

Policy #806

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Bertha-Hewitt Public School Crisis Management Plan

Hazard / Emergency Procedures

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Hazard / Emergency Procedures

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SCHOOL EMERGENCY RESPONSE TEAM - APPENDIX A

Crisis Team Members

- Superintendent
- Principal
- Guidance Counselor
- Liaison Officer

Support Team

- School Nurse
- School Psychologist
- School Social Worker
- Crisis Response Team (Consists of trained staff members)
- Ministers
- Faculty/Staff

Crisis Team Function

- Develop a school crisis plan
- Prepare school staff
- Inform off-campus resources
- Develop the mechanics during a crisis
- Review plan periodically

Roles of Crisis Team

- Gathering the team together
- Checking the facts
- Adapting the plan to fit the current crisis
- Announcing the event
 - Delineating staff roles and responsibilities:
- Administrators
 - Guidance Counselors
 - Teachers
 - Handling the media
 - Parents and school community

Roles Superintendent/Principal

- Remain highly visible
- Address the media
- Remain in contact with the school board
- Set tone and direction
- Chair crisis team
- Contact the family(s) affected as needed
- Collect personal belonging for family as needed
- Hold staff meeting
- Prepare a written statement to be read to students
- Hire substitutes as needed
- Cancel scheduled activities as needed

Roles Counselor

- Establish locations for counseling
- Provide counseling for students – contact parents when necessary
- Coordinate all counseling activities notify close friends
- Seek additional counseling support
- Assist in classroom if necessary
- Maintain list of students counseled
- Remove students name from class lists, attendance, midterms, report cards, etc.

Roles Faculty/Staff

- Announce events to students by reading statement
- Lead class discussion
- Identify students in need of counseling – very distraught students should be escorted to counseling area
- Generate activities to reduce input of trauma
- Structure and shorten assignments
- Postpone testing

Behavior to Expect Immediate

- Flight
- Avoidance by creating distractions
- Giggling
- Immobilization

Short Term Effects of Crisis Physical Response

- Frozen in place
 - Shock
 - Disorientation
 - Numbness
- Fight or flight response
 - Adrenaline pumps
 - Heart races
 - Hyperventilation occurs
- Exhaustion
 - When fight of flight can no longer be prolonged.

Short Term Effects of Crisis Coinciding Emotional Responses

- Shock
 - Disbelief
 - Denial
- Cataclysm of emotions
 - Anger/rage
 - Fear/Terror
 - Grief/Sorrow
 - Confusion/Self doubt
- Reconstruction of emotional equilibrium

Long Term Behavior of Crisis

- Similar but milder reaction to trigger event
- Grief due to losses
- Flashbacks (often associated with guilt)
- Recurrent dreams and fear of sleeping
- Repetitive play with themes of trauma
- Avoidance of reminders
- Amnesia
- Loss of recently acquired skills
- Diminished interest
- Numbed feeling Sense of foreshortened future
- Outburst of anger
- Concentration impairment
- Hyperventilation
- Reactions at time of anniversary of event

Identifying High Risk Students

- Relatives and close friends of the deceased
- Boy/girlfriend of the deceased
- Pallbearers at the funeral
- Hospital visitors if the deceased had made previous attempts
- Students absent in the following week if not clearly for an illness
- People outside of the school had close involvement with the deceased
- Students with a history of depression
- Students with weak social supports
- Students who recently moved into the school
- Students with known family troubles
- Anyone involved in past or present suicidal attempts

Suggestions for Helping Students

- Be prepared for tears.
 - Recognize that some students who are traumatized most by this news may be very quiet or seem to be in a daze. Be alert to this possibility and have these students escorted to the counseling office.
 - During first period, sending grieving students to one of the following rooms:_____. A counseling professional and a teacher will be there to assist the students. After first period ends, send students who are upset to the counseling office.
 - During the day, you may, if you wish, let your students discuss this event or allow them to write about their feelings.
 - Just listening to students express their feeling and responding to the “hurt” is helpful. Supportive responses include:
 - “I can see that you are really hurting.”
 - “It is very hard to accept the death of someone close.”
 - “I know.....it just seems unbelievable.”
- The following types of responses are not helpful:
- “You will feel better tomorrow.”
 - “I know just how you feel. When I lost my mother(brother, etc.) I thought I would never get over it, but I did.”

EMERGENCY PHONE NUMBERS – APPENDIX B

Bertha Police Chief – 924-2533 or 911 – Bobbie Berndt
Bertha Fire Chief – 921-2121(work) 218-924-4121(home) 218-639-4607(cell) – Pete Wallner
City of Bertha – 924-4454 218-371-7399(cell) – Adam Templin
B-H transportation – 924-4211
Electric Company – 800-228-4966
Gas Company – 800-889-4970
Poison Control Agency – 800-764-7661
Radio station – 631-1803 (KWAD)
Todd County Sheriff – 320-732-2157 or 911
Division of Emergency Management – 800-422-0798

GUIDELINES FOR COMMUNICATING WITH THE MEDIA - APPENDIX C

All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson:	Brian Koslofsky	Office 924-3262 Cell 218-232-6970
Alternate spokesperson:	Mary Merchant	Office 924-3260

Media checklist:

- Building administrator relays all factual information to superintendent.
- Establish a media information center away from the affected area. Consider:
 - Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
 - Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- Before holding a news conference, brief the participants and coordinate information.
 - Determine the message you want to convey. Create key messages for target audiences: parents, students and the community.
 - Emphasize the safety of students and staff.
 - Engage media to help distribute important public information. Explain how the emergency is being handled.
 - Respect privacy of victims and families of victims. Do not release names to media.
- Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
Maintain log of all telephone inquiries for future use.
- Be proactive with the press:

- Do not refuse to speak to press
- Contact press before they contact you
- Set time and place for press conference
- Recommend press conference be held away from building
- Appoint spokesperson
- Develop written statement
- Stress positive action taken by the school
- Do not disclaim responsibility until all facts are known
- Keep staff informed through one person designated to control rumors
- Set up second press conference if needed

Sample Statements for the Media

“A fight involving two eleventh-grade students occurred a half block from school at 7 p.m. last evening. The incident resulted in the fatal shooting of one of our students. Police are investigation and no more is known at this time. Our school’s crisis plan went into action immediately following the incident and these are the actions already taken:

- Our crisis committee met last night.
- A parent hot-line has been established; the number is ____.
- Resources have been called in to assist our recovery.
- Counseling for students will be provided.
- Review and reinforcement of our school weapons policy is underway.”

Important statements made in this statement are:

There is no abdication of responsibility even though the incident occurred off campus and after hours; the incident is coupled with a statement about the weapons policy thereby portraying the school as a positive force within the community; access to information is made available immediately for concerned parents thus demonstrating the school’s forthrightness; the ability of the school to handle emergencies is proven by its quick response in providing counseling to the students.

Sample Statements for the Media

“Our ninth grade students were on a field trip when their school bus was involved in an accident on Hwy 7. Rescue is on scene, transporting students to area hospitals. Our Principal _____ is also at the scene of the accident now. We have established a special hot-line for parents to call for more information. The number is _____. Our crisis team has gone into action, helping the staff and students. More information will be released as we receive it.”

Important statements made in this statement are:

The preparedness of the school for incidents of this nature; access to information for the parents; responsible immediate action taken by a powerful school representative at the scene; and support already provided for students at the school.

WEAPONS - APPENDIX D

First and foremost, ensure safety of all students and staff.

Staff or student who is aware of a weapon brought to school:

- If a bus driver notices a weapon on the bus, do not bring students to building(s). Inform transportation director of situation.
- Immediately notify building administrator, teacher, or police liaison. If you feel there is no time to notify these individuals, call 911 directly.
- Relay to building administrator, teacher or liaison any available information :
 - a. Name of person suspected of entering with a weapon.
 - b. Where the person is located?
 - c. Has the person threatened anyone?
- If teacher suspects that a weapon is in the classroom, confidentially notify a neighboring teacher. Teacher should not leave the classroom.
- Approach the situation in a calm and controlled manner.
- If a weapon is visible or the person is threatening, ask permission to evacuate your classroom.
- Keep talking with the person until law enforcement have arrived.

Administration:

- Call police if a weapon is suspected, as viewed by a reasonable person.
- Inform Superintendent.
- Police question suspect.
- Isolate student from weapon, if possible. If the suspect threatens you with the weapon, do not try to disarm. Back away, stay calm.
- Accompany suspect with backpack, purse or other possessions to private office to wait for police.
- If necessary, search the suspects' locker and gym locker.
- Call student's parent/guardian.
- Take appropriate disciplinary action.
- Refer media to Superintendent.

SHOOTING - APPENDIX E

Determine the threat level and implement the CODE RED Lockdown procedures.

Upon the immediate determination that a threat exists for a potential shooting, a member of the District Office staff will activate the alarm for a LOCKDOWN.

Call 911 and give as much detail as possible about the situation.

Assess the situation as to:

The shooter's location

Any injuries

Potential for additional shooting

If safe to do so, care for the injured as carefully as possible until the law enforcement's and medical crew arrives.

Principal refers media to superintendent for media procedures

Superintendent prepares information to release to media and parents/guardians

Hold information meeting with all staff

Initiate a grief counseling plan

If a situation arises that the district is aware of the possibility of a potential intruder all custodians and administrators will lock all outside entrance doors and notify authorities.

LOCK-DOWN - APPENDIX F

Lock Down Procedure

Lockdown procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside or outside of the school building.

Code Red

Lockdown Procedure

The building administrator will issue the "Code Red" lockdown procedures by announcing over the PA. You will hear "Code Red, Code Red, secure your class rooms." "We are in a lockdown situation". (This message will be repeated several times.)

Lock your door, check for students in the hallway, direct them into your classroom.

Close shades.

Turn off lights.

Move to a location that you cannot be seen from the door or windows if possible.

Sit on the floor. No talking. Everyone must be quiet.

Wait until a law enforcement officer comes to your room to give the clear to resume teaching.

A copy for all drills should be kept in sub folder.

At no time are you to answer the phone, e-mail or go to the door if someone knocks, or follow any announcements on the PA.

If you are outside and aware of the lockdown, do not enter the building. Go to the garages on north end of football field. Phy-Ed teachers and paras should have two-way radios on their person when you go outside.

Code Yellow

Lockdown Procedure

The building administrator will issue "Code Yellow" procedures by announcing over the PA. You will hear "Code yellow, Code yellow, secure your classroom"

Lock your door.

Class continues as normal.

Students are not to enter the hallway.

Students are not to go outside of the building.

The ALL CLEAR announcement will be made over the intercom system. If the situation warrants, a "Code Red" could be issued.

EVACUATION - APPENDIX G

Instructions for Evacuation

Close windows. Turn off the lights. Take class lists with you. Close the door behind you. Staff are to stay with the students who they have exited the building with and escort them to the St. Paul's Lutheran church. Persons exiting door #1 & 2 to the west proceed north and then east to the church. Persons exiting door #5 to the east side of the building go north to the church. Persons exiting door #12 & 13 to the south to the street and proceed north and then east to the church.

If transportation of the students is necessary the buses will pick-up at the church.

If there is a handicapped person on the second or third floor, who needs assistance in exiting should go to the Northeast stairwell. A rescue team consisting of Mr. Riewer, Mr. Dyrdaahl, Mr. Hanson, and Mr. Bauck will assist the person in exiting the building.

Dates and times of the drills will be announced prior to the drill and are subject to change. Mrs. Hoemberg contacts the telephone company to notify them of a fire drill. 1-800-858-7811.

Sample Announcement Evacuation

Staff and Students:

We need to make an immediate evacuation of the building. Students should (go or not go) to their lockers. Everyone needs to move directly to your designated area and you are to wait for further direction.

FIRE DRILL - APPENDIX H

Instructions for Fire Drill

Close windows. Turn off the lights. Take class lists with you. Close the door behind you. Staff is to stay with the students who they have exited the building with and supervise that area outside of the school. Persons exiting door #1 & 2 to the west should go to the north east corner of the parking lot in front of the garage. Persons exiting door #12 & 13 to the south go across the parking lot and follow the boulevard to the south away from the school. Persons exiting door #3 to the north go across the parking lot to the sidewalk.

If there is a handicapped person on the second or third floor, who needs assistance in exiting should go to the Northeast stairwell. A rescue team consisting of Mr. Riewer, Mr. Dyrdaahl, Mr. Hanson, and Mr. Bauck will assist the person in exiting the building.

SHELTER IN-PLACE - APPENDIX I

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency:

- Identify safe areas in each school building.
- Building administrator announces that students and staff must go to shelter areas.
- Bring all persons inside building(s).
- Teachers take class rosters.
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation leading outdoors, if appropriate.
- Teachers account for all students after arriving in shelter area.
- All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- Stay in room and close door.
- Keep air as clean as possible.
 - Seal door
 - Open or close windows as appropriate.
 - Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

SEVERE WEATHER - APPENDIX J

Severe Weather: Tornado/Severe Thunderstorm Drill Procedure

Students and staff report to following areas:

Kindergarten – Elementary Special Education Room

Grades 1-2 - Elementary computer lab

Grades 3-4 - Staff Workroom

Grades 5-6 – Ag Room

Grades 7, 8, 9 – '53 Girls Locker Room

Grades 10, 11, 12 – '53 Boys Locker Room

BOMB THREAT EMERGENCY – APPENDIX K

- The person receiving the bomb threat should immediately contact an administrator. If not available, call 911.
- The administrative team should be immediately notified for decisions and directions concerning the “evacuation of the building.”
- The superintendent/principal make decisions regarding the search and evacuation.
- Notify the building custodian of the situation.
- Evacuate the building using the intercom announcement.
- Activate Instant Alert notifying parents of the evacuation and dismissal procedures.
- Phone numbers:
 - Bertha Police Chief – 924-2533 or 911 – Bobby Burnt
 - Bertha Fire Chief – 921-2121(work) – Pete Wallner
 - B-H transportation – 924-4211
 - Radio station – 631-1803 (KWAD)
 - Todd County Sheriff – 320-732-2157 or 911

OFFICE STAFF BOMB THREAT PROCEDURES

Upon receiving a phone call that a bomb has been planted in school:

- Complete the “Bomb Threat Phone Report” and the “Caller Identification Checklist” on the following pages.
- Listen closely to caller’s voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial the call back service in your area to trace the call, if possible.
- Notify building administrator or designee.
- Notify local law enforcement agency.
- Building administrator orders evacuation of all persons inside school building(s), or other actions, per school policy.
- If evacuation occurs, teachers should take class roster.

If threat is received by a written note:

- Immediately notify law enforcement.
- Avoid any unnecessary handling of note. It is considered evidence by law enforcement.
- Place it in a plastic bag, if available.

Evacuation procedures:

- Building administrator notifies students and staff. Do not mention “bomb threat.”
- Report any unusual activities/objects immediately to the appropriate officials.
- Take class roster.
- Students and staff may be evacuated to a safe distance outside of school building(s), in keeping with school policy. After consulting with appropriate officials, building administrator may move students to the designated area for evacuations.
- Teachers take roll after being evacuated.
- No one may re-enter building until fire or police personnel declare entire building safe. (Note: Teachers and Staff know what has been disturbed or added to their work area and may be asked by fire or law enforcement to help search)
- Building administrator notifies students and staff of termination of emergency. Resume normal operations.
- Notify parents/guardians, per district policies and/or guidance.

Bomb Threat Phone Report

- Date and time call received
- Exact words of caller:
- Remain calm and be firm. Keep the caller talking and ask these questions:
 - Where is the bomb?
 - What does the bomb look like?
 - When will it explode?
 - What will cause it to explode
 - How do you deactivate it?
 - Why was it put there?
 - Did you place the bomb?
- If the building is occupied, inform the caller that detonation could cause injury or death to innocent people.
- If call is received on a digital phone, check to see the origin of the call.

CHECKLIST FOR TELEPHONE THREATS – APPENDIX L

Caller's identity: _____

Sex/Age group: ___ Male ___ Female ___ Adult ___ Juvenile

Approximate age: ___ Years

Origin of call: ___ Local ___ Long Distance ___ Internal

Caller's voice

___ Loud	___ Soft	___ Fast	___ Slow
___ Deep	___ Squeaky	___ Distant	___ Distorted
___ Sincere	___ Raspy	___ Stressed	___ Stutter
___ Nasal	___ Drunken	___ Slurred	___ Lisp
___ Disguised	___ Crying	___ Broken	___ Calm
___ Irrational	___ Rational	___ Angry	___ Incoherent
___ Excited	___ Laughing	___ Righteous	___ Accent

Background noises:

___ Voices	___ Airplanes	___ Street traffic	___ Trains
___ Animals	___ Party	___ Factory machines	___ Quiet
___ Music	___ Horns	___ Office machines	___ Bells

Familiarity:

___ Did caller sound familiar?

___ Did caller appear familiar with the building or area by his/her description of the device location?

Name of person receiving the call: _____

Telephone number call received at: _____

Immediately after caller hangs up, report threat to school building authority and 911.

SCHOOL RESPONSE TO SUICIDE - APPENDIX M

Do's of School Response Following A Suicide:

- Have a faculty meeting.
- Inform the staff, students and parents of substantial facts concerning the death. Confidentiality will be respected.
- Designate one individual for media management.
- Provide opportunity for brief time out during the day for students adversely affected by the crisis.
- Allow individual student to attend the funeral.
- Facilitate students' adjustments in the grieving process through group and individual work.

Don'ts of School Response Following Suicide:

- Don't cancel school for the funeral.
- Don't cancel classes.
- Don't expect that the ability of students to concentrate will be unaffected. The suicide-death will affect different students in various ways.
- Don't schedule a special program that may in some way immortalize the deceased.

Remember: When someone in school has completed a suicide, the need for survivors is to understand what happened, have an opportunity to grieve, and move on. Survivors appreciate being able to express themselves. The following is only a guide to help with facilitating:

- Permission to talk about the event.
- Acknowledgement of their private, emotional reactions.
- Time to mourn publicly in a way legitimized by the community.

DEMONSTRATIONS/DISTURBANCES – APPENDIX N

Prevention of possible disturbances, through sound and relevant educational programs, with open lines of communication to student, staff, parents, and community, is essential and should be a concern of the entire community.

The following procedures should be considered only in case of full-blown emergencies. The administrative staff should assess the situation to determine its seriousness and its effect on the safety of students and staff before taking any action.

- Notify the building administrator
- During the disturbance, the building administrator will take corrective action, such as;
 - Ask the demonstrators to disperse.
 - Notify the superintendent
 - Notify the local law enforcement agency, if necessary.
 - Contain the disturbance by sealing off the area, to the extent possible.
 - Secure the building, if necessary.
 - Call a “CODE YELLOW”, if necessary.
 - Relocate the people involved in the disturbance to an isolated area, to the greatest extent possible.
- During the disturbance, teachers should:
 - a. Keep students in the classroom and lock the door. Do not allow students out of the classroom until the building administrator gives an all-clear signal. (Code Yellow procedures).
 - b. Make a list of students absent from class.

ASSAULT/FIGHT – APPENDIX O

- Ensure the safety of students and staff first.
- Notify building administrator. Call 911, if necessary.
- Defuse situation, if possible. Control the scene and demand that the combatants stop. Clear on lookers.
- Notify CPR/first aid certified persons in school building of medical emergencies.
- Notify building administrator.
- Seal off area where assault took place.
- Building administrator notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks, or genitalia of another person in a sexual manner without consent, This includes touching of those areas covered by clothing).
- Building administrator notifies superintendent and parents/guardians of students involved in assault.
- Document all activities. Building administrator obtains statements from combatants and witnesses and deals with situation according to district discipline policy.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

INTRUDER/HOSTAGE – APPENDIX P

Intruder – an unauthorized person who enters school property:

- Ask another staff person to accompany you before approaching intruder.
- Politely greet intruder and identify yourself.
- Ask intruder the purpose of his/her visit.
- Inform intruder that all visitors must register at the main office.
- Notify building administrator.
- If intruder's purpose is not legitimate, ask him, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property. Inform him/her that you will call police.
- Notify building administrator if intruder still refuses to leave. Give administrator full description of intruder.
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.)
- Building administrator may notify law enforcement.
- Building administrator may issue lock-down procedures.

Witness to hostage situation:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify building administrator. (Building administrator may wish to evacuate rest of building, if possible.)
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of event.

If taken hostage:

- Follow instruction of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

CHEMICAL OR BIOLOGICAL THREAT– APPENDIX Q

Upon receiving a phone call that a chemical or biological hazard has been planted in school:

- Complete the “Terroristic Threat Phone Report” and Caller Identification Checklist” on the following pages.
- Listen closely to caller’s voice and speech patterns and to noises in background.
- Notify building administrator or designee.
- Notify local law enforcement agency.
- Building administrator orders evacuation of all persons inside school building(s), or other actions, per school policy.

Upon receiving a chemical or biological threat letter:

- Minimize the number of people who come into contact with the letter by immediately limiting access to the immediate area in which the letter is discovered.
- Ask the person who discovered/opened the letter to place it into another container, such as a plastic zip-lock bag or another envelope.
- Notify 911 and the Minnesota Duty Officer (800)422-0798.
- Separate “involved” people out of the immediate area to a holding area.
- Move all “uninvolved” people out of the immediate area to a holding area.
- Ask “involved” people to remain calm until local public safety officials arrive.
- Ask “involved” people to minimize their contact with the letter or their surroundings, because the area is now a crime scene.
- Limited decontamination and change of clothing for a person who opened or handled letter without any gloves may be appropriate. Get advice of public safety officials.

Evacuation procedures:

- Building administrator notifies students and staff if evacuation is deemed necessary. Do not mention “terrorism” or “Chemical or biological agent.”
- Report any unusual activities immediately to the appropriate officials.
- “Uninvolved” students and staff will be evacuated to a safe distance outside of school building(s), in keeping with school policy. After consulting with appropriate officials, building administrator may move students to the Fire Hall (primary relocation center), if indicated.
 - Teachers take roll after being evacuated noting any absences immediately to the building administrator or designee.
 - Students and staff “involved” in a letter opening or receiving a phone call will be evacuated as a group if necessary per consultation of the building administrator and public safety officials.
 - Building administrator notifies students and staff of termination of emergency. Resume normal operations.
 - Notify parents/guardians, according to district policies.

HAZARDOUS MATERIALS – APPENDIX R

If a hazardous materials incident occurs close enough to the school to be a threat to the safety of the occupants, local emergency responders will notify school officials. Examples of such incidents would be an overturned truck/tanker, train derailment, fire involving chemicals or other hazardous substances, ruptured fuel line, etc. Toxic fumes from such incidents could drift over the school building, endangering lives.

Incident occurred in school:

- Notify the building administrator.
- Call 911. If identity and/or location of hazardous materials is known, report information to 911.
- Evacuate to an upwind location, taking red folders and class lists.
- Seal off area of leak/spill. Close doors.
- Secure/contain area until fire personnel arrive.
- Fire officer in charge may recommend additional shelter or evacuation actions.
- Consider shutting off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- Follow procedures for sheltering or evacuation.
- Building administrator notifies superintendent.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- Fire or police will notify school officials.
- Consider need for closing outside air intake, evacuation of students to a safe area or sheltering students in the building until transportation arrives.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- If evacuating, take red folders and class lists.
- Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- Resume normal operations after consulting with fire officials.

POST CRISIS PROCEDURES - APPENDIX S

Psychological Factors

[Note: This guide was prepared under a grant from the Federal Emergency Management Administration to assist teachers to help children recover from the Loma Prieta earthquake of 1989. It is reprinted with permission from the Maine School Emergency Planning Guide.]

This guide is meant as a resource to assist teachers in helping children to recover from the effects of disaster. The ideas presented will help in coping with general disasters, as well as with crises that occur in the lives of individual children.

It is not the intent of the School District's Crisis Management Policy to "train" staff members to be mental health professionals, nor to expect them to function as such. The intent is to make available all information that pertains to preparing and coping with the effects of disasters, minor or catastrophic. Therefore, the psychological factors involved in disaster situations should be understood by all staff members.

For purposes of maintaining preparedness in disasters, especially that could involve mass injuries, it is necessary to consider both psychological and social needs, those emotional and community-related factors that affect the victim or family and significant others, or that influence the staff in the performance of their duties. The emotional component is characterized by:

- The individual's reaction to a casualty situation whether or not a personal injury has been sustained;
- The reaction of the family and significant others to the situation and to the victim's injury or, possibly death;
- The reaction of the staff to the situation, both as participants personally impacted by the situation and as school district employees providing a disaster service; and
- The reactions and behavior of the community.

The social component can be seen as the response of community agencies and services in providing necessary resources and in meeting responsibilities to those injured or impacted, as well as the material resources of the victim and family.

Victims

Victims undergo what might be called a "disaster syndrome," which consists of four phases of emotional and mood reactions. Individuals differ in the time spent in each phase and in the intensity of reaction, but the general sequence is as follows:

- **Shock Phase:** Immediate, lasting a few minutes to a few hours; behavior is dazed, stunned, apathetic, disorganized, does not respond to direction.
- **Suggestibility Phase:** May last several days; shows unselfish regard for the welfare of others, willing to follow instructions, grateful, guilt due to survival suggestible.
- **Euphoric Phase:** May last several weeks; behavior includes identifying with others in the same situations, feeling of brotherhood, enthusiastic participation in group activities.
- **Depressive Phase:** (personal frustration) – Hopefully fades as life returns to regular pattern; behavior is critical, complaint oriented, awareness of and annoyance with losses.

These phases are all normal behavioral responses. Experiencing a disaster is a crisis and as such is made more severe by the added factors of death, injury, family problems, job difficulties, illness, loss of personal belongings, and the disturbance of regular routine. After the initial numbness and absence of panic wears off (usually one to two hours), the following behaviors set in:

Fearful crying, horror at sights of destruction/devastation/sounds; talks about it to everyone who will listen; watches all TV coverage; reads everything on the events; usually lasts several days.

Returns to work and usual routine when possible; less apt to want to discuss disaster; avoids media; feels anxious, irritable, insomnia, depressed, guilt of surviving, angry (both direct and displaced); usually lasts several weeks.

In some instances, dysfunctional behavior responses may be manifested. They include: continuing morbidity, anxiety, suicide, depression, poor concentration, phobias, headaches, gastrointestinal problems, drug/alcohol abuse, absenteeism from school/work, deterioration of personal relationships; or recurrent recollection of event/recurrent dreams/nightmares.

Rescue Workers

Rescue workers will experience many of the same feelings as victims. As participants, and possibly victims, the behavioral patterns of staff members may include: excessive irritability, fault finding, holding grudges, being suspicious, resenting authority, and concern about safety for selves and family.

Recovery Process

These factors stand out as essential in dealing with crisis recovery:

- Being able to talk about the experience and express the feeling accompanying the experiences.
- Being fully aware of the reality of what has happened.
- Resume concrete activity and being able to reconstruct the pre-disaster life routine.
- Accessible/available help.
- Leadership clearly making decision/giving directions.
- Open avenues of communication for victims to locate family/friends.
- Prevention of rumors by careful control of words used, and information given.
- Planning ahead – being prepared.

In a disaster, children look to adults for help. How you react to a disaster gives them clues on how they should react. If you react with alarm their fear will increase. As the situation ceases, explain to the children what has happened and that help is coming.

Sample – Suicide Death

The Bertha-Hewitt school community is saddened by the reported suicide of one of our students. The death of any member of our community is a loss that in one way or another diminishes each of us, but the tragic circumstances of _____ death are more difficult to accept. Feelings of anger, hurt, depression, and guilt are natural following suicide. We may wonder what we could have done to prevent this act of desperation. Although feeling guilt is natural, none of us can assume responsibility because the ultimate decision was not ours to make. There is, however, something each of us can do. You, as students can assist your friends and classmates. Your teachers, counselors, and administrators are here to help all students, whatever the problem. If you, or one of your friends need to talk, let a teacher or counselor know. Both students and faculty and can be alert for other who need help.

Sample – Tragedy

I am saddened to inform you that _____ in a _____. The effects on our district, students, and staff have been grief and shock.

In response to this tragedy, I met with all staff prior to school today. When classes began, teachers informed students of the factual information and the normalcy of saddened feeling, shock, and despair. Our staff has been given directions to help comfort affected students and work with them in the grief process.

We plan to continue support, and ask parents do discuss this tragedy with your children if they are affected. If we may serve as a resource, please call for assistance. The phone number at B-HS is 924-2500. In addition, I have listed four additional resources at the bottom of this letter

The district will continue to provide support and information. All school activities are canceled for the following week.

Thank you for your support and encouragement. Students' lives and ours must go on despite the sorrow we feel over the death of these students and the loss of their families. Students wishing to attend services, must be accompanied by an adult family member, relative, or guardian.

Sample Memoranda

For Teachers and Staff Announcing a Teachers Death

To: All Faculty
From: _____, Principal
Date: _____

Please Read the following announcement to students in your first period class:
As some of you know, one of our teachers, _____ died yesterday. Although the exact reason for his/her death is not clear at this time, it was by natural causes. I know that this news may be very upsetting to some of you. If you need to talk with a counselor, you should let me know.

Sample – Accident

A ____ grade student, _____, died as the result of an automobile accident that occurred shortly after midnight Friday. _____ was killed instantly. Another student, _____ was seriously injured and is in _____ Hospital. We are all saddened by this news if anyone needs to talk with a counselor, please let me know.

The accident happened on _____. Apparently the car in which these girls were riding tried to avoid a car that approached them with its headlights off. Their car veered off the road and struck a large tree. The driver of the car and _____ were thrown from the car and seriously injured _____ was trapped inside the car, where she died shortly after the crash.

The Memorial Service

- Who attends?
- Where to hold it?
- Who participates?
- Preparing Students
- Debriefing Students

Sample Programs

- Procession by safety patrol or color guard
- Introduction and opening remarks
- Invocation
- Message of meaning
- Message of appreciation
- Closing remarks
- Recessional



- Opening remarks and introduction
- Music by choral group or band
- Messages of remembrance delivered by two or three people
- Music
- Closing remarks



- Opening remarks
- Messages of meaning
- Planting a tree/dedication of a memorial
- Closing remarks

Sample Update Information

Dear Parents/Guardians:

We would like to update you on details for funeral, visitations, addresses of the families, and memorial service being held on _____.

Funeral Services/Visitations_____.

Funeral – Saturday, 11:00 a.m., Catholic Church

Visitation – 9:00 a.m. until time of service at church

Memorial Service – There will be a memorial service on Monday at 2:00 p.m., in the gym at the high school for students 7-12, the staff and the public. Any elementary students wishing to attend must be accompanied by their parents or guardian, otherwise students in grades k-6 will not attend this service.

The elementary school will end at the regular time on Monday. After school activities will resume.

Thank you for your understanding at this time of sorrow. I hope that we may help support one another and enable our children to grow from this tragic experience.