in Herndon or the Occoquan Reservoir via the Occoquan Plant).

DEATH/SUICIDE





PRINCIPLES UNDERLYING INTERVENTION WITH TROUBLED STUDENTS

Violence prevention and response plans must provide for effective intervention for troubled children. These plans must utilize all the resources available throughout the school system and the county government and in the community. Here are some of the principles underlying an effective prevention and intervention program:

SHARE RESPONSIBILITY BY ESTABLISHING A PARTNERSHIP WITH THE CHILD, SCHOOL, HOME AND COMMUNITY.

Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools reach out to include families and the entire community in the education of children.

INFORM PARENTS AND LISTEN TO THEM WHEN EARLY WARNING SIGNS ARE OBSERVED.

Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, and crisis planning.

MAINTAIN CONFIDENTIALITY AND PARENTS' RIGHTS TO PRIVACY.

Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse.

DEVELOP THE CAPACITY OF STAFF, STUDENTS, AND FAMILIES TO INTERVENE.

Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community—teachers, students, parents, support staff—with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively.

SUPPORT STUDENTS IN BEING RESPONSIBLE FOR THEIR ACTIONS.

Effective school communities encourage students to see themselves as responsible for their actions, and actively engage them in planning, implementing, and evaluating violence prevention initiatives.

SIMPLIFY STAFF REQUESTS FOR URGENT ASSISTANCE.

Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. **Children who are at risk of endangering themselves or others cannot be placed on waiting lists.**

MAKE INTERVENTIONS AVAILABLE AS EARLY AS POSSIBLE.

Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the referring individual.

USE SUSTAINED, MULTIPLE, COORDINATED INTERVENTIONS.

It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child.

ANALYZE THE CONTEXTS IN WHICH VIOLENT BEHAVIOR OCCURS.

School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.

BUILD UPON AND COORDINATE INTERNAL SCHOOL RESOURCES.

In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff.

Taken from "Early Warning," *Timely Response*, U.S. Department of Education.



5. DEATH/SUICIDE

CONTACT THE CRISIS
MANAGEMENT TEAM, THE
OFFICE OF COMMUNITY
RELATIONS AND THE
APPROPRIATE CLUSTER
DIRECTOR'S OFFICE.

Advise teachers
to speak to
distressed
students
privately and to
send them to
counseling.
Provide facts
that will reduce
rumors.

5. DEATH or SUICIDE

Contact Crisis Management Team and have a meeting. Contact Community Relations and appropriate cluster director's office.

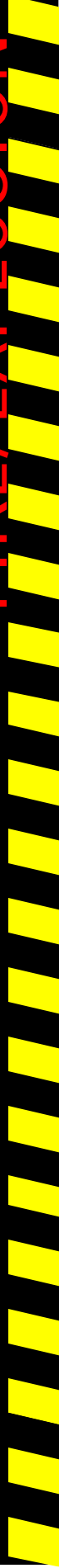
Gather information:

- Student's schedule and emergency card.
- Names of student's best friends and siblings and schools they attend.
- Name of witnesses, if any.
- Student's class schedule and list of administrators and guidance staff members.
- Notify student services staff members assigned to your building.
- Designate rooms to be used for group counseling.
- Hold a staff meeting as soon as possible. If the event occurred during off school hours, this meeting should take place as soon as the staff returns to school. Keep school personnel updated on the events and circumstances.
- Advise teachers to speak to distressed students privately and to send them to counseling.

Announce loss to the entire school, providing facts that will reduce rumors. If possible, this is best done by student services personnel and administrators meeting with individual classes.

- Make arrangements for counselors or administrators to visit selected classes as needed and to speak personally to staff members.
- Be visible in the school.
- End the day with a short staff meeting to review the facts of the incident and the role of the staff in further coping with the loss.
- Allow the staff the opportunity to share experiences and suggestions.
- **Notify bus drivers to be alert for students who show signs of emotional distress.**
- A member of the CMT should make contact with the bus driver who goes into the neighborhood of the student who died. A team member may ride the bus if necessary.

FIRE/EXPLOSION





FIRE DRILLS

FREQUENCY REQUIRED

- The Code of Virginia (section 22.1-137), and the Virginia Statewide Fire Prevention Code (section F. 703.2), requires that every public school shall conduct a fire drill once a week for the first 20 school days of the school session. Each school must then conduct one drill a month for the rest of the school year.
- FCPS requires that during summer school, fire drills shall be conducted for both morning and afternoon sessions at least once a week for the first two weeks.

PROCEDURES

- Give no advance notice of fire drills to building occupants, except for the first drill of each school year and the first drill of summer school.
- All drills shall be conducted with the same procedures that would be followed in case of an actual fire.
- Fire drills shall be conducted at different hours of the school day and during different activities such as class periods, the changing of classes, lunch, recess periods, and when students are at assembly.

- Call the security section ten minutes prior to sounding the alarm for a drill. Immediately after the alarm has started for the drill, call one of two Public Safety Communication Center non-emergency numbers, 703-280-2432 or 703-280-2475. The first thing the caller should say is, "This is a drill only." Then the school name and address should be given.
- Complete a Fire Drill Form for each drill and file in the Fire Safety Manual.

EVACUATION PLAN

- Post a school floor plan, showing the primary and secondary evacuation routes, inside each room that is used by students at any time. The plan shall have the room location highlighted and be placed on the wall so that an arrow indicating the exit route is pointing in the actual direction of the exit from the room.
- The plan shall be labeled "**EVACUATION PLAN**" in bold red letters and prominently posted.

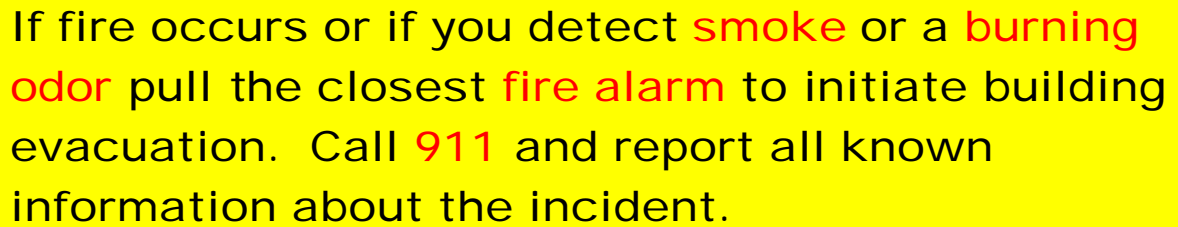
IF THERE ARE **INJURIES**
PROVIDE **FIRST AID** AND
NOTIFY RESCUE
PERSONNEL. CALL **911**.

Notify the **Office of
Community Relations,**
the **Office of Security
and Risk Management
Services,** and the
appropriate **cluster
director's** office.



6. **FIRE**/EXPLOSION

6. FIRE or EXPLOSION



If fire occurs or if you detect **smoke** or a **burning odor** pull the closest **fire alarm** to initiate building evacuation. Call **911** and report all known information about the incident.

Crisis management team members should coordinate evacuation away from the incident area.

- Recorder should begin documenting the events.
- If there are any injuries provide first aid and notify rescue personnel.
- Notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.
- Ensure emergency response kit is removed from the school.
- Ensure special-needs student procedures are performed.
- Principal should stay in one location once outside and gather the CMT for instructions.
- Student accounting should take place with any missing students being reported to the fire department.
- Depending on the situation, consideration may be given to organizing an early dismissal by contacting transportation.

If early dismissal is going to occur, off-site bus staging area may need to be organized.

- The liaison to fire and police departments should facilitate communication of vital information to the principal.
- Wait for the fire department to give permission for students and faculty to reenter the building.

GAS ODOR





KNOWING WHO TO CALL

It is important for every school to know whom to contact to assist in dealing with the various situations that can arise.

A situation involving the smell of natural gas being present involves specific notification so that assistance can be arranged.

- The work order section of the Office of Maintenance Services can be contacted at 703-764-2415.
- The Fire Department can be contacted using 911 during an emergency or using 703-691-2131 for a non-emergency situation.
- During off-hours the main point of contact within the school system in the School Security console operator who can be reached at 703-764-2400.
- If unable to contact maintenance services, call the gas company. Washington Gas emergency number is 703-750-1400. Armstrong Elementary, Hutchison Elementary, and Herndon Elementary, Middle, and High Schools must call Commonwealth Gas at 800-543-8911.

CONVENE THE **CRISIS MANAGEMENT TEAM** AND EVACUATE THE BUILDING. CALL **911** AND THE **OFFICE OF MAINTENANCE SERVICES**.

If **odors** are detected **outside** the building, it is **not necessary** to **evacuate** the building. Call the police and fire non-emergency number for **police/fire (703-691-2131)** to report the smell. Call the **Office of Maintenance Services** and the **Office of Security and Risk Management Services**.



7. **GAS** ODOR

7. GAS ODOR

Quickly convene the **crisis management team**. Evacuate the building to the off-site evacuation location. Use the fire alarm system or best means possible.

- **Assign CMT member responsible for off-site evacuation to coordinate movement.**
- **Make sure critical incident response kit leaves the school.**
- **CMT member responsible for student accounting begins process of tracking all students.**
- Call 911. Fire Department has gas-detection instruments that can determine the severity of the leak.
- Call work order section of the Office of Maintenance Services. If incident occurs after hours contact school security.
- Notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.

IF ODORS ARE DETECTED OUTSIDE THE BUILDING:

- It is **not** necessary to evacuate the building.
- Evacuation is called for only if odor seeps into the building.
- Call the police and fire non-emergency number to report the smell, (703-691-2131).
- Then call the Office of Maintenance Services and the Office of Security and Risk Management Services.

HOSTAGE SITUATION





TIPS FOR BETTER BUILDING SECURITY

HERE IS WHAT YOU NEED TO KNOW AND WHAT YOU SHOULD DO FOR BETTER BUILDING SECURITY

- Lock all exterior doors that are not being used for activities.
- Lock all interior areas containing expensive equipment such as computers.
- Make sure that all door locks and window latches are in good working order.
- If you see someone in your building you do not know, determine who he or she is and why he or she is in your building.
- Report stolen or missing keys immediately.
- Keep trees and shrubs trimmed so that windows and doors are not blocked.
- Check your exterior lighting to make sure everything is working properly.

- Exterior gates and other entrance devices should be secured properly.
- At night, window shades should be down and closed to prevent easy “casing” by would-be burglars.
- Make sure that all FCPS property is clearly marked with the school name and location code.

If you need additional information about how to improve the security of your building, call the Office of Security and Risk Management Services at 703-764-2400.

CALL **911**. TELL CMT MEMBERS TO RESPOND TO A DESIGNATED AREA. GATHER AS MUCH **INFORMATION** AS POSSIBLE AND ORDER A SCHOOL WIDE **LOCKDOWN**.

Hostage situation will be turned over to **the police department**. It is the police department's responsibility to **bring the situation** to a successful **conclusion**.



8. **HOSTAGE** SITUATION

8. HOSTAGE SITUATION

Call **911**. Tell the dispatcher the events and identify an assembly area away from the hostage location for responding officers. Tell **CMT** members to respond to a designated area. Begin gathering as much information about the situation as you can.

- Order a school-wide lockdown. This will stabilize areas around the incident and make for an easier evacuation away from the danger.
- Police liaison member of CMT should be waiting at assembly area for police to arrive.
- Notify the Office of Security and Risk Management Services, the Office of Community Relations, and the appropriate cluster director's office. Provide staging locations when giving information.
- As police officers arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Actual hostage situation is turned over to the police department.

Gather information on students involved and provide information to police department. If a parent of a student is involved, gather information about the child.

WHEN POLICE ARRIVE, PREPARE TO PROVIDE THE FOLLOWING INFORMATION TO THEM:

- The number of hostage takers.
- Description of hostage takers.
- Type of weapons being used.
- The number and names of the hostages.
- Any demands or instructions the hostage taker has given.
- Description of the area. (Maps, and diagrams even if hand drawn, are valuable to police.)

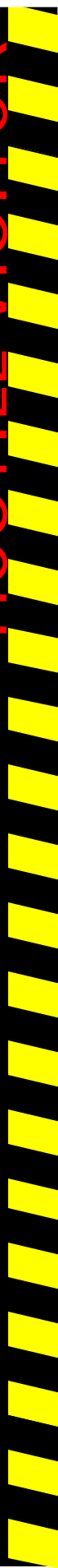
CRISIS MANAGEMENT TEAM SHOULD BE DOING THE FOLLOWING:

- Recording events.
- Preparing the off-site evacuation route and location.
- Preparing the media staging area.
- Accounting for students as they are evacuated.
- Acting as a police liaison when communicating between school and police officials.
- Contacting transportation and arranging bus staging area.
- Counseling services being requested to the school.
- Making sure emergency response kit leaves the school during evacuation.
- Establishing school command post at the off-site location.
- Preparing parent reunion location.
- With assistance of Community Relations, implementing hotline number for parents to call.

**Limit cell phone usage to priority communication.
Notify police of any missing students.**

It is the **police department's responsibility** to bring situations like this to a **successful conclusion**. Once as much of the school has been evacuated as can be done, **school personnel** should focus on **communication with parents, accounting for and counseling students, and providing support** as needed to the police department.

HOSTILE VISITOR





TYPES OF NONVERBAL COMMUNICATION

We often forget the role that body language plays in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent.

UNDERSTANDING NONVERBAL MESSAGES

Pay attention to signs that a person is angry or frightened. These include:

- Trembling.
- Sweating.
- A red face.
- Crossed arms.
- Clenched jaw or fists.
- Shallow breathing.
- Glaring or avoiding eye contact.
- Pacing the floor.
- Sneering.
- Crying.

SEND THE RIGHT NONVERBAL MESSAGES

Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet of distance from you.

Avoid:

- Glaring or staring.
- Threatening mannerisms, such as having clenched fists and a raised voice.
- Getting angry.

Taken from "Preventing Workplace Violence," Parley International.

REMAIN **CALM**. LISTEN
TO THE VISITOR BUT
REMAIN **FIRM**. **DO NOT**
INDICATE ANY **THREAT**
TO THE INDIVIDUAL.

Visually inspect
the individual for a
weapon. A planned
"keyword" may
need to be
arranged to
indicate the need
to **call the police**.



9. **HOSTILE** VISITOR

9. HOSTILE VISITOR or STAFF MEMBER

As soon as the **conversation** or **actions** of the individual **become threatening**, **call 911** and request that police respond. A preplanned “keyword” may be arranged with a co-worker alerting them to call the police.

Remain calm.

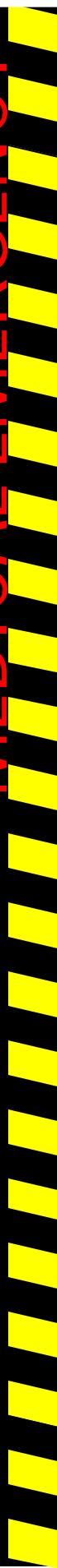
- Be courteous and confident.
 - Keep distance between you and the visitor.
 - Do not touch the individual.
 - Protect yourself at all times.
 - **Don't become a victim.**
-
- Find another staff member to join you or keep the meeting in an open area.
 - Listen to the visitor, giving him or her the opportunity to vent.
 - Remain firm but calm when communicating with the visitor.
 - Do not indicate any threat to the individual, either through body language or verbal communication.
 - Do not disregard the person's opinion or blame the person.

Attempt to be helpful. Use phrases such as:

- “What can we do to make this better?”
- “I understand the problem and I am concerned.”
- “We need to work together on this problem.”

- As soon as the conversation or actions of the individual become threatening, call 911 and request that police respond. A planned “keyword” may be arranged with a co-worker to alert them to call the police.
- Without touching, visually inspect the person looking for suspicious bulges or any other indication of a weapon.
- If the police are called notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director’s office.
- When scheduling a meeting with a known aggressive individual, arrange for another staff member to be present or for the SRO or SEO to be in the office.

MEDICAL EMERGENCY





MEDICAL EMERGENCY PREVENTION/PREPAREDNESS

- Complete the section of the workbook that identifies building personnel trained in CPR, first aid, or other advanced medical training.
- Post this list of trained personnel in the main office, gym, and clinic.
- Communicate to all faculty and students that safety hazards should be reported immediately and will be fixed.
- Monitor maintenance and cleaning projects that could create hazards during school hours.
- Playground areas should be checked daily for any conditions which could cause children to be cut, fall, or otherwise be injured.
- Emergency care cards should be completed by all students and updated throughout the year.
- Insist that all accidents be reported, even if no visible harm or injury.

- Track the number of accidents that occur at the school. Use a graph to track accident trends and provide incentives for faculty and students to reduce the numbers.
- Follow established procedures for issuing medication.
- Do not allow teachers to give medical advice to students.
- If a child is physically restrained during a fight or other incident, have the child checked by a qualified nurse or clinician.
- **Implement clear guidelines for the timely completion of injury reports.**

ASSESS SERIOUSNESS
OF **INJURY** AND
ADMINISTER **FIRST AID**.
CALL **911** AND HAVE
**EMERGENCY CARE
CARD** BROUGHT TO
SAME LOCATION AS
STUDENT.

Complete
Student Injury Form
and send to the **Office**
of Security and Risk
Management
Services.



10. **MEDICAL** EMERGENCY

10. MEDICAL EMERGENCY

Notify the **Office of Community Relations**, the **Office of Security and Risk Management Services** and the appropriate **cluster director's office**. Notify **parent or guardian** of illness or injury; include type of injury/illness, medical care being given, and location where child has been transported.

- Assess seriousness of injury or illness.
- Administer first aid.

Call 911 and be prepared to provide:

- Your location, building name and address.
 - Floor
 - Room number
 - Describe illness or type of injury.
 - How the illness or type of injury occurred.
 - Age of injured.
 - Quickest way for ambulance to reach you.
- Assign a staff member to meet rescue service and show where the injured student is.
 - Have emergency care card brought to same location as student.
 - Hold bells if emergency situation is in common area where students travel during class change.
 - Assign member of crisis management team to stay with child, even if transported to hospital.

- Notify parent or guardian of situation, illness or injury, and include type of injury/illness, medical care being given and location where child has been transported.
- If child is being transported, request parent meet the child and CMT member at the hospital.
- Notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.
- Advise faculty and staff of situation (when appropriate).
- Follow-up with parents or guardian.

Complete the Student Injury Form and send to the Office of Security and Risk Management Services.

MISSING STUDENT





UNDERSTAND SECURITY REQUIREMENTS

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Regulations 4215.3 and 7330.3 provide guidelines for establishing the required procedures.

ACCESS INTO BUILDING

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

STUDENT ACCOUNTABILITY

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

PHOTO-IDENTIFICATION BADGES

- All personnel who work in or regularly visit schools in the course of business are required to wear an assigned identification badge. This regulation includes, full and part-time staff, food services personnel, and bus drivers/attendants.
- Regulation 4215.3 explains the procedures for issuing badges, maintaining master rosters and replacing lost badges.
- Badges must be worn in a manner that makes them readily visible.

VISITOR BADGES AND LOG

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

IN A **MISSING CHILD** INCIDENT, ASSIGN A MEMBER OF THE CMT TO ORGANIZE **SEARCH** OF THE **SCHOOL**. CONVENE THE **CRISIS MANAGEMENT TEAM**. CALL **911**. IF CASE INVOLVES ABDUCTION, GATHER WITNESS INFORMATION.

At any point during these steps, if the child is **found**, **inform** everyone who has been notified of the incident that the child is **no longer missing**.



11. **MISSING** STUDENT

11. ABDUCTION or MISSING STUDENT

Record **name** and **contact** number for person reporting the **child missing**. If case involves **abduction**, begin gathering witness information for the **police**. **Confirm child attended school that day**. Assign staff member to begin checking last known location of the child.

Call 911 and explain the situation.

Begin gathering information on the child, including:

- Description including, height, weight, skin color, eye color, clothing, backpack, etc.
- Obtain photo, if available.
- Home address, phone number, parents' contact number.
- Class schedule, special activities.
- Bus or walking route information.

Contact custodial parents.

- Convene crisis management team.
- Begin recording events.
- If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student. In a missing child incident, assign member of CMT to organize a complete search of the school.
- Notify the Office of Community Relations, the Office of Security and Risk Management Services and the appropriate cluster director's office.

- Obtain information on possible witnesses, friends, and last person to see student.
- If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
- Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
- Assist the police with investigation.
- Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

PUBLIC DEMONSTRATION





THE ROLE OF THE COMMUNITY IN MAKING SCHOOLS SAFE

In order for any school programs to be effective, it is necessary to obtain the active participation of the community in planning and implementation. Schools should make an effort to recruit individual members of the community, local businesses, service organizations, clergy, mental health and child welfare personnel, local officials, family agency staff members, and recreational organizations.

The following are additional specific suggestions for members of the community:

INDIVIDUAL COMMUNITY MEMBERS ROLE

- Volunteer for mentoring programs.
- Take the initiative to help create, run, and/or volunteer for an after-school program.
- If qualified, consider volunteering to provide care for troubled youth and families.
- Provide community-based services that care for children in need and their families.

BUSINESS AND COMMUNITY ORGANIZATIONS ROLES

- Adopt and support a local school
- Hire high school students as part-time employees.
- Actively seek out student volunteers and interns.
- Allow employees who are students enough time off to study. Provide extra time off during final exams.
- Be considerate of employees who want to attend their children's school activities.
- Give basic job skills training to students.

- Develop a scholarship program.
- Offer support to schools by providing needed services, facilities, equipment, etc.
- Work with school administrators to create positive community service learning experiences for young people.
- Work with school administrators to provide career information.

Taken from "Guide for Preventing and Responding to School Violence," International Association of Chiefs of Police.

ASSIGN **CMT** MEMBERS
TO ACT AS **LIAISON** WITH
POLICE, **MEDIA**, AND THE
DEMONSTRATING GROUP.

Most groups
will give
advance
warning of a
planned
protest.



12. **PUBLIC**
DEMONSTRATION

12. PUBLIC DEMONSTRATION

When an advance warning of a **planned protest** is given, **notify the faculty** of the planned demonstration. An **information letter to parents** should be developed.

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.
- Contact Police District Station responsible for your school and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and possibly, the demonstrating group.

- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.

Notify transportation of demonstration and any possible impact buses may encounter arriving to or departing from the school.

SEXUAL ASSAULT





TRAUMA EVALUATION FORM

Are you suffering from a post-traumatic stress disorder following a violent incident? Use this checklist to evaluate your response to trauma.

SINCE THE INCIDENT, YOU HAVE EXPERIENCED:

- Flashbacks.
- Panic attacks.
- Mood swings.
- Emotional numbness.
- Unexplained anger and rage.
- Feelings of isolation.
- Low morale and productivity.
- Sleeping or eating disorder.
- Physical symptoms of stress (stomach pains, headaches, etc.).
- Poor concentration.
- Feelings of helplessness.
- Depression.
- Feelings of guilt.
- Nightmares.
- Drug and alcohol abuse.
- Increased irritability.

A person who begins to experience any of these symptoms after a traumatic event should receive or be offered assistance. A professional counselor should make an evaluation. In some cases, post-traumatic stress syndrome can last for years if not treated. However, with skillful intervention, most people with this disorder can be helped to return to a healthy and productive life.

Taken from "Preventing Workplace Violence," Parley International.

POLICE WILL
COORDINATE
QUESTIONING OF VICTIM,
SUSPECTS, AND
COLLECTION OF
EVIDENCE. ASSIGN
CRISIS MANAGEMENT
TEAM MEMBER FOR
SECURITY.

If there is a **crime scene** related to the assault, close off the area to everyone.



13. SEXUAL ASSAULT

13. SEXUAL ASSAULT

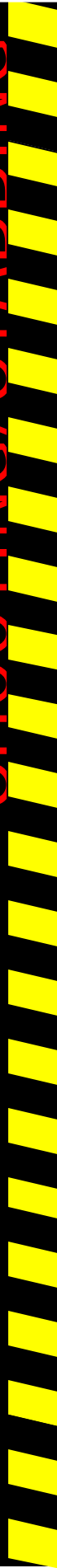
Assign **crisis management team** member (counselor) to stay with the victim. Depending on the situation, **victim should not eat or drink, change clothes, or shower**, while awaiting police. **Isolate the victim** from activity related to the incident.

- Determine if immediate medical attention is needed, if so call 911.
- If there is a crime scene related to the assault, close off the area to everyone. Assign crisis management team member for security.
- Call 911 and request that police respond.
- Assign Crisis Management Team member (counselor) to stay with the victim. Depending on the situation, victim should not eat or drink, change clothes, or shower, while awaiting police arrival.
- Isolate the victim from activity related to the incident.
- Review possible need for a lockdown until circumstances surrounding the incident are known.
- Victim should not be asked any questions beyond obtaining a description of the perpetrator.
- **Notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.**
- Notify victim's family.
- Notify student services staff members as appropriate.

- Police will coordinate questioning of victim, suspects, and collection of evidence. Assign Crisis Management Team member as liaison.
- Gather CMT and discuss how to handle emotional effects of incident on faculty and student population. Plan school events for next day.
- Coordinate statements to media, families and community with the Office of Community Relations.

Be aware of rumors which may start from these type of events and address those rumors directly using facts.

SHOOTING/STABBING





IDENTIFYING AND RESPONDING TO IMMINENT WARNING SIGNS

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are present as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff or other individuals. Usually, imminent warning signs are evident to more than one staff member, as well as to the child's family.

IMMINENT WARNING SIGNS MAY INCLUDE:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, **safety must always be the first and foremost consideration.** Action must be taken immediately.

**IMMEDIATE INTERVENTION BY SCHOOL
AUTHORITIES AND POSSIBLY LAW
ENFORCEMENT IS NEEDED WHEN A CHILD:**

- Has presented a detailed plan (time, place, and method) to harm or kill others-particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health.

Taken from "Early Warning," *Timely Response*, U.S. Department of Education.

NOTIFY THE OFFICE OF
COMMUNITY RELATIONS,
THE OFFICE OF SECURITY
AND RISK MANAGEMENT
SERVICES, AND THE
APPROPRIATE CLUSTER
DIRECTOR'S OFFICE.

Provide
informational
updates to
students, family,
and faculty over
the next few days to
squell rumors.



14. SHOOTING
STABBING

14. SHOOTING or STABBING

Isolate and separate any **witnesses**. Instruct witnesses to **write statement** of events while awaiting police. Provide first aid and **call 911** requesting police and medical aid to injured.

Assess the situation.

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures, to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system.

Once situation has been assessed:

- Provide first aid to injured.
- Call 911 requesting police and medical aid to injured parties.
- Provide full information about what has occurred and what is known at this time.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.

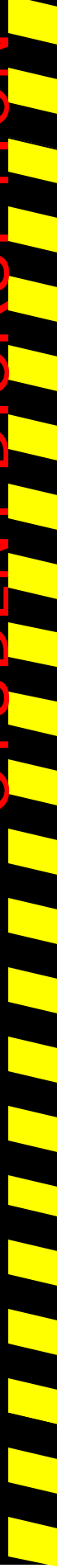
Assign CMT as needed, including:

- Recorder
- Media liaison
- Parent reunion organizer
- Counseling
- Police and Fire liaison
- School site security

Notify the Office of Community Relations, the Office of Security and Risk Management Services, and the appropriate cluster director's office.

- If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Have member of CMT meet responding police officers to provide any new information.
- Organize evacuation to an off-site location if necessary, or prepare to continue with classes. Keep crime scene secure.
- Gather information and emergency cards on anyone involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with the police and the Office of Community Relations.
- Prepare letter for students to take home in cooperation with police and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

STUDENT DISRUPTION





THE ROLE OF THE STUDENT DURING A CRISIS

Students should understand and follow all plans applicable to the given crisis. Students should not panic.

IN ADDITION, THEY SHOULD BE TAUGHT THE FOLLOWING:

- In the absence of adult direction, decide where it is safest to be and remain there.
- If a violent situation occurs, notify the first available adult.
- Share all relevant information with law enforcement, teachers, and school staff.
- During and after the crisis, to the extent that is safe, keep your belongings with you, do not pick anything up, and do not go back for anything until after receiving clearance.
- Assist teachers and staff in quickly accounting for students.
- If able, provide assistance to injured persons.
- Calm and reassure fellow students.
- Follow school, law enforcement, or other emergency response personnel directions about whether to go or stay in the original location.
- Do not speculate or perpetuate rumors to others.
- **Do not retaliate or take unnecessary chances.**

Taken from "Guide for Preventing and Responding to School Violence," International Association of Chiefs of Police.

IF NECESSARY, NOTIFY
POLICE. IN CASES
THAT ARE **NON-
VIOLENT**, NOTIFY
SCHOOL RESOURCE
OFFICER OR SCHOOL
EDUCATION OFFICER.

Inform students
that they will be
suspended or
possibly **arrested** if
they do not comply
with instructions.



15. **STUDENT**
DISRUPTION

15. STUDENT DISRUPTION

If student disruption persists, after a **second warning** and after reasonable amount of time (not to exceed three minutes), notify student of his or her **suspension** and direct him or her to **leave school property**.

- Alert other administrators about the incident.
- Identify why the disruption is occurring.
- **Gather crisis management team.**
- Begin recording events as they occur.
- If necessary notify police or in most cases that are non-violent, notify school resource officer or school education officer.
- Notify the Office of Community Relations, the Office of Security and Risk Management Services and the appropriate cluster director's office.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of adult witnesses, that students should either attend classes or move to a designated safe area.

Inform students that they will be suspended or possibly arrested if they do not comply with instructions.

- Alert CMT member responsible for media relations that the media staging area may need to be set up.
- Do not release students from classes.

- If student disruption persists, after a second warning and after reasonable amount of time (not to exceed three minutes), notify student of his or her suspension and direct him or her to leave school property.
- If student(s) continues to remain on school property, request police officer to intervene.
- Notify parent or guardian of involved student.
- Secure detailed written statements from witnesses and involved staff.

**Take appropriate disciplinary action
as determined by the *Student
Responsibilities and Rights
handbook.***

WEAPON





SERIOUS INCIDENTS

REPORTING

- All serious or unusual security incident shall be reported immediately to the principal, who will determine the most appropriate course of action

At any time a criminal act has occurred or is believed to have occurred against a person, the principal shall call the police and the Office of Security and Risk Management Services (OSRMS) immediately.

- If the incident involves a student, the principal shall make every effort to notify the parents or guardians of that student.

QUESTIONING OF STUDENTS

- One school official should generally conduct questioning of any student who is a victim of a security-related incident, preferably with another staff witness.
- The questioning should be limited in scope and focus on the information necessary to pursue disciplinary action against the perpetrators.
- Specific details relating to any crime should be obtained by a trained police officer. This questioning, if in school or on school grounds, shall meet the conditions as defined in Regulation 2616.2.

SCENE OF INCIDENT

- The scene of an incident shall be preserved. With the exception of rescue personnel, no one may be allowed to enter the immediate area or touch anything.
- Police officials responding to the incident will coordinate activities within the incident scene and when finished release the area to school officials.

NOTIFICATION OF PARENTS AND STUDENTS

- In general, parents and students shall be notified when the police have determined a crime has occurred or when there may be a threat to the safety of students in the school. The director of the Office of Community Relations and the police department should approve communications in advance.

A SCHOOL ADMINISTRATOR SHOULD ACCOMPANY THE OFFICER TO THE STUDENT SUSPECTED OF HAVING A WEAPON. THE POLICE SHOULD TAKE POSSESSION OF AND SECURE ANY WEAPON LOCATED DURING SUCH AN INCIDENT.

As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive.



16. WEAPON

16. WEAPON

Do not confront a suspect. A CMT member should go to the area where the suspect is reported to be and **observe** until **police** arrive. Prepare to **lockdown** the school if the situation escalates.

- Immediately **call 911**, explain the situation and request an officer respond to the school.
- If a student is reporting the weapon, isolate him or her in the office.

Gather as much information as possible from witness:

- Name of student with weapon.
- Location of witness when weapon was seen.
- What did the student do with the weapon after it was displayed?
- Is the current location of the student with the weapon known?
- Convene members of the CMT while waiting for police to arrive.
- Have office personnel gather information about the student for police.
- Without confronting the suspect a CMT member should go to the area where the suspect is reported to be and observe him or her until police arrive.

As long as the weapon is not being displayed, no effort should be made to intervene until the police arrive.

- Assign recorder to document events as they take place.

Prepare to lockdown the school if the situation escalates.

- When the police officer arrives at the school, the principal should completely brief the officer on the events.
- A school administrator should accompany the officer to the student suspected of having a weapon.
- A private area should be reserved for the student to be taken and questioned.
- A second administrator or officer should take all of the suspected student's belongings (book bag, clothing, etc.) from the classroom.
- **Do not allow the student to pick-up or carry his own belongings.**
- The student should be thoroughly searched by the police officer or an administrator with another adult witness present.
- An **administrator** should search belongings, including--but not limited to --book bags, purses, lockers, and autos if applicable. If a gun or other weapon is found, the police officer takes control of the search.
- The police should take possession of and secure any weapon located during such an incident.

Notify the Office of Community Relations, the Office of Security and Risk Management Services and the appropriate cluster director's office.

- Take photo of weapon to be included in the expulsion proceedings.
- Follow procedures for student disciplinary actions.
- Notify parent or guardian.
- Secure a detailed written statement from witnesses including staff.
- Coordinate informational release with the Office of Community Relations.
- Provide counseling as needed.