



# Emergency Operation Plan 2022

**BROWNING PUBLIC SCHOOLS  
BROWNING, MONTANA**

## Table of Contents

*Control-click heading to go to that section  
Control-click underlined title to return to beginning*

BASIC PLAN.....	12
I. INTRODUCTION.....	12
II. CONCEPT OF OPERATIONS.....	14
III. ORGANIZATION and ASSIGNMENT OF RESPONSIBILITIES.....	17
IV. DIRECTION, CONTROL, AND COORDINATION.....	21
Table 2 - OPERATIONS SECTION TEAMS.....	24
Table 3 - SCHOOL INCIDENT COMMAND SYSTEM.....	27
Table 3 - SCHOOL ICS with type ready fields.....	28
V. COMMUNICATIONS.....	29
VI. RECOVERY AFTER AN INCIDENT.....	33
VII. ADMINISTRATION, FINANCE AND LOGISTICS.....	34
VIII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION.....	35
Glossary.....	43
FUNCTIONAL ANNEXES.....	45
CONTINUITY OF OPERATIONS PLAN (COOP).....	47
Table 4. Essential Functions Performed by COOP Personnel.....	48
DROP, COVER AND HOLD.....	52
EVACUATION.....	54
REUNIFICATION.....	56
LOCKDOWN.....	66
MENTAL HEALTH AND HEALING.....	70
REVERSE EVACUATION.....	72
SHELTER-IN-PLACE.....	74
HAZARD-AND-THREAT SPECIFIC ANNEXES.....	76
ACTIVE SHOOTER.....	78
BOMB THREAT.....	82
BUS ACCIDENT.....	86
CHEMICAL OR HAZARDOUS MATERIALS SPILL.....	90
DEATH/SUICIDE.....	94

APPENDIX A. (Death/Suicide) .....	98
APPENDIX B (Death/Suicide).....	100
APPENDIX C. (Death/Suicide) .....	102
APPENDIX D (Death/Suicide) .....	105
APPENDIX E (Death/Suicide).....	106
<i>EPEDEMIC DISEASE -COVID-19 Pandemic Plan .....</i>	<i>108</i>
<i>EXPLOSION .....</i>	<i>118</i>
<i>FIRE .....</i>	<i>120</i>
<i>INTRUDER/HOSTAGE .....</i>	<i>122</i>
<i>MEDICAL EMERGENCY .....</i>	<i>126</i>
<i>SEVERE WEATHER.....</i>	<i>128</i>
<i>TERRORISM THREAT .....</i>	<i>130</i>
<i>FLOOD .....</i>	<i>132</i>
CAMPUS PLAN TEMPLATE.....	136
General Appendix.....	139
<i>School Floor Plans.....</i>	<i>139</i>
<i>Google maps of School Sites.....</i>	<i>139</i>
<i>Communication with Public in Emergencies.....</i>	<i>152</i>
<i>Emergency/crisis Support Handouts.....</i>	<i>165</i>



### Promulgation

The System is committed to the general safety and wellbeing of its students, staff, and community. The Browning Public School Emergency Operations Plan that follows will assist this District in saving lives, minimizing property damage and preserving the environment. Our signatures signify our commitment to keep the plan current and to provide training and resources to the school's personnel in the All-Hazards approach to school crisis management. This is to verify that Browning Public School's Emergency Operations Plan is hereby approved, is in force and supersedes all previous editions.

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Superintendent

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Date

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Board of Education Chair

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Date

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Board of Education Member

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Date

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Board of Education Member

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Board of Education Member

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Board of Education Member

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Date



## Distribution of Emergency Operations Plan

Specific school personnel shall receive a copy of this EOP.

[illegible]



Specific community partners shall receive a copy of this EOP. The following is a list of agencies who have received this plan.

[illegible]



## Record & Changes

It is recommended this EOP be reviewed annually by the Superintendent's leadership team and the Board of Education. All changes to the plan will be recorded in this document using the following form.

[illegible]



## **BASIC PLAN**

### **I. INTRODUCTION**

#### **A. Purpose of the Plan**

The purpose of Browning Public Schools' (BPS) Emergency Operations Plan (EOP) is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of BPS and its employees. Customization of this plan to meet each school campus needs and circumstances is important. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that BPS has established guidelines and procedures to respond to incidents/hazards in an effective way

#### **B. Scope**

The EOP provides guidelines and procedures for dealing with existing and potential school incidents. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. The plan discusses the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

#### **C. Coordination with Emergency First Responders**

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, safety, fire, emergency agencies, as well as mental health and other community organizations. An important component of the School EOP is advanced planning with various federal, state, and/or local agencies and community service providers to aid in timely communication and response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If mutual aid agreements are created, a copy should be maintained with other important documents related to this safety plan. Advanced planning should specify the type of communication and services provided by one agency to another.

### D. Situation Overview

Browning Public School (BPS) District consists of \_\_\_\_\_ students, \_\_\_\_\_ staff members, and 10 school campuses across 1700 square miles. The central administration and seven of the school campuses are in or near Browning. BPS is located in Blackfeet Indian Reservation in the northwestern Montana bordering Canada and the Rocky Mountains. Browning Public Schools are exposed to many hazards, which have the potential to disrupt everyday operations, such as high winds, fires, severe weather (including winter storms), floods, hazardous materials spills, and acts of terrorism. This plan provides a guide for positive, productive responses to such incidents; however, there is no guarantee that this plan will provide a perfect solution for emergency situations, nor does this plan attempt to address every possible emergency which may arise.

Each school campus will provide a situation overview of their campus in the **Appendix A Campus Plans and maps**.

### D. Planning Assumptions

- The school community will continue to be exposed and subject to hazards and incidents described in the overview, as well as lesser hazards and others that may develop in the future.
- An incident could occur at any time and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- The District is not an emergency response organization and therefore depends on local emergency first responders for life safety and protection, including the services of law enforcement, fire and emergency medical and public health.

- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, etc.) to exercise the plan through live drills and table-top exercises can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to incident management efforts.

#### **E. Planning Limitations**

- This plan is intended to provide guidance, but does not imply performance guarantees. BPS may deviate from the plan if certain assumptions prove not to be true during operations.
- Personnel and resources may be overwhelmed, Browning Public Schools can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

## **II. CONCEPT OF OPERATIONS**

The overall strategy of a School EOP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions

will be redirected to accomplish assigned incident management tasks.

In addition, the incident may require coordinated operations with others. The key to successful operations is an organized command structure. It is important to understand that the school's command of the incident and the school's incident management structure may change once official emergency responders arrive on the scene. Emergency responders are knowledgeable in the Incident Command System (ICS) and may be best equipped to command the response to a specific incident. If this is to occur, the school may transition command of the incident to a more qualified Incident Commander (IC). These concepts are more fully discussed below.

It is critical for school administration officials and all segments of the community emergency response system to work together in advance of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

#### **A. National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand their roles and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.

Browning Public Schools recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

As part of its NIMS implementation, Browning Public Schools participates in the local government's NIMS preparedness program to remain NIMS compliant and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner. NIMS compliance for school districts includes completing the following:

- ☐ Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training.

- ☐ Complete NIMS awareness course IS-700 NIMS: An Introduction.
- ☐ Participate in local government's NIMS preparedness program and incorporate the School EOP into both Glacier County and the Blackfeet Tribal EOP.
- ☐ Train and exercise the plan.
- ☐ All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans.
- ☐ The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## **B. Initial Response and Implementation of the Incident Command System (ICS)**

In a major emergency or disaster Browning Public Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility. School personnel will seek guidance and direction from local officials and technical assistance from state and federal agencies where appropriate.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The Incident Command System (ICS) will be used to manage all incidents. Each school site will establish and maintain a **Building Response Team** made up of their staff. These group will have training in incident command and be assigned in the response roles most aligned with their talents. Refer to Table 2- Operations Section Teams and Table 3 – School Incident Command System. This group will also participate in planning and facilitating drills for their site.

Until non-school emergency responders arrive on-scene, the School Decision-Maker (usually the principal or his/her designee) is responsible for activating the School EOP, including common and/or specialized procedures, as well as hazard-specific incident plans. The School Decision-Maker shall designate a School Incident Commander with authority to direct all incident activities. The designated School Incident Commander should be the person most qualified to manage the specific type of incident.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander should transition command to that Incident

Commander and move to serving within the incident command structure.

Again, it is critical that school officials and all segments of the community emergency response system work together in advance of an incident to develop a working relationship and understanding of how the school's initial response would transition into the overall response to a critical incident at the school.

The school's EOP will be activated to provide direction during an incident utilizing the ICS. The District will implement principles of Unified Command when more than one agency has jurisdiction over aspects during an emergency situation.

### **III. ORGANIZATION and ASSIGNMENT OF RESPONSIBILITIES**

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

A building principal and/or assistant principals are not always able to manage all the aspects associated with an incident without assistance. As indicated, the Incident Command System (ICS) uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel.

Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. In addition, each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. This should be reviewed with the staff yearly. School staff may be required to remain at school to assist in an incident.

#### **A. Expected Actions of First Responders**

When an incident occurs at Browning Public Schools, local police, fire and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.

#### **B. Expected Actions of School Staff and Parents**

### **Principal/Building Administrator**

The principal/designee may serve as the School Incident Commander or delegate that authority to a qualified individual. While the principal retains the overall responsibility for the safety of students and staff, delegating certain duties to manage the incident may allow the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the Superintendent's office and the School Incident Commander.

### **School Incident Commander**

The School Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal/designee or other officials, identify resources required, and direct the on-scene incident management activities. The Incident Commander's responsibilities include:

- ☐ Assuming overall direction of all incident management activities based on procedures outlined in the School EOP.
- ☐ Taking steps deemed necessary to ensure the safety of students, staff and other individuals. Determining whether to implement incident management protocols established in the School EOP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- ☐ Arranging for transfer of students, staff and other individuals when safety is threatened by a disaster.
- ☐ Working with and ensuring communication with emergency services personnel.
- ☐ Keeping the principal and other officials informed of the situation.
- ☐ Ensuring the proper transfer of command when/if a more qualified Incident Commander arrives on scene

### **Teachers**

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

- ☐ Supervising students under their charge.
- ☐ Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- ☐ Directing students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to incident management procedures established in the School EOP.
- ☐ Taking attendance when class relocates to an outside or inside assembly area or evacuates to another location.

- ☐ Reporting missing students to the Incident Commander.
- ☐ Executing assignments as directed by the Incident Commander.
- ☐ Obtaining first-aid services for injured students from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved. Rendering first-aid if necessary.
- ☐ School staff will be trained and certified in first-aid and CPR.

#### **Instructional Assistants**

Responsibilities include assisting teachers as directed.

#### **Counselors, Social Workers, and Psychologists**

Counselors, social workers and psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

- ☐ Taking steps to ensure the safety of students, staff and other individuals in the implementation of incident management protocols established in the School EOP.
- ☐ Rendering first-aid if necessary.
- ☐ Assisting in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- ☐ Executing assignments as directed by the Incident Commander.
- ☐ Assisting with crisis intervention and recovery processes.

#### **School Nurses/Health Assistants**

Responsibilities include:

- ☐ Administering first-aid or emergency treatment as needed.
- ☐ Supervising administration of first-aid by those trained to provide it.
- ☐ Organizing first-aid and medical supplies.

#### **Custodians/Maintenance Personnel**

Responsibilities include:

- ☐ Surveying and reporting building damage to the Incident Commander.
- ☐ Controlling main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- ☐ Providing damage control as needed.
- ☐ Assisting in the conservation, use and disbursement of supplies and equipment.
- ☐ Keeping the Incident Commander informed of school conditions.

#### **School Secretary/Office Staff**

Responsibilities include:

- ☐ Answering phones and assisting in receiving and providing consistent information to callers.
- ☐ Providing for the safety of essential school records and documents.
- ☐ Executing assignments as directed by the Incident Commander.
- ☐ Providing assistance to the principal.
- ☐ Assist with documentation of the incident.
- ☐ Monitoring radio emergency broadcasts.
- ☐ Assisting with health incidents as needed, acting as messengers, etc.

#### **Food Service/Cafeteria Workers**

Responsibilities include:

- ☐ Using, preparing, and serving food and water on a rationed basis when the feeding of students and staff becomes necessary during an incident.
- ☐ Executing assignments as directed by the Incident Commander.

#### **Bus Drivers/Transportation Personnel**

Responsibilities include:

- ☐ Supervising the care of students if disaster occurs while students are on a bus.
- ☐ Transferring students to new location when directed.
- ☐ Executing assignments as directed by the Incident Commander.
- ☐ Transporting individuals in need of medical attention.

#### **Other Staff (e.g., Itinerant Staff, Substitute Teachers)**

- ☐ Responsibilities include reporting to the Incident Commander for assignments, if requested to do so.

#### **Students**

Responsibilities include:

- ☐ Cooperating during emergency drills and exercises and during an incident.
- ☐ Learning to be responsible for themselves and others in an incident.
- ☐ Understanding the importance of not being a bystander by reporting situations of concern.
- ☐ Developing an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- ☐ Taking an active part in school incident response/recovery activities, as age appropriate.

#### **Parents/Guardians**

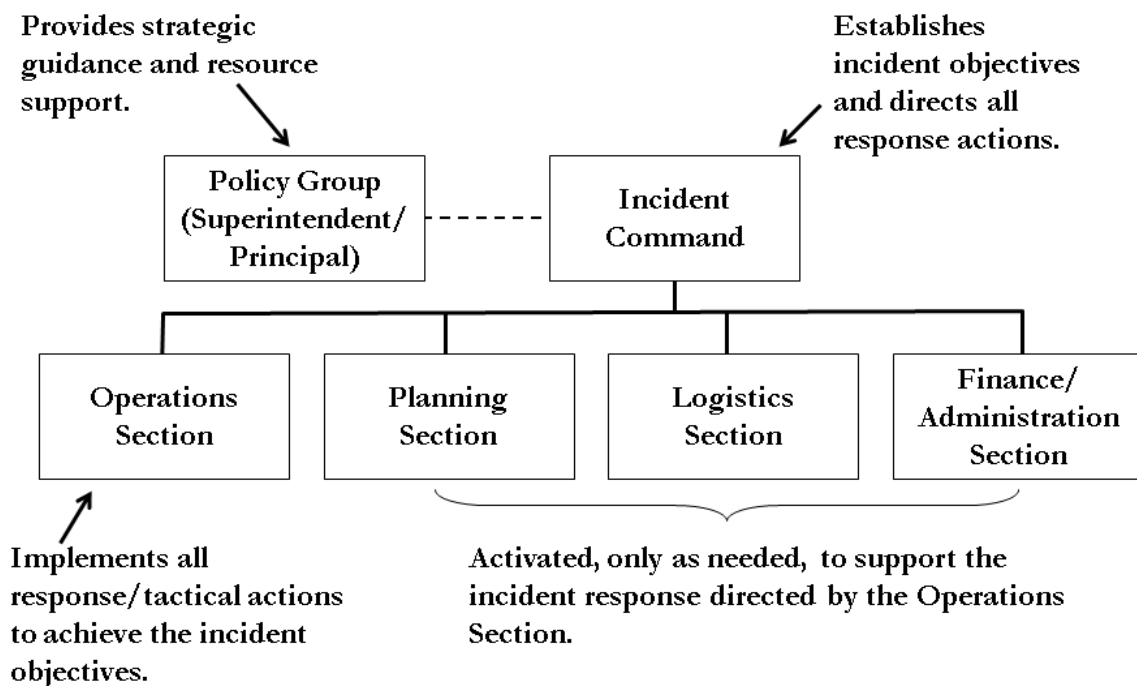
Responsibilities include:

- ☐ Encouraging and supporting school safety, violence prevention and incident preparedness programs within the school.
- ☐ Participating in volunteer service projects for promoting school incident preparedness.
- ☐ Providing the school with requested information concerning the incident, early and late dismissals, and other related release information.
- ☐ Practicing incident management preparedness in the home to reinforce school training and ensure family safety.
- ☐ Understanding their roles during a school emergency

#### **IV. DIRECTION, CONTROL, AND COORDINATION**

##### **A. School Incident Command System**

A school's command system can be used to manage emergency incidents or nonemergency events such as graduations, athletic events, or celebrations. The system is flexible to meet the school's needs. See Figure 1 on next page



Staff are assigned to serve within the ICS based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification. The School ICS is organized into the following functional areas:

## 1. School Incident Commander (IC)

Directs tactical on-scene operations until/unless a coordinated incident command system (ICS) is established with local authorities. In complex incidents, a Policy/Coordination Group may be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- ☐ Support the on-scene Incident Commander.
- ☐ Provide policy and strategic guidance.
- ☐ Help ensure that adequate resources are available.
- ☐ Identify and resolve issues common to all organizations.
- ☐ Keep elected officials and other executives informed of the situation and decisions.
- ☐ Provide factual information, both internally and externally.
- ☐ See Part V of this plan on Communications for additional information related to role/responsibility of an information officer.

The School building Principal/designee and/or School Incident Commander will keep the Policy/Coordination Group informed.

## 2. Operations Section

When activated, the Operations Section coordinates all tactical operations including implementation of response/recovery activities according to procedures and protocols established by [name of School] in an incident action plan. Procedures and protocols will address care of students, first-aid, crisis intervention, search and rescue, site security, damage assessment, evacuations and the release of students to parents. Specific responsibilities include:

- ☐ Analyzing school staffing to develop a Family Reunification Plan, and implementation.
- ☐ Monitoring site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shutting them off only if danger exists or if directed by the Incident Commander and assisting in securing facility.
- ☐ Establishing medical triage with staff trained in first-aid and CPR, providing and overseeing care given to injured persons, distributing supplies and requesting additional supplies.

- ☐ Providing and accessing psychological first-aid services for those in need and accessing local/regional providers for ongoing crisis counseling for students, staff and parents.
- ☐ Coordinating the rationed distribution of food and water, establishing secondary toilet facilities in the event of water or plumbing failure and requesting needed supplies.
- ☐ Documenting all activities.

See Table 2 on the next page for the types of Strike Teams that may be established within the Operations Section.

Table 2 - OPERATIONS SECTION TEAMS

**Search & Rescue Teams** search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them).

**Search and Rescue Teams** are also responsible for:

- ☐ Identifying and marking unsafe areas.
- ☐ Conducting initial damage assessment.
- ☐ Obtaining injury and missing student reports from teachers

**First-Aid Teams** provide triage, treatment, and psychological first-aid services. First-Aid Teams are responsible for:

- ☐ Setting up first-aid area for students.
- ☐ Assessing and treating injuries.
- ☐ Completing master injury report.

**Evacuation/Shelter/Care Team.** Evacuation, shelter and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs and providing for food and water. This team is responsible for:

- ☐ Accounting for the whereabouts of all students, staff and volunteers.
- ☐ Setting up a secure assembly area.
- ☐ Managing sheltering and sanitation operations.
- ☐ Managing student feeding and hydration.
- ☐ Coordinating with the Student Release Team.
- ☐ Coordinating with the Logistics Section to secure the needed space and supplies.

**Facility & Security Response Team** is responsible for:

- ☐ Locating all utilities and turning them off, if necessary.
- ☐ Securing and isolating fire/HazMat.
- ☐ Assessing and notifying officials of fire/HazMat.
- ☐ Conducting perimeter control.
- ☐ Coordinating with the Logistics Section to secure the needed space and supplies.

**Crisis Intervention Team** is responsible for:

- ☐ Assessing need for onsite mental health support.
- ☐ Determining need for outside agency assistance.
- ☐ Providing onsite intervention /counseling resources.
- ☐ Monitoring well-being of School Incident Command Team, staff and students and reporting all findings to the Operations Section Chief.

**Student Release/Reunification Team.** Responsible for getting students reunited with their parents or guardians in an efficient and orderly manner. This can be an enormous challenge and takes a lot of planning. This team is responsible for:

- ☐ Setting up secure reunion area.
- ☐ Checking student emergency cards for authorized releases and completing release logs.
- ☐ Coordinating information officers on internal and external communications and messages.

### 3. Planning Section

When activated, the Planning Section is responsible for collecting, evaluating and disseminating information needed to measure the size, scope and seriousness of an incident and planning appropriate incident management activities. Duties may include:

- ☐ Assisting the Incident Commander in the collection and evaluation of information about an incident as it develops, assisting with ongoing planning efforts and maintaining the incident time log.
- ☐ Documenting all activities.

### 4. Logistics Section

When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident. Additional responsibilities include:

- ☐ Establishing and overseeing communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and developing a telephone tree for after-hours communication.
- ☐ Establishing and maintaining school and classroom first-aid kits, coordinating access to and distribution of supplies during an incident and monitoring inventory of supplies and equipment.
- ☐ Documenting all activities.

### 5. Finance/Administration Section

When activated, the Finance/Administration Section oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident. Additional duties may include:

- ☐ Assuming responsibility for overall documentation and recordkeeping activities; when possible, photographing or videotaping damage to property.
- ☐ Developing a system to monitor and track expenses and financial losses and secure all records.

School and school district management offices may assume responsibility for these functions and perform these duties off-site.

Remember that staff are assigned to serve within the School Incident Command System (ICS) based on their expertise and training and the needs of the incident. Roles should be pre-assigned based on training and qualification.

Table 3 provides example titles for specific roles within the individual school campus ICS. This Table can be completed for each of the various hazards in the annexes of this plan with specific staff assigned to each role along with emergency contact information. Each of these assignments are maintained with other important plan documents. These documents will be stored in Google Cloud and each administrator's (and other key staff) cell phone. A hard copy will also be kept at each site.

The same chart will be developed at the district level for a district-wide or long-term complex incident. Roles will be assigned and agreed upon in advance and updated as needed.

Table 3 - SCHOOL INCIDENT COMMAND SYSTEM

Please include current contact information for every person listed on this chart

<p><u>Principal of Designee</u>  <b>School Incident Commander</b>          1. <u>Assistant Principal</u> _____ 2. _____          Alternative School Commanders</p>			
<p style="text-align: center;"><b>PIO</b>  <u>Assistant Principal</u>          Alternatives          1. _____ 2. _____          Responsible public information</p>	<p style="text-align: center;"><b>Policy Group</b>          1. Superintendent          2. School Board          3. School Attorney or Communications Director          Support Incident Commander, provide guidance on policy, help resolve issues, find resources, assist with communications</p>	<p style="text-align: center;"><b>Safety Officer</b>  <u>Assistant Principal</u>          Alternatives          1. _____ 2. _____          Responsible for overall safety of incident</p>	
<p style="text-align: center;"><b>Operations</b>  <u>Assistant Principal</u>          Alternatives          1. _____          2. _____          Handle all emergency response jobs, including taking care of students as well as handling the challenges of the emergency.</p>	<p style="text-align: center;"><b>Planning</b>  <u>Assistant Principal</u>          Alternates          1. <u>Admin. Assistant</u>          2. _____          Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response and managing the large site map at the Command Post.</p>	<p style="text-align: center;"><b>Logistics</b>  <u>Chief Custodian</u>          Alternates          1. _____          2. _____          Manages personnel, supplies and equipment During a response, the Logistics Team is responsible for handing out supplies, equipment and deploying unassigned people for work.</p>	<p style="text-align: center;"><b>Finance &amp; Administration</b>  <u>Budget/Finance Director</u>          Alternates          1. _____          2. _____          Responsible for buying materials and keeping financial records of expenditures and employee hours</p>

Table 3 - SCHOOL ICS with type ready fields

Please include current contact information for every person listed on this chart

<p><u>Principal or Designee</u> Click or tap here to enter text.</p> <p><b>School Incident Commander</b></p> <p>1. <u>Assistant Principal</u> Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Alternative School Commanders</p>			
<p><b>Safety Officer</b></p> <p><u>Assistant Principal</u> Click or tap here to enter text.</p> <p>Alternatives</p> <p>1. Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Responsible for overall safety of incident</p>		<p><b>PIO</b></p> <p><u>Assistant Principal</u> Click or tap here to enter text.</p> <p>Alternatives</p> <p>1. Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Responsible for public information</p>	
		<p><b>Policy Group</b></p> <p>1. Superintendent</p> <p>2. School Board</p> <p>3. School Attorney or Communications Director</p> <p>Support Incident Commander, provide guidance on policy, help resolve issues, find resources, assist with communications</p>	
<p><b>Operations</b></p> <p><u>Assistant Principal</u></p> <p>Alternatives</p> <p>1. Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Handle all emergency response jobs, including taking care of students as well as handling the challenges of the emergency.</p>	<p><b>Planning</b></p> <p><u>Assistant Principal</u></p> <p>Alternates</p> <p>1. Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response and managing the large site map at the Command Post.</p>	<p><b>Logistics</b></p> <p><u>Chief Custodian</u></p> <p>Alternates</p> <p>1. Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Manages personnel, supplies and equipment During a response, the Logistics Team is responsible for handing out supplies, equipment and deploying unassigned people for work.</p>	<p><b>Finance &amp; Administration</b></p> <p><u>Finance Director</u></p> <p>Alternates</p> <p>1. Click or tap here to enter text. 2. Click or tap here to enter text.</p> <p>Responsible for buying materials and keeping financial records of expenditures and employee hours</p>

## **V. COMMUNICATIONS**

Communication is a critical part of incident management. This section outlines Browning Public School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

The School EOP must include procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community, and the media. Templates for statements/press releases to the media, and a detailed communications plan, including standard procedures and protocols should be developed and made available in advance of an incident.

Templates for statements/ press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the district PIO and stored in Google Cloud and each administrator's (and other key staff) cell phone. A hard copy will also be kept at the main office of each site as part of this EOP.

### **A. Communication Between School and with Law Enforcement and Emergency Responders**

BPS will use phones to contact and maintain communications with law enforcement and other emergency responders during an incident. When interoperable radios, like those currently on loan from Blackfeet DES) are available they may also be used. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander use phone, computer, or written note to notify the principal/designee of the school's status/needs. Browning Public Schools and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

### **B. Internal Communications**

BPS has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- ☐ Help create the policies and plans for communicating emergency information internally and to the public.
- ☐ Follow the communications policies and procedures established by BPS.
- ☐ Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- ☐ Develop materials for use in media briefings. Act as the contact for emergency

responders and assist in coordination of media communications.

### **1. Communication Between School Officials and Staff Members**

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- ☐ Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal/designee, who contacts the members of the School Incident Command Team. Team members then in turn will contact groups of staff (teachers, administrators and support staff).
- ☐ Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident. This system will be tested in the fall to make sure that all staff receive it.
- ☐ Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- ☐ End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

## **C. External Communications**

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from BPS about the incident, what is being done and the safety of the children and staff. This may be done by each campus and augmented by the District administration.

### **1. Communication with Parents**

Before an incident occurs, each school campus will:

- ☐ Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- ☐ Inform parents about the School's EOP, its purpose, and its objectives, although detailed response tactics should not be shared if they will impede the safe response to an incident.
- ☐ Information will be included by schools in a variety of ways. (Student/Parent

Handbooks, local newspaper, school newsletter, presentation delivered at Back-to-School event, etc.).

- ☐ Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.

In the event of an incident, BPS/ each school campus will:

- ☐ Disseminate information [identify means such as via text messages, e-mail, radio announcements, hot-line, etc.] to inform parents about what is known to have happened.
- ☐ Implement a plan to manage phone calls and parents who arrive at school.
- ☐ Describe how the school and school district are handling the situation.
- ☐ Provide information regarding possible reactions of their children and ways to talk with them.
- ☐ Provide a phone number, Web site address, Google voice number, or recorded hotline where parents can receive updated incident information.
- ☐ Inform parents and students when and where school will resume.

After an incident, each school campus administrator will schedule and attend an open question-and-answer meeting for parents as soon as possible.

## **2. Communication with the Media**

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the school public information officer and/or participate in a joint information effort to:

- ☐ Establish a media site and reception area away from the school and any established Incident Command Post.
- ☐ Provide regular updates to media and school community.
- ☐ Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- ☐ Monitor release of information and correct misinformation. Coordinate messages with the principal/designee

All BPS employees are to refer all requests for information and questions to the designated Public Information Officer [or joint informational personnel]

### 3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, BPS will:

- ☐ Provide appropriate information to internal groups, including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- ☐ Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- ☐ Designate and brief personnel answering calls to help control misinformation.
- ☐ Conduct briefings for community representatives directly associated with the school.
- ☐ Enlist the help of the media to provide frequent updates to the public, especially to provide accurate information where rumors need to be dispelled.

After the immediate incident response period, BPS will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

#### D. Communication Tools

Some common internal and external communication tools that BPS uses, include the following:

- ☐ Standard telephone: BPS has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with emergency responders and others.
- ☐ Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to school personnel en route to or from a site.
- ☐ Intercom systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- ☐ Bullhorns and megaphones: A battery-powered bullhorn to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- ☐ Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- ☐ Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for

staff, other schools in an affected area and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the home page of the school and district Web site.

- ☐ Fax machines: Possible uses include off-site access to receive and send critical information concerning students and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, release forms and authorizations.
- ☐ Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- ☐ Whistles: Whistles may be provided to staff in order to signal a need for immediate attention or assistance.

## **VI. RECOVERY AFTER AN INCIDENT**

After the safety and status of staff and students have been assured and emergency conditions have abated following an incident, staff, teachers and school officials will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

Campus and the BPS will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- ☐ Conduct a comprehensive assessment of the physical and operational recovery needs. Assess physical security, data access and all other critical services (e.g., plumbing, electrical).
- ☐ Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged. Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- ☐ Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- ☐ Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ☐ Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility,

equipment and personnel issues or resources that will facilitate the resumption of classes.

- ☐ Educate school personnel, students and parents on available crisis counseling services.
- ☐ Establish absentee policies for teachers/students after an incident.
- ☐ Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- ☐ Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele group tutoring, etc.
- ☐ Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- ☐ Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## **VII. ADMINISTRATION, FINANCE AND LOGISTICS**

### **A. Agreements and Contracts**

If school resources prove to be inadequate during an incident, BPS will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, temporary relocation/reunification site and/or personnel. All agreements entered into by authorized school officials will be in writing. All pre-negotiated agreements and contracts are kept: hard copy in main the office and electronically in Google Drive.

### **B. Recordkeeping**

#### **1. Administrative Controls**

BPS is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with established local fiscal policies and standard cost accounting procedures.

#### **2. Activity Logs**

Staff assigned within the School ICS will maintain accurate logs recording key incident

management activities, including:

- ☐ Activation or deactivation of incident policies, procedures and resources.
- ☐ Significant changes in the incident situation.
- ☐ Major commitments of resources or requests for additional resources from external sources. Issuance of protective action recommendations to the staff and students.
- ☐ Evacuations.
- ☐ Casualties.
- ☐ Containment or termination of the incident.

### **C. Incident Costs**

School ICS Finance and Administration staff are responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets. The detailed records of costs for incident management and operations include:

- ☐ Personnel costs, especially overtime costs.
- ☐ Equipment operations costs.
- ☐ Costs for leased or rented equipment.
- ☐ Costs for contract services to support incident management operations.
- ☐ Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers, or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

### **D. Preservation of Records**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water. Essential records should be protected and are maintained hard copy and/or electronic in main office and/or some other safe and readily available place,

## **VIII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION**

### **A. Approval and Dissemination of the Plan**

In developing the safety plan for each building, the board or governing authority must involve community law enforcement, fire, and safety officials, parents of students who are assigned to the building and teachers and nonteaching employees who are assigned to the building. The safety plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

### **B. Record of Distribution**

Copies the school safety and floor plans will be distributed to emergency organizations with a role in responding to an incident. A record of distribution will be kept as proof that organizations have acknowledged their receipt, review and/or acceptance of the plan. School administrators will record the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery and the number of copies delivered. This record is kept hard copy in main administrative office.

School Safety Planning documents should not be shared with those who do not have a need to know the details of the plan unless all sensitive, security-related information has been properly redacted. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

### **C. Review and Updates to the Plan**

The School Board shall update the comprehensive safety plan at least once every three years and the floor plans whenever a major modification to the building requires changes in the procedures outlined in the plan. Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change and the name of the person who made the change.

To ensure timely updates to the School EOP, the school board has established a schedule for an annual review of planning documents. The basic plan and its annexes will be reviewed at least once per year by school officials and local emergency management agencies and others deemed appropriate by school administration. This will be completed by August, prior to the start of the school academic year.

The School EOP will be updated based upon changes in information; deficiencies identified during incident management activities and exercises; and when changes in threat hazards, resources and capabilities or school structure occur. Whenever the School EOP is updated, an updated copy shall be distributed in accordance with the guidelines stated above.

## D. Training and Exercising the Plan

BPS understands the importance of training, drills, and table top exercises in maintaining and planning for an incident. To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur. School officials will coordinate training efforts with guidance from the district Emergency Manager, Blackfeet and Glacier County DES.

Basic training and refresher training sessions will be conducted annually for appropriate school personnel in coordination with local fire, law enforcement and emergency managers. School EOP training includes:

- ☐ Hazard and incident awareness and response procedures training all staff.
- ☐ Orientation to the School EOP provided to administrators and those with a role in response.
- ☐ First-aid and CPR for building operation teams, club sponsors, bus drivers, Special Education personnel, and coaches.
- ☐ CISM Critical Incident Stress Management and Mental Health First Aid
- ☐ Team training to address specific incident response or recovery activities such as Family Reunification.
- ☐ Two online FEMA courses: ICS 100 and IS-700 to be taken, with documentation, by administrators and those assigned duties in response. These may be offered as workshops. Both courses are available for free at FEMA's Emergency Management Institute: <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>

Additional training will include drills and tabletop exercises. Drills will be conducted once a month at each campus, based on the annexes in the EOP. Exercises will occur once a year. Records of the training provided including date(s), type of training, and participant roster will be maintained and are located in the main office of each campus. Each drill and incident will be debriefed with participants with the goal of improving the EOP, Building Site Plan, and the response. Recommendations for any changes will be addressed. A copy will be sent to Facilities at the administration and the District Emergency Manager. . Approved parent volunteers and community members will may also be incorporated into larger training efforts.

All BPS staff members are encouraged to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the

situation will enable school staff to do their jobs more effectively.

## Authorities and References

- Homeland Security Act of 2002, PL 107-296 (Nov. 25, 2002). ☐
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288. ☐
- NIMS, Department of Homeland Security, FEMA: <http://www.fema.gov/national-incident-management-system>.
- NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) an Introduction:  
<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-700.a>. Homeland Security Presidential Directive No. 5 (2003)
- FEMA: IS-100 Introduction to Incident Command System:
- FEMA All-Hazards Training Document:  
<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/assets/SamplePlan.pdf>
- FFEMA Sample School Emergency Plan
- School Safety/Emergency Operations Plan Ohio
- E/L361 and G364: Multi-hazard Emergency Planning for Schools
- REMS Readiness and Emergency Management for Schools
- Address for ICS FORMS BOOKLET FEMA 502-2 with type ready fields  
<https://training.fema.gov/icsresource/icsforms.aspx>
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MONTANA CODE ANNOTATED 2015

**20-1-401. Disaster drills to be conducted regularly -- districts to identify disaster risks and adopt school safety plan.** (1) As used in this part, "disaster" means the occurrence or imminent threat of damage, injury, or loss of life or property. Disaster drills must be conducted regularly in accordance with this part.

(2) A board of trustees shall identify the local hazards that exist within the boundaries of its school district and design and incorporate drills in its school safety plan or emergency operations plan to address those hazards.

(3) A board of trustees shall adopt a school safety plan or emergency operations plan that addresses issues of school safety relating to school buildings and facilities, communications systems, and school grounds with the input from the local community and that addresses coordination on issues of school safety, if any, with the county interdisciplinary child information and school safety team provided for in 52-2-211. The trustees shall certify to the office of public instruction that a school safety plan or emergency operations plan has been adopted. The trustees shall review the school safety plan or emergency operations plan periodically and update the plan as determined necessary by the trustees based on changing circumstances pertaining to school safety. Once the trustees have made the certification to the office of public instruction, the trustees may transfer funds pursuant to 20-9-236 to make improvements to school safety and security.

**History:** En. 75-8308.1 by Sec. 1, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.1; amd. Sec. 1, Ch. 423, L. 1997; amd. Sec. 2, Ch. 364, L. 2013; amd. Sec. 1, Ch. 323, L. 2015.

**20-1-402. Number of disaster drills required -- time of drills to vary.** There must be at least eight disaster drills a year in a school. Drills must be held at different hours of the day or evening to avoid distinction between drills and actual disasters.

**History:** En. Sec. 2, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.2; amd. Sec. 2, Ch. 423, L. 1997; amd. Sec. 3, Ch. 364, L. 2013.

**20-1-404. Drill to sound on disaster evacuation system -- recall signal to be distinct -- control of signal.** (1) If a disaster drill is signaled, the signal must be sounded on the disaster alarm system and not on the signal system used to dismiss classes.

(2) The recall signal must be separate and distinct from any other signal. The recall signal may be given by distinctive colored flags or banners. If the recall signal is electrical, the push buttons or other controls must be kept under lock and the key kept in the possession of the principal or some other designated person in order to prevent a recall at a time when there is a disaster. Regardless of the method of recall, the means of giving the signal must be kept under lock.

**History:** En. Sec. 4, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.4; amd. Sec. 3, Ch. 423, L. 1997.

**20-1-405. Fire department to be called for actual fire.** Whenever any of the school authorities determine that an actual fire exists, they shall immediately call the local fire department using the public fire alarm system or such other facilities as are available.

**History:** En. Sec. 5, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.5.

**20-1-407. Inspection of exits -- cooperation with local authorities having jurisdiction in drills.** It is the duty of the school authorities to inspect all exit facilities periodically in order to make sure that all stairways, doors, and other exits are in proper condition. School authorities shall cooperate with the local authorities having jurisdiction in conducting disaster drills.

**History:** En. Sec. 7, Ch. 424, L. 1973; R.C.M. 1947, 75-8308.7; amd. Sec. 4, Ch. 423, L. 1997.

## Glossary

**Annex:** An attachment to an Emergency Operations Plan that establishes the framework for a specific type of operational response, such as hazardous materials or technical rescue, or a specific type of support function, such as Crisis Communications or Humanitarian Assistance. Although part of a larger plan, an annex is usually written so that it can be extracted and issued as a stand-alone instruction or procedure.

**Appendix:** An attachment to a plan or annex that provides amplifying or supporting information, such as contact lists or technical specifications.

**Assembly Area:** A pre-designated area outside and a safe distance away from evacuated buildings at which evacuated persons gather, are accounted for, and receive any necessary information or instructions.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel and/or facilities. Hazards include, but are not limited to, natural, technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property.

**Incident Command System (ICS):** The response infrastructure designed under the National Incident Management System (NIMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for transfer or command and backup of resources.

**Incident Commander:** The individual responsible for overall policy, direction and coordination of the emergency response effort. Usually this will be the local emergency official on site who has legal jurisdiction over the incident.

**Keyholder:** The school should identify the individual with access to keys to all parts of the school facility in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency.

**Lockdown:** The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

**National Incident Management System (NIMS):** A set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

**School Decision Maker:** The school should identify the individual at the building level, usually the principal, who is authorized to make decisions for the school in the event of a critical incident or hazard. This individual should be reachable at the telephone number listed in the event of an emergency. The School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

**School Incident Commander:** The school official who has been designated by the School Decision Maker, if not the same, who is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident. The School Incident Commander will usually continue to operate within the overall ICS structure.

**Secondary/ Alternative School Decision Maker:** The school should identify a secondary individual who is authorized to make decisions for the school in the event that the primary school decision maker is not available during an emergency situation. This individual should be reachable at the telephone number listed in the event of an emergency. The Secondary School Decision Maker may or may not serve as the Incident Commander during a critical incident or emergency.

**Unified Command:** a team effort process, allowing all agencies with geographical or functional responsibility for an incident, to assign an Incident Commander to a Unified Command organization. It establishes a common objectives and strategies without losing or giving up agency authority, responsibility or accountability.

## **FUNCTIONAL ANNEXES**

Functional protocols are common procedures that may be implemented along with procedures of hazard-and-threat specific protocols when needed to respond to an emergency. For example, evacuation procedures are implemented along with procedures of a more specific fire protocol. Reverse evacuation procedures may be instituted along with procedures activated for a hazardous materials spill that occurs outside of the school building. Each functional protocol describes the purpose and responsibilities for that function. Schools should customize these functional protocols to fit their unique circumstances. A risk assessment conducted with local emergency and safety officials will assist in development of effective procedures and protocols.

All functional annexes should address:

- ☐ Situations under which the procedures should be used. Who has the authority to activate the procedures?
- ☐ Specific actions to be taken when the procedures are implemented.

To implement functional procedures:

- ☐ All staff and students should undergo training and participate in drills.
- ☐ Staff and bus drivers assigned to work with special needs students should undergo in depth training and drills.
- ☐ Emergency response personnel should review, provide input and assist in training and drills on the use of these procedures. This will help evaluate the appropriateness of the procedures in the plan and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

Functional Annexes do not repeat but build upon the information, guidance and processes/procedures within the basic School EOP.

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## **CONTINUITY OF OPERATIONS PLAN (COOP)**

### **I. PURPOSE**

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. COOP is critical to safety planning and a good business practice. The plan should anticipate a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

### **II. RESPONSIBILITIES**

Delegation of authority and management responsibilities should be determined by School officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions.

Designated school personnel, in conjunction with the Principal/School Decision-Maker, will perform the essential functions listed in Table 1 on next page.

Table 4. Essential Functions Performed by COOP Personnel

Principal or Superintendent	<ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>• Disseminate information internally to students and staff.</li> <li>• Communicate with parents, media, and the larger school community.</li> <li>• Identify a line of succession, including who is responsible for restoring business functions for school.</li> </ul>
Principal/Assistant Principal and/or Department Heads	<ul style="list-style-type: none"> <li>• Ensure systems are in place for rapid contract execution after an incident.</li> <li>• Identify relocation areas for classrooms and administrative operations.</li> <li>• Create a system for registering students (out of district or into alternative schools).</li> <li>• Brief and train staff regarding their additional responsibilities.</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>• Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>• Reevaluate the curriculum.</li> </ul>
Custodians/Maintenance Personnel	<ul style="list-style-type: none"> <li>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>• Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).</li> </ul>
School Secretary/Office Staff	<ul style="list-style-type: none"> <li>• Maintain inventory.</li> <li>• Maintain essential records (and copies of records) including school's insurance policy.</li> <li>• Ensure redundancy of records (records are kept at a different physical location).</li> <li>• Secure classroom equipment, books, and materials.</li> <li>• Restore administrative and record-keeping functions such as payroll, accounting and personnel records.</li> <li>• Retrieve, collect, and maintain personnel data.</li> <li>• Provide account payable and cash management services.</li> </ul>
Counselors, Social Workers, and School Nurses/Health Assistants	<ul style="list-style-type: none"> <li>• Establish academic and support services for students and staff/faculty.</li> <li>• Implement additional response and recovery activities according to established protocols.</li> </ul>
Food Service/Cafeteria/ Bus Drivers	<ul style="list-style-type: none"> <li>• Determine how transportation and food services will resume.</li> </ul>

### **III. SPECIFIC PROCEDURES**

#### **A. Activation and Relocation**

The Principal/School Decision-Maker will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal/School Decision-Maker will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The district office will be notified and provided information and details regarding a relocation of operations.

#### **B. Alert, Notification, and Implementation Process**

The Principal/School Decision-Maker will activate the School EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

#### **C. Relocation Sites**

The Principal/School Decision-Maker will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

#### **D. Alternate Facilities**

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be located at Browning High School. For a longer term relocation of operations and essential functions, the alternative facilities may be Browning Middle School or Babb School.

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for

compatibility with school's backup data.

#### **E. Interoperable Communications/Backup Sites**

As noted above, Browning High School, Browning Middle School or Babb will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, alternative relocation sites have been identified as noted above. **Include specific information about the infrastructure capacities and capabilities of the alternative sites**

**At alternative site: the lines and services for telephones and computers are maintained, protected, and backed up offsite by the district office. The hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power.** ~~The main computer room housing the servers is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners, and temperature controls.~~

#### **F. Vital Records and Retention File**

Vital records are archived and/or retained on backup data systems stored in school vaults at teach campus and the central administration. More recent vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

#### **G. Human Capital Management**

School personnel responsible for essential functions should be cross-trained to ensure effective implementation of COOP procedures:

- ☐ All COOP designated personnel as well as senior staff will undergo annual training on executing COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training should include specific protocols for identifying and assisting employees with disabilities. Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite

backup system data and IT operating systems.

- ☐ All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts.

#### **H. Reconstitution**

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- ☐ Inform staff that the threat or incident no longer exists, and provide instructions for the resumption of normal operations.
- ☐ Supervise an orderly return to the school building.
- ☐ Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

## **DROP, COVER AND HOLD**

### **I. PURPOSE**

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

### **II. RESPONSIBILITIES**

Designated staff members, including teachers and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

### **III. PROCEDURES**

#### **A. Indoor Procedure**

When indoors, students/staff should:

- ☐ Drop to the floor.
- ☐ Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- ☐ Hold on to the table or desk until directed to stop.
- ☐ When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

#### **B. Outdoor Procedure**

- ☐ When outdoors, students/staff should:
- ☐ Move away from buildings, streetlights and utility wires.
- ☐ Drop to the ground.
- ☐ Cover their face and head with their arms.
- ☐ When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

#### **C. Moving Vehicle Procedure**

- ☐ When in a moving vehicle, drivers/staff should:
- ☐ Stop as quickly as safety permits.
- ☐ Instruct all students/staff to stay in the vehicle.
- ☐ When it is safe to do so, proceed cautiously or evacuate the vehicle.

DRAFT

## **EVACUATION**

### **I. PURPOSE**

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger (playground, football stadium, or off-site location in the community).

### **II. RESPONSIBILITIES**

#### **A. School Incident Commander/Principal**

- ☐ Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school has been evacuated.
- ☐ Notify appropriate district staff that an evacuation of the school has occurred.
- ☐ Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE ATTENDANCE AT THE ASSEMBLY AREA.

- ☐ Determine evacuation routes based on location of the incident and type of emergency.
- ☐ Communicate changes in evacuation routes based on location and type of emergency.
- ☐ Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.
- ☐ Monitor the situation and provide updates and additional instructions as needed.
- ☐ During inclement weather, consider requesting buses for sheltering students.
- ☐ Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

#### **B. Teachers/Staff**

- ☐ Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Principal. Emergency exit routes should be diagramed on the school floor plan drawing posted near the light switch inside each room.
- ☐ Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and

communicated by the School Incident Commander/Principal at the time of the emergency and the evacuation.

- ☐ Help those needing special assistance.
- ☐ Do not lock classroom doors when leaving, close door and turn off lights.
- ☐ Do not stop for student or staff belongings.
- ☐ Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- ☐ Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- ☐ Go to designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- ☐ When outside the building or inside the building evacuation location, check for injuries.
- ☐ Account for all students. Immediately report any missing or injured students to the School Incident Commander/Principal.
- ☐ Wait for additional instructions.

### **C. Office Staff**

- ☐ Take visitor log and student sign out sheet to evacuation assembly area.
- ☐ Gather headcount information from teachers and inform the School Incident Commander/Principal of any missing students or staff.

## REUNIFICATION

### I. PURPOSE

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

#### Introduction

The nation has experienced high profile acts of school violence as well as natural disasters and the everyday types of crisis. Browning Public Schools is not immune. Crisis recovery starts with the crisis, not after. Reunification is the first step in that recovery.

One critical aspect of crisis response is an accountable reunification of students with their parents or guardians in the event a controlled release is necessary. A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse emotion escalating at the site.

The core concept of the Standard Reunification Method (SRM) rests on accountability achieved through a process based on managing the physical location of students, staff and of incoming parents. The process also uses perforated cards. These cards are completed by parents or guardians at the reunification site. The cards are separated at the perforation, and a reunifier retrieves the child.

#### Objectives

The objective of this plan is to train and mobilize a district reunification team and implement tangible, on-site and off-site reunification plans. A further objective is creating or strengthening partnerships with first responder agencies – police, fire, and medical.

During this process, a core philosophy is essential:

*Cops own the crime.*

*Fire owns the flames.*

*Schools own the kids.*

*Paramedics own the patient.*

Additionally, performing a successful reunification is much more likely when drills are conducted in advance of an incident. Tabletop exercises and live exercises should be scheduled and performed.

#### The Basic Reunification Process

These are the steps in a comprehensive district plan.

- Establish a parent check-in location.

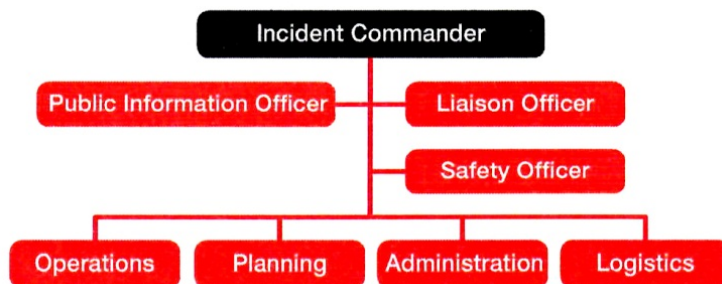
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers student from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- Successful reunification is about managing the student and parent experience.

### Reunification Cards

Access to data may not always be available. The Reunification Card’s primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. The card is perforated and gives parents a sense of progress as they go through the process. The master copy of the card is in the appendices of this plan.

### Incident Command structure

The school’s EOP will be activated to provide direction during an incident utilizing the ICS. The District will implement principles of Unified Command when more than one agency has jurisdiction over aspects during an emergency situation. All members of the Reunification Team should complete FEMA’s IS-100 SCA Introduction to Incident Management for Schools which will explain the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.



The first step in incident management is defining the priorities, objectives, strategies and tactics that will be used during the event. While every incident will be unique, there are considerations that can be addressed in advance.

**Priorities:**

- Student and staff safety and well being.
- Student and staff whereabouts and condition.
- Starting the recovery process.

**Objectives:**

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

**Strategies:**

- The Standard Reunification Method

**Tactics:**

- Tactics will vary based on the event and the environment.

It is important to recognize that if students have been transported to a separate reunification site, a second command structure will be set up there as well. It may be labeled as a division under Unified Command and will need resources from first responders, but a command structure will need to be established to manage the reunification process, separate from the initial incident.

**Joint Information Center and Social Media Team**

The Joint Information Center (JIC) can be located at the BPS Administration. If possible, Public Information Officers (PIO) from departments or agencies and the district PIO should be physically together with the Social Media Team. Public information Officers gather to share and release information when directed by the lead PIO. Media reporting to the incident should be directed to the JIC.

An essential role in the JIC is the Social Media Team. The team should have a couple of people monitoring social media outlets, and when directed by the lead PIO, releasing any information to social media outlets.

Each school will develop a Reunification plan at their site. This plan will not only work for a controlled release of their own students but can be put in service if another school needs to use their site for reunification.

- Local site floor plan with overlay of the reunification staging, refer to the “Staging the Reunification Site” School floor plan annex of this plan.
- Primary walking evacuation site floor plan
- Primary walking evacuation routes with emergency services routes
- Secondary walking evacuation site floor plan
- Secondary walking evacuation routes with emergency services routes

## **TWO TEAMS: TRANSPORT AND REUNIFICATION**

With an offsite reunification, the district reunification team will deploy to the reunification site. Other responsibilities need to be managed at the impacted school. Regardless of criminal activity, law enforcement resources will be required.

There are two teams the district must field for an offsite reunification. The team at the impacted school facilitates transport and initiates accountability processing.

The reunification team deploys to the reunification site for staging and ultimately student/parent reunification, and return transportation of teachers and staff.

### **Impacted School: Transport Team**

The team at the impacted school has these priorities:

- ☐ Assemble a master student roster, teacher roster, and guest roster
- ☐ Identify and notify reunification site
- ☐ Provide safe transport of students and staff to reunification site
- ☐ If there are injuries, additional district personnel assign to the receiving care facilities.

### **Law Enforcement Support**

At the impacted site, law enforcement (LE) support may be necessary. Some assignments may include:

- ☐ Traffic Control
- ☐ Crowd Control
- ☐ ID Verification
- ☐ Perimeter Control
- ☐ Security
- ☐ Liaison

In the event of criminal activity, LE will typically take the lead in Unified Command.

At the secure assembly area, LE may search students and staff. One important consideration for law enforcement is, if possible, perform the search of students out of sight of the media.

### **Transportation Operational roles and Duties**

The following list outlines the roles and duties of the Transportation Team. For detailed tasks see the Job Action Sheets in the appendices.. Badges and duty sheets are in the appendices of this plan/Reunification Operation Kit (ROK).

**Transport Incident Commander** Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy, reunification of students with parents.

**Public Information Officer** Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages

**Social Media Team** Monitor social media. Use FaceBook or Twitter to communicate with parents and press, if appropriate.

**Safety Officer** Observe site and remedy safety concerns.

**Liaison Officer** Communicate with Fire, Medical or Law Enforcement.

**Operations Chief** Establish and manage operational staff.

**Planning Chief** Establish and manage planning staff.

**Finance/Administration Chief** Establish and manage administrative staff.

**Logistics Chief** Establish and manage logistical staff.

**Student Assembly Director** Establish and manage the Student Assembly Area.

**Leads** For span of control, some roles may need leads.

**Victim Advocates/Counselors** Standby unless needed to provide Psychological First Aid

**Kid Wranglers** Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

**Scribe** Document events. A yellow pad is sufficient.

**Runner** Assist Incident Command if needed.

**Transportation** Direct transportation needs.

**Communications** Facilitate radio and other communication needs.

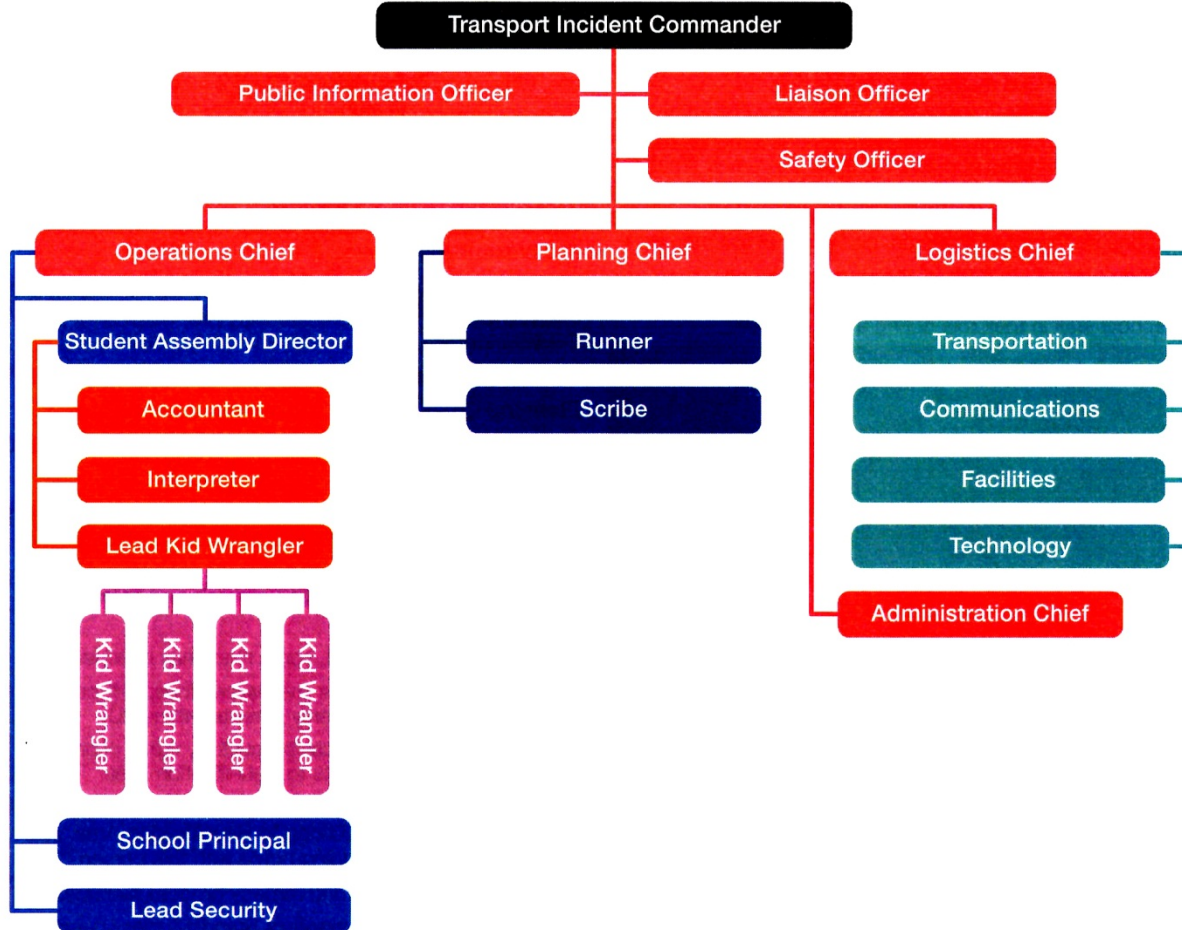
**Facilities** Coordinate any physical plant needs.

**School Principal** High priority for transport to the reunification site. Be present at Parent reunification site.

**Superintendent** Verify reunification site and notification.

### **Teachers: Stay with Your Students**

It's important to emphasize that teachers should remain with their students and are not done until all of the students have been reunited with their families. Certainly, exceptions are appropriate for teachers who are also parents of impacted students.

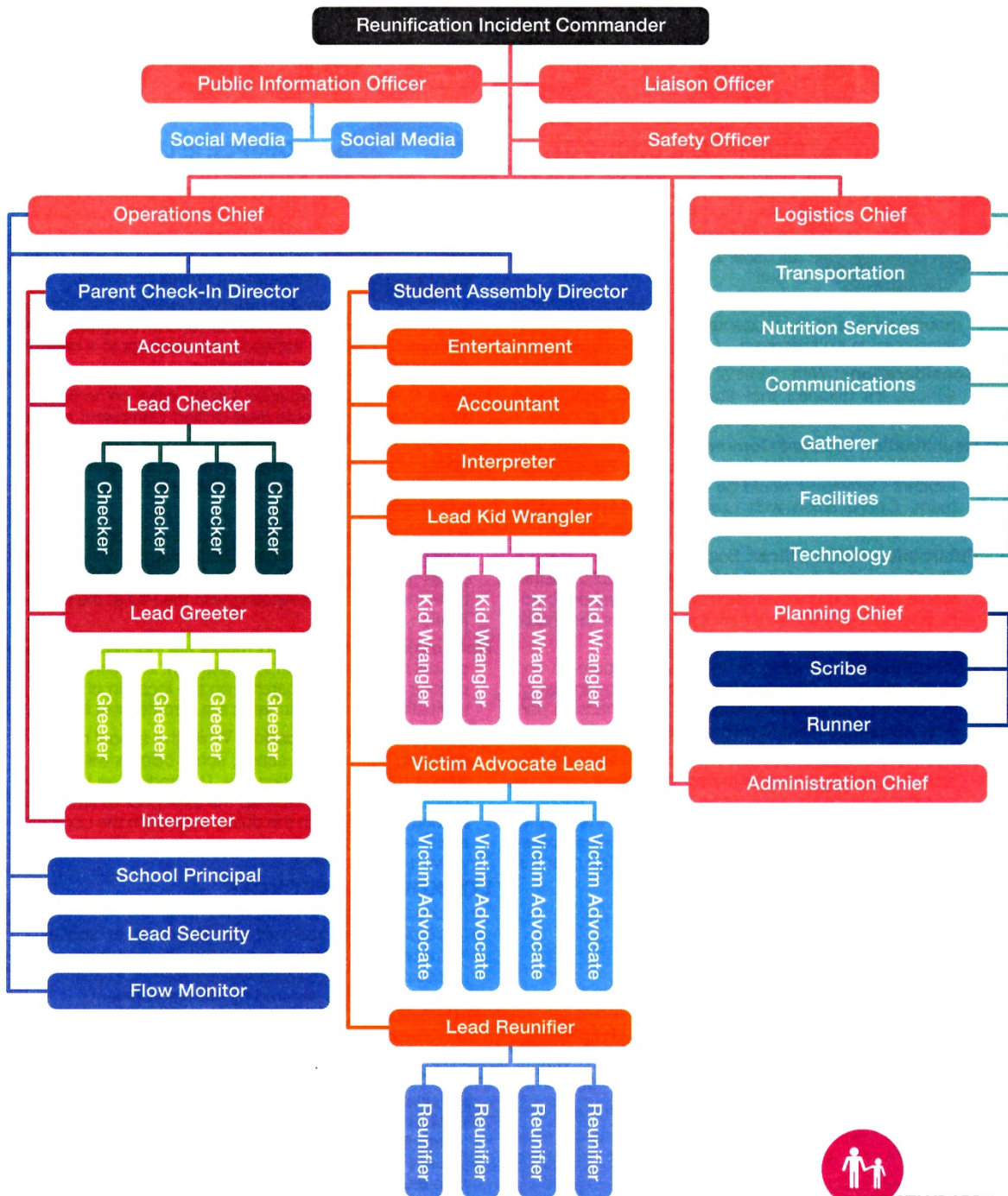
**SAMPLE TRANSPORT ORGANIZATION CHART****REUNIFICATION****The District Reunification Team**

The District Reunification Team will be mostly populated by district personnel since it will be easier to coordinate training creating an experienced team and school-based teams may initially be unavailable. When activated, the Reunification Team will deploy to the reunification site.

**Reunification Operational Roles and Duties**

The following outlines the roles and duties of the Reunification Team. For detailed tasks see the Job Action Sheets in the appendices. Badges and duty sheets are in the appendices of this plan/ Reunification Operation Kit (ROK).

## SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



**Reunification Incident Commander** Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy reunification of students with parents.

**Public Information Officer** Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages.

**Social Media Team** Monitor social media. Tweet/FaceBook parents and press, if appropriate.

**Safety Officer** Observe site and remedy safety concerns.

**Liaison Officer** Communicate with Fire, Medical or Law Enforcement.

**Operations Chief** Establish and manage operational staff.

**Planning Chief** Establish and manage planning staff.

**Finance/Administration Chief** Establish and manage administrative staff.

**Logistics Chief** Establish and manage logistical staff.

**Parent Check-in Director** Establish and manage the check-in process.

**Student Assembly Director** Establish and manage the Student Assembly Area.

**Leads** For span of control, some roles may need leads.

**Greeters** Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID.

**Checkers** Verify ID and possibly custody rights of parents or guardians. Direct parents to Reunification Area.

**Reunifier** Take bottom of Reunification Card to Assembly Area, locate student and bring to Reunification Area. Ask student, "Are you okay going home with this person?"

**Flow Monitor** Observe and remedy process hiccups.

**Victim Advocates/Counselors** Standby unless needed.

**Kid Wranglers** Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

**Entertainment Director** At the elementary level, deploying a projector and screen can reduce student stress. With middle and high school students, consider turning on a television and tuning to local news if appropriate.

**Scribe** Document events. A yellow pad is sufficient.

**Runner** Assist Incident Command if needed.

**Transportation** Directs transportation needs.

**Nutrition Services** Provide snacks and water.

**Communications** Facilitate radio and other communication needs.

**Facilities** Coordinate any physical plant needs.

**School Principal** Serve as the "Face of the school" at the Reunification Area.

### **Law Enforcement Support**

At the reunification site law enforcement support may be necessary. Some assignments may include:

- ☐ Traffic Control
- ☐ Crowd Control
- ☐ ID Verification
- ☐ Perimeter Control
- ☐ Security
- ☐ Liaison

### Route Map Checklist

These considerations should be included when mapping routes:

- ☐ Evacuation routes
- ☐ Incident Command Post locations
- ☐ Incoming district responder routes
- ☐ Incoming fire routes
- ☐ Incoming medical routes
- ☐ Outgoing medical routes
- ☐ Incoming parent routes
- ☐ Outgoing parent routes
- ☐ Staging area
- ☐ Landing zone
- ☐ Media staging
- ☐ Reunification signage locations
- ☐ Parent check-in location
- ☐ Possible road block sites
- ☐ Possible neighborhood evacuation perimeter
- ☐ Sexual offender locations
- ☐ Security perimeter

### District/School “go kits”

Reunification Go Kits contain specialized items that are unique to the reunification process, such as caution tape, clip boards and pens, signage, and reunification cards.

Consequently, these kits are different than school evacuation Go Kits. Since reunification is often managed by District personnel, reunification Go Kits aren’t necessary at each school, rather the kits can stay with District response team. Two is a suggested minimum: redundancy is important. One at the District office, and one with the primary District responder. Inventories and locations should be audited once a quarter. However, Babb School will need their own reunification Go Kit.

### Notification Procedures

In the event of a reunification, parent/guardian notification is a necessary first step.

BPS will use automated calling/text messaging as well as posting information on the district website, FaceBook and notifying local radio stations. It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is okay, or to minimize the number of injuries, this First Message not only begins the recovery process, it may be evidentiary for purposes of liability. Rather than saying “All students are safe,” it is probably more accurate to report that, “We are in the process of establishing the safety status of all students and staff.”

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have an accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians. A text message for students to copy may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Prepared notification language is vital. While anything written in advance may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis.

Contacting district legal counsel, as well as the district's insurance providers, should be part of the notification process.

### **Special needs considerations**

Special needs considerations include mobility and care-taking. An evacuation and reunification can be especially disturbing and challenging for special needs students.

Each site plan should consider staging special needs students apart from the general population to ensure adequate supervision and responsiveness. If there is a diverse special needs population, consider evacuation that population last. Once evacuated, this population will demand additional resources.

### **COMMUNICATION/Media management**

The media should not be allowed in the buildings except for the designated communication center or JIC. Notify any media of the location and timing of news releases. Expect that they may park across the street.

## **LOCKDOWN**

### **I. PURPOSE**

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

### **II. RESPONSIBILITIES**

#### **A. School Incident Commander/Principal**

- ☐ Make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER LOCKDOWN.

- ☐ Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- ☐ Notify staff and classes outside to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- ☐ Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- ☐ Notify district office.

#### **B. Teachers**

- ☐ Clear the hallway and bathrooms by your room if it is safe to do so, moving everyone into the classroom.
- ☐ Lock your doors.
- ☐ Move any large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- ☐ Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- ☐ If it is safe to do so, use the district email to report green (all accounted for) or red status (missing or extra student, injury, or information about the incident). Address: lockdown. Subject line: red or green. Body: Red status information.

- ☐ Do not place students in one location within the room. In the event that entry is gained by a shooter or intruder, students should consider exiting by running past the shooter/intruder.
- ☐ Staff and students may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- ☐ Allow no one outside of the classroom until the Incident Commander gives the "All Clear" signal, unless a life-threatening situation exists and means to safe exit is available (through a window or other safe passage).

#### **C. Office Staff**

- ☐ Stay by the phones (if it is safe to do so) to wait for additional procedures from district office and Incident Commander.
- ☐ Remotely check status of classrooms via PA, telephone, computer, or other method.
- ☐ Assist the principal or Incident Commander to establish the school command post.

#### **D. Custodians**

- ☐ Close and lock all delivery doors.
- ☐ Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.
- ☐ If students and school personnel are outside of the school building at the time of a LOCKDOWN, teachers or other school personnel will move students to the designated off-site assembly location.

## LOCKOUT

### I. PURPOSE

Lockout is the sealing off of school exterior points of entry to insulate from a threat that is exterior and not directed at the school. This could be ordered by law enforcement due to a dangerous situation in the community. Other sources of information (report of wild animal or danger in the community) might have the school leadership call a LOCKOUT. During this time, no one would be allowed to enter or exit the building. Business as usual continues inside the building.

### II. RESPONSIBILITIES

#### A. School Incident Commander/Principal

- ☐ Notify law enforcement that you are going into a **LOCKOUT** and the reason.
- ☐ Use a **REVERSE EVACUATION** to move any students and staff outside inside.
- ☐ Notify any staff or classes that are away from the building not to return till the LOCKOUT is ended.
- ☐ If it is safe to do so, move students and staff from annex buildings to the main school.
- ☐ Make the following announcement using the building Public Address, system, 2-way radio, telephone, or megaphone:

**“YOUR ATTENTION PLEASE. WE ARE GOING IN TO A LOCKOUT. NO ONE IS TO ENTER OR LEAVE THE BUILDING UNTIL IT IS ANNOUNCED. CLASSES AND MOVEMENT MAY CONTINUE INSIDE OUR BUILDING.”**

- ☐ Post a LOCKOUT – No One may enter or leave. sign on the main entrance.
- ☐ Depending on the situation, parents and media may be notified social media, that their students are being kept safe inside and they will not be able to pick them up till it is announced.
- ☐ If the situation is not resolved bus may run and **REUNIFICATION** may be used for students that walk home or are picked up at school at the end of the day.

#### B. Teachers

- ☐ Reassure the students that they are safe in the building.
- ☐ Continue normal classroom and teaching day activities.
- ☐ Classes that were relocated from the exterior buildings will meet in designated areas.

#### C. Office Staff

- ☐ Stay by the phones to wait for additional procedures from the Principal/Incident Commander.

#### D. Custodians

- ☐ Close and lock all delivery doors.

- ☐ Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

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## **MENTAL HEALTH AND HEALING**

### **I. PURPOSE**

Mental health and healing procedures are developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, students, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses and social workers should participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

### **II. RESPONSIBILITIES**

#### **A. Principal or District Authority Should Implement the Following Actions.**

- ☐ Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- ☐ Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- ☐ Parents and guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- ☐ Mental health experts will review and provide input into the plan.
- ☐ Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Principal or designated staff should do the following immediately following a serious Injury or death and/or major incident:

- ☐ Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- ☐ Issue prepared statements for media, parents and other community inquiries.
- ☐ Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, students, and families.
- ☐ Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- ☐ Provide guidelines to and encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team for defusing or counseling.
- ☐ Restore regular school functions as efficiently and as quickly as possible.

- ☐ Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- ☐ Designate a place for staff, students, and community members to leave well-wishes, messages, and items

**B. Teacher and Staff**

- ☐ Seek counseling services if experiencing difficulty coping with the incident.
- ☐ Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- ☐ Be prepared for outbursts and disruptive behaviors.
- ☐ Refer students experiencing stress to counseling.
- ☐ Allow for changes in normal routine activities and test schedules.

**III. OTHER SPECIAL PROCEDURES****A. Hospital/Funeral Arrangements**

- ☐ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school.
- ☐ Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- ☐ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

**B. Post-Incident Procedures**

- ☐ Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- ☐ Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- ☐ Discuss and approve memorials with the school board's consent.
- ☐ Donate all remaining memorial items to charity.

## **REVERSE EVACUATION**

### **I. PURPOSE**

Reverse evacuation should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building.

### **II. RESPONSIBILITIES**

#### **A. School Incident Commander/Principal**

- ☐ Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building public address system, whistles, megaphone, 2-way radio, telephones or runners to gather students and staff inside.
- ☐ Notify the district office of the situation.
- ☐ Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- ☐ Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- ☐ Close and lock all exterior doors and windows.
- ☐ Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident, such as **DROP, COVER, AND HOLD** or **SHELTER-IN-PLACE**.

#### **B. Teachers/Staff**

- ☐ Immediately move students back to classrooms or safe areas using the closest entry.
- ☐ No students or staff should be outside the building.
- ☐ Close and lock all exterior doors and windows.
- ☐ If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- ☐ Teachers will take attendance and account for all students and report any missing students to the School Incident Commander/Principal.
- ☐ Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- ☐ Monitor the main entries until the "All Clear" is given.

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## **SHELTER-IN-PLACE**

### **I. PURPOSE**

The shelter-in-place procedure provides a 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 occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.

### **II. RESPONSIBILITIES**

#### **A. School Incident Commander/Principal**

- ☐ Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

**YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.**

- ☐ Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and students inside.
- ☐ Direct staff to close all windows and doors.
- ☐ If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- ☐ Notify district office the school is SHELTERING-IN-PLACE.
- ☐ Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- ☐ Contact and consult with public safety officials as appropriate.
- ☐ Be prepared to announce additional procedures due to changing conditions of the incident, such as **DROP COVER AND HOLD** or to announce an "All Clear".

#### **B. Teachers**

- ☐ Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- ☐ Close classroom doors and windows when leaving.
- ☐ Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.

- ☐ If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
- ☐ For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- ☐ If movement into the building would expose persons to a hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- ☐ Move students from mobile classrooms to an interior safe area in a permanent structure.
- ☐ All persons must remain in the shelter until notified by the School Incident Commander/Principal or public safety official that it is safe to exit.

### **C. Custodians**

- ☐ Shut off utilities as directed by School Incident Commander/Principal or public safety official
- ☐ Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- ☐ Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.

## **HAZARD-AND-THREAT SPECIFIC ANNEXES**

The hazard-and-threat specific annexes provide unique procedures, roles and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Hazard- and threat-specific annexes do not repeat content but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- ☐ School staff and students should learn and exercise simple procedures that apply to all hazards.
- ☐ The hazard-specific annexes should present only hazard-unique information.
- ☐ Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- ☐ The plan becomes larger and more difficult for users to comprehend.

Individual schools may customize hazard-and-threat specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan, and assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

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## ACTIVE SHOOTER

### I. PURPOSE

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### II. RESPONSIBILITIES

#### A. School Incident Commander/Principal

- ☐ Direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. DARE, School Resource Officer). Caller will remain on the line to provide updates.
- ☐ Secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and students locations, detailed floor plans and other important information, documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- ☐ Direct office staff to maintain contact with teachers reporting pertinent emergency information via [identify means- phone, email, texting – used by school].
- ☐ Notify the Superintendent's office and request activation of the communications plan for media and parent notification protocols.
- ☐ Refer media to:

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District Spokesperson

Telephone Numbers (home, work, mobile)

- ☐ Determine appropriate procedure(s): **LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SHELTER-IN-PLACE.**

- ☐ Direct staff and students outside the building to move immediately to predetermined assembly area(s) and be prepared to **EVACUATE** to an off-site relocation center.
- ☐ Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- ☐ Ensure that any buses en route to the school are redirected to a designated relocation site.

## B. Teachers and Staff

- ☐ Initiate LOCKDOWN procedure if instructed by School Incident Commander/ Principal or law enforcement Incident Commander.
- ☐ If you are the first to note indication of an armed intruder, immediately CALL 911, then notify the School Incident Commander/Principal and go to LOCKDOWN.
- ☐ Gather information about your classroom's immediate situation. Account for all students or other individuals sheltered in your room. Email your red(problem) or green (all accounted for) status to **Lockdown**
- ☐ Assess your ability to EVACUATE the building.
- ☐ If there is no safe manner to EVACUATE the building, have students remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- ☐ If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your students safe. This may include any and all forms of resistance to the threat.
- ☐ If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell students to get out anyway possible and move to another location.

## III. OTHER PROCEDURES

- ☐ After the active shooter/intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- ☐ If staff or students are injured, emergency medical personnel will take control of the scene and direct services as appropriate.
- ☐ The School Incident Commander will notify officials at the relocation site of the **EVACUATION** and to activate **FAMILY REUNIFICATION** protocols.
- ☐ The School Incident Commander will request bus transportation or alternate transportation to the relocation site.

- ☐ The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- ☐ Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- ☐ The School Incident Commander will activate the crisis response team and active **MENTAL HEALTH AND HEALING** procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- ☐ The School Incident Commander will debrief appropriate school personnel.
- ☐ The Superintendent or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

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## **BOMB THREAT**

### **I. PURPOSE** SCHOOL BOARD POLICY #3770

The purpose of this annex is to ensure that there are procedures in place to protect staff, students and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### **II. RESPONSIBILITIES**

#### **A. Staff Who Received a Message That a Bomb Has Been Placed in School**

- ☐ Make a record of the exact wording of the threat.
- ☐ Ask in a clear and calm voice: Where the bomb is located; What does it look like; What materials are in the bomb (type of bomb); How is it activated; When will the bomb explode; Who is calling, name and address; Did you place the bomb; Why are you doing this.
- ☐ If the threat is made by phone, listen closely to caller's voice and speech patterns and to noises in background. Make a record of that information.
- ☐ If the threat is made by phone and the caller hangs up, immediately dial \*57 to trace the call.
- ☐ Notify the Incident Commander/Principal or designee and/or call 911.

#### **B. School Incident Commander/Principal**

- ☐ Notify law enforcement, fire and emergency services by calling 911 if not already notified.
- ☐ Assign staff to meet and brief emergency responder agencies.
- ☐ Notify staff through the Public Address system:

**YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.**

- ☐ If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item DO NOT ACTIVATE THE FIRE ALARM. Or, determine if further response should await arrival of law enforcement and other emergency services. See subsection D below.
- ☐ If **EVACUATION** occurs, students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule. [Consult with Fire and Police officials.]
- ☐ Arrange for person who found a suspicious item to talk with law enforcement official.
- ☐ Notify the Superintendent.
- ☐ Active communications plan to inform parents, media, and community of incident as determined in consultation with law enforcement.

#### **C. Teachers and staff**

- ☐ Check classrooms, offices and work area for suspicious items and report any findings to the School Incident Commander/Principal.
- ☐ If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located.
- ☐ Account for students and be prepared to EVACUATE if ordered.
- ☐ EVACUATE using standard procedures and exit routes to assembly area.
- ☐ Open classroom windows and leave classroom doors open when exiting.
- ☐ Take roll after being EVACUATED. Be prepared to report the names of any missing persons to school administration.
- ☐ Keep students together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- ☐ If given the "All Clear" signal, return to the building and resume normal operations.

#### **D. Incident Commander/Law Enforcement, Fire & Emergency Agencies**

Once emergency responders are on scene, decisions must be made to:

- ☐ EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- ☐ Speak to staff who received the threat and obtain information.
- ☐ Search the building.

- ☐ If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- ☐ If a suspicious item is located, order an EVACUATION, if that has not already occurred.
- ☐ No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- ☐ After consulting with the Superintendent and School Incident Commander / Principal determine if staff and students should be relocated to an alternative safe site.
- ☐ If danger is over, notify staff and students of the termination of the emergency and to resume normal operations.

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## **BUS ACCIDENT**

### **I. PURPOSE**

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight and batteries, emergency warning devices (road flares and reflective devices, such as triangles and vests). The purposes of these procedures are to:

- ☐ Provide a standardized approach in the management of school bus accidents.
- ☐ Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

### **II. RESPONSIBILITIES**

#### **A. Bus Driver**

- ☐ Call bus garage or appropriate school personnel by radio or phone and 911 emergency services (police, fire, ambulance), as required. Give exact location of accident, along with information about severity, injuries, and hazards, and resources needed.
- ☐ Set parking brake, turn off ignition switch, and activate hazard lights.
- ☐ Remain calm and reassure students and/or other passengers.
- ☐ Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation.
- ☐ Use or deploy warning devices as appropriate.
- ☐ Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous condition exists requiring evacuation and/or relocation to safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- ☐ Provide first-aid as needed.
- ☐ Regularly update school or emergency personnel on situation and conditions.
- ☐ If students/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to bus garage or appropriate school personnel.
- ☐ Protect the passengers and vehicle from further accident and injuries.

- ☐ Protect the scene from traffic and people so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- ☐ Cooperate with directions of emergency responders.
- ☐ Complete an incident report after incident is resolved.

**B. Principal/ School Incident Commander**

- ☐ Dispatch appropriate transportation or other staff to the accident location.
- ☐ Assess level of support or resources needed and make it available.
- ☐ Obtain names of students/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with media or other, as appropriate
- ☐ Ensure that special health or medical information is provided to appropriate medical providers.
- ☐ Instruct designated staff to accompany injured students to hospital, if needed.
- ☐ Determine if FAMILY REUNIFICATION procedures should be activated.
- ☐ Determine if MENTAL HEALTH AND HEALING procedures are needed.

**III. OTHER PROCEDURES OF GENERAL OPERATIONS**

- A. Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the superintendent, principal or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting)
- B. Communication with parents and child care providers is critical since a late school bus always arouses some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification.
- C. All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals. The number of ambulances utilized and hospital destinations will be determined by the on-scene emergency services personnel. The following guide can be utilized to determine mode of transport:

D. Triage	Priority	Mode of Transport
Red	Immediate	Ambulance/Helicopter
Yellow	Delayed	Ambulance
Green	Walking Wounded	Bus or other
Black	Deceased	Coroner

NOTE: The responsibility for the determination of injuries and potential injuries for any person involved in the accident rests with the highest appropriately trained on-scene EMS personnel.

- E. If it has been determined by emergency response authorities at the scene that the accident is minor in nature (little or no damage to school bus, estimated forces involved suggest no mechanism for injury, no complaints, or signs of injury), every effort will be made to avoid unnecessary transport of the children to area hospitals. In that event, the school representative at the scene will have the option having custody, and control of the children (under 18 years of age), to sign a release form declining hospital transport. The form utilized will list the names of all children that have been evaluated by EMS personnel, have been found to lack mechanism of injury, signs of injury, AND have no complaints of injury. The School will provide, for inclusion with this procedure, a list of individuals that have been granted the authority to act as the School's designee at the accident scene. No bus drivers are to be included on the list. In the event that a list has not been provided, the Incident Commander may verify the authority of any representative by contacting the appropriate school/district office. Anyone claiming to be the School designee but whose name is not included on the list, or whose authority cannot be verified, will not be permitted to sign the refusal. Any child not listed on the release form will be transported to a hospital for further evaluation.
- F. In the event that the School representative signs the release form for all passengers on the bus at the time of the accident, a driver and school bus not involved in the accident will be dispatched to the scene to continue the student transportation.
- G. In the event that the School representative is, for any reason, unable to sign the release form or if there is greater potential for mechanism of injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:
- ☐ A driver and school bus, which was not involved in the accident, will be dispatched to the scene on the request of the Incident Commander and School.
  - ☐ EMS personnel, with at least one or more EMTs, will be placed on the bus with the passengers and an ambulance will follow the bus to the hospital.
  - ☐ In the event that a passenger's condition suddenly deteriorates, the bus will be stopped, the passenger will receive emergency care and will be placed in the ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers.

- ☐ Additional ambulance(s) may be assigned to the bus based on need and available resources.

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## CHEMICAL OR HAZARDOUS MATERIALS SPILL

### **. PURPOSE**

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical or hazardous materials spill.

### **II. SPECIFIC SCHOOL INFORMATION**    **bhs & bms science labs?**

Currently, [list chemical used on the premises] are all used and stored on school grounds as follows: [provide locations and specific information as relevant]. The school's maintenance team, custodian or designated staff inspects stored chemicals **twice** a month. The school Infinite campus call back acts as a warning system to notify staff/faculty and students of a hazardous condition. Decontamination equipment and personal protective equipment are located in a storage unit next to [insert location of the equipment].

BPS is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill. BNSF railroad transports a wide variety of hazardous materials the rails passes both up hill and up wind of the majority of the schools. Highway 2 cuts through Browning. It has daily tanker traffic carrying hazardous material within one block of most school buildings.

The School Incident Commander/Principal will determine if and when the following operational functions or procedures may be activated in the event of an external chemical or hazardous spill:

- ☐ Continuity of Operations (COOP).
- ☐ Evacuation.
- ☐ Family Reunification.
- ☐ Medical Emergency.
- ☐ Mental Health and Healing.
- ☐ Reverse Evacuation.
- ☐ Shelter-in-Place.

Or, if there is an internal chemical spill, whether the following procedures may be activated:

- ☐ Evacuation.
- ☐ Family Reunification.

- ☐ Medical Emergency.
- ☐ Mental Health and Healing

## RESPONSIBILITIES

### A. Procedures for an External Chemical or Hazardous Spill

The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is **external**, the following steps will be taken by the school.

#### 1. School Incident Commander/Principal

- ☐ Call 911 and notify local law enforcement and emergency responders.
- ☐ Determine what procedures should be activated, such as a **REVERSE EVACUATION** and **SHELTER-IN-PLACE**.
- ☐ Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- ☐ Take appropriate action to safeguard school property.
- ☐ Notify appropriate school personnel (Superintendent/Central Administration) of the status and actions taken and keep them updated of any significant changes.
- ☐ Activate internal and external communications plan.
- ☐ Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- ☐ If it is determined that conditions warrant an **EVACUATION**, issue instructions for relocating to a safer location by means of walking, buses and cars.
- ☐ Notify relocation centers and determine an alternate relocation center if necessary.
- ☐ Disseminate information about the incident and follow-up actions such as where students/school has relocated and institute **FAMILY REUNIFICATION** procedures, if needed.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.
- ☐ Determine whether school will be closed or remain open.
- ☐ Implement additional procedures as instructed by the School and/or emergency Incident Commander.

- ☐ Document all actions taken.

## 2. Teachers and Staff

- ☐ Move students away from immediate vicinity of danger.
- ☐ Implement **REVERSE EVACUATION** if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- ☐ Execute **SHELTER-IN-PLACE** when instructed by the Incident Commander.
- ☐ Remain with students throughout the incident.
- ☐ Report any missing or injured students to the Incident Commander.
- ☐ Remain in safe area until the “All Clear” signal has been issued.
- ☐ In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.
- ☐ Document all actions taken.

## B. Procedures for an Internal Chemical or Hazardous Spill

The Principal will determine the need to activate the School EOP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is internal, the following steps will be taken by the school.

### 1. Person Discovering the Spill

- ☐ Alert others in immediate area and leave the area.
- ☐ Close windows and doors and restrict access to affected area.
- ☐ Notify Principal/teacher/safety officer or call 911, if appropriate.
- ☐ Do not attempt to clean the spill.
- ☐ Seek first-aid if contact with spill occurs.

### 2. Incident Commander Actions

- ☐ Notify the local fire department and local/state departments of public health. Provide the following information:
  - ☐ School name and address, including nearest cross street(s).
  - ☐ Location of the spill and/or materials released; name of substance, if known.
  - ☐ Characteristics of spill (color, smell, visible gases).
  - ☐ Injuries, if any.
  - ☐ Determine what procedures should be activated, such as **EVACUATION**.

- ☐ Notify local law enforcement of intent to evacuate.
- ☐ Avoid exposure to the chemicals or hazardous fumes or materials in any **EVACUATION**.
- ☐ Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- ☐ Notify the Principal, Superintendent/Central Administration of the status and actions taken, and keep them updated of any significant changes.
- ☐ Activate internal and external communications plan.
- ☐ Issue instruction if students will be evacuated to a safer location by means of walking, buses and cars.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal the threat has passed.
- ☐ Address clean up needs and actions with appropriate fire, safety and/or emergency services personnel.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

### 3. Teachers and Staff

- ☐ Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- ☐ Report location and type (if known) of the hazardous material to Incident Commander.
- ☐ Execute **EVACUATION** and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Principal/Incident Commander.
- ☐ Take class roster, first-aid kit and any other supplies or resources relevant to the incident.
- ☐ Check that all students have left the building. Students are not to be left unattended at any time during **EVACUATION**.
- ☐ Upon arrival at evacuation site take attendance. Notify Incident Commander or designee of any missing or injured students.
- ☐ Remain with students throughout the incident.
- ☐ Do not return to the building until emergency response personnel have determined it is safe and issued an “All Clear” signal.
- ☐ Document all actions taken.

## DEATH/SUICIDE

### I. PURPOSE

A death of a member of our school community, staff or student, will have varying impacts throughout the district. Montana is one of the leading states in suicide rates with the highest rates being among Native American people. Nationally it is the second leading cause of death for those 10–24. Suicide prevention and response is one of the purposes of this annex. Most staff and students will receive awareness and prevention training in how to recognize and report signs of possible suicidal feelings or actions.

#### If a person is threatening suicide:

- ☐ Try to calm the suicidal person.
- ☐ Notify the principal.
- ☐ Try to isolate the person from others.
- ☐ Stay with the suicidal person until professional help arrives – **do not leave them alone.**
- ☐ Parent will be notified.

### II. RESPONSIBILITIES

#### A. Principal

- ☐ Verify the information
- ☐ Call 911
- ☐ Notify the superintendent.
- ☐ Notify parents/spouse/next of kin.
- ☐ Appoint someone to meet emergency personnel.
- ☐ Secure perimeter around the death scene. Make a note of all persons who had access within perimeter prior to police arrival.
- ☐ Do not allow potential evidence to be removed or disturbed.
- ☐ Evacuate the room or area, leaving the crime scene as it is. **Keep people away.**
- ☐ Notify Counselors/ CISM (Critical Stress Incident Management) Team.

#### **Go to Appendix A**

- ☐ Gather affected students in one room for care.
- ☐ Gather witnesses in another room for police questioning. Do not allow them to leave until police arrive. Assign staff (counselors) to stay with them.
- ☐ Announce that **“there has been a medical emergency everyone is to stay in their rooms. The bell schedule will be changed and will be manually sounded at an appropriate time.”**
- ☐ Hold a staff meeting to debrief the incident include minimum details and indicate that additional information will be provided. Review day’s activities and seek names of any student faculty thinks needs additional emotional first aid.

- ☐ If death occurs away from school activate the phone tree to notify staff of early morning mandatory meeting. Request that Crisis Management Team meet with principal 30 minutes prior to the staff meeting.
- ☐ Schedule a mandatory staff meeting first thing in the morning to provide updates, how the situation is being handled and what resources are available to staff, students, and families.
- ☐ After meeting with faculty, meet with Crisis Management Team. Review day's activities and plan for the next day.
- ☐ Prepare an announcement to be read over the P.A. system to the students. **Appendix B**

### **B. Superintendent**

The superintendent is vital to the implementation of the sudden death response plan. First, the superintendent needs to publicly show support for the concept of school intervention in crises such as the sudden death of a school community member. Second, the superintendent needs to respond quickly to the requests of the building principal in which the deceased was a member. **Appendix D**

Notify:

- ☐ CISM Team – **Appendix A and E**
- ☐ PIO – Gather information, contact media, prepare communications for parents with school principal and superintendent
- ☐ Transportation
- ☐ HR
- ☐ School Board

### **C. Teacher and Staff**

- ☐ Seek counseling services if experiencing difficulty coping with the incident.
- ☐ Provide stress management during class by allowing students to talk about what they experienced and felt during the incident and how they feel now.
- ☐ Be prepared for outbursts and disruptive behaviors.
- ☐ Refer students experiencing stress to counseling.
- ☐ Allow for changes in normal routine activities and test schedules.

## **III. OTHER SPECIAL PROCEDURES**

### **A. Hospital/Funeral Arrangements**

- ☐ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff should be excused from school. **Appendix C**

- ☐ Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- ☐ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

#### **B. Post-Incident Procedures - Principal**

- ☐ On the school day following the funeral, the principal should make the following closure statement to all students and faculty: (This may also be read to individual classes by counselors. This is done the day following the funeral because many of the deceased closest friends may not return to school the day of the funeral.)

*May I have your attention, please? I wish to thank all of the students and faculty for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work toward strengthening our relationships with each other. Guidance staff remains available if you should wish to talk to a counselor. (Any additional comments from the family that have been passed on to the principal might be shared at this point.)*

- ☐ Identify long-term effects and follow-up of recovery. i.e. staff/student/student groups actually affected, crisis debriefing, counseling.
- ☐ Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the incident.
- ☐ Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- ☐ Discuss and approve memorials with the school board's consent.

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APPENDIX A. (Death/Suicide)**Principal's first steps**

- a) Designate the CISM – Critical Incident Stress Management Team Leader (counselor) as the person responsible for orchestrating the emotional first aid activities for the next few days. (**Appendix E**)
- b) Discuss with CISM school wide safety plan...open/closed campus consideration.
- c) Direct a CISM member to immediately remove contents from deceased student's locker. Hopefully, this can be accomplished discreetly and prior to students returning to school. The personal contents belong to the parents and removal to the principal's office will ensure they are properly presented to the parents.
- d) Direct a staff member to pull the deceased student's cumulative folder to determine what other schools the deceased student might have attended.
- e) The principal should call the other schools and inform them of the events that have occurred, particularly, if younger siblings are in those other schools. Secondly, the principal should notify the central administration office of the circumstances of the day. It is also helpful, at this point, to assign responsibility to someone to pull the student's name off any mailing lists that would be sent from the school and central administration office.
- f) Direct CISM member to collect funeral arrangement information and to prepare details for student/faculty attendance at the visitation and funeral. When details are final, an announcement can be made to staff and students.
- g) Prepare a letter to be sent to all parents regarding the death of a school community member (Please see Appendix C for sample letters.)
- h) Designate CISM member to notify peer helpers before start of day and outline clear expectations. Assure they are aware of their staff support.
- i) Designate CISM member to provide \*substitute's for staff directly involved.

\*Substitutes are to be briefed by the CISM Team Leader (counselor) before starting shift.

**Note: Designate one administrative assistant who will know how to reach the principal throughout the day so the principal can respond to any emergencies/administrative situations which may develop.**

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APPENDIX B (Death/Suicide)I. Principal or designee

- a) Identify a “Speaker” or “Voice of the School”. The presence of strong, caring, and supportive authority figure (i.e., the principal) sharing information during this stressful time is important. *(In elementary schools, it is equally important for the classroom teacher to be a strong, caring, and supportive presence since the teacher will be looked upon by the students to provide stability during this crisis period.)*

One example of an announcement is the following:

*Students, may I have your attention, please. Last night (student's name) from our junior class died. This morning the faculty met to develop a plan to help all of us cope with this sad event. There will be special support assistance available for any student who feels they need this service. Today, counselors will be available in (given location) all day. Pause. I would like all of us to reflect for a minute in memory of (student's first name). Pause. Thank you for your attention.*

- b) **In the case of a suicidal death:** It is important in dealing with a suicidal death to be prudent in your responses:
- Do not glorify the act of suicide.
  - Do not announce that the death was by suicide when making general public statements. Coroner's medical findings can be legally contested and frequently are in cases of suicide. School personnel should allow the discussion of suicide as the students talk about the death; however, it is not essential that school personnel confirm the death was by suicide. As the students are discussing the nature of the death (which they will do), school personnel should take the opportunity to discuss the subject of suicide and how the students might cope with stress, personal frustration, disappointment, and other severe hardships.
  - Recognize the tragedy of the event and acknowledge the varied feelings of those grieving.
  - Memorials should be directed toward symbols of coping and living (e.g., donations to a crisis hotline, a blood drive). Do not dedicate an athletic event or other school activity to the deceased student; establishing a permanent memorial (plaque, tree, dedicating the year book) can become a constant invitation to consider suicide.
  - A return to "normal" school functioning should be encouraged as soon as possible, so as, to regain a sense of stability and purpose in the lives of those grieving.

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APPENDIX C. (Death/Suicide)

**Sample Letters to Parents**

Dear Parent(s) or Guardian:

It is with sadness that I inform you of the death of Joe Doe, a sophomore in our school. John died from injuries suffered in a car accident which occurred last evening

(do not specify reason if death by suicide or causes which are unknown, etc.).

The funeral will be held at \_\_\_\_\_ (Funeral Home or Church) at \_\_\_\_\_ a.m. /p.m.

Visitation will be held at \_\_\_\_\_ (Funeral Home) during the hours of \_\_\_\_\_ to \_\_\_\_\_.

Parents are encouraged to attend the funeral with their child.

(Note: Send a letter home to parents even if you do not know the details of the funeral arrangements.)

Students will have varied reactions to the death of a peer. Any reaction is normal in the grief process and can range from withdrawal, to crying and anger. I encourage you to openly discuss with your child their reactions and feelings regarding the death of Joe.

Special counseling services have been made available to students today and will continue to be available throughout the week and longer, if needed.

If you think your child needs additional counseling support, please do not hesitate to contact the \_\_\_\_\_ (School Counseling Office) at \_\_\_\_\_ (phone number).

Sincerely,

Principal and Staff

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### Sample Letters to Parents

Dear Parent:

As you may be aware, our school district has experienced a death of a (student/faculty member) that has affected us deeply.

The students and staff will react in different ways to the death of one of our school community members. We all should expect and try to understand that there will be a variety of emotions and responses to what has occurred. The most important thing we can do is to be supportive and encourage an open expression of feelings. At the school, we have implemented a plan for responding to this tragic event focused on helping our students and their families get back to regular learning and every day activities as soon as possible. This plan has evolved from the district's experience with death in the past and the advice of mental health professionals from the community. Our teachers and counselors have been briefed on our plans and have received guidelines for discussing about death and reactions to it. There will be district personnel available to students who need special attention and support. There is also help available from the community. We will try to maintain as normal a routine and structure as the situation and people allow, and we encourage you to do the same. If you feel that your child or family needs some assistance, please contact us, and we will do everything we can to help you.

If you have any questions or concerns, please contact the school at (give preferred phone numbers). We know you will join us in our concern and sympathy for the family.

Sincerely,

Principal and Staff

[APPENDIX D \(Death/Suicide\)](#)

I. **Superintendent's Role**

**Step One**

Have building principal in which a school community member has died, update and inform you as soon as possible. (Ask what request building principal may have in order to best be able to respond to this traumatic event.) Inform, as necessary, other building principals and district staff (including bus drivers).

**Step Two**

Brief secretary in handling calls and requests for information.

**Step Three**

Act as a contact person to the media or designate a person to act in that capacity.

**Step Four**

When appropriate, extend condolences to the immediate family and provide appropriate representation at services.

APPENDIX E (Death/Suicide)**I. CISM LEADER (Lead Counselor)**

- a. You will also serve as the “hub” of information and will direct the crisis counseling team’s daily activities. You will also identify a support center area in the building where students may come for support and counseling. This area should be close to the guidance office and/or the main office to facilitate communications between guidance and administrative staff.
- b. Identify and have contact with school staff acquainted with the deceased student and possibly in need of extra support (e.g., a teacher who has had a special relationship with the student, had the student in class, or has a sibling in class.)
  - a. Provide "in-class" assistance when requested by teachers.
  - b. Start a master list of "high-risk" students in need of extra support. These include: close friends of the deceased student, relatives, students in the same activities or clubs as the deceased student, neighbors of the deceased student, and students with other stressors.

**CISM team (counseling team)** should meet briefly with all identified "high-risk" students and with any students who are referred. Decide what, if any, intervention is appropriate (triage). Options could include:

- Individual grief counseling.
- Grief group. The grief group should automatically be formed the first day, and students should stream in and out during the day. The focus is on memories of the deceased student and grief work. Typically, students will be in grief group for only one or two periods and not all day. For students requiring "excessive" intervention, parents need to be informed and directed to appropriate community resources.
- Referral to community mental health center or other appropriate community resource.
- Identify students who are absent during the day who may be "high risk," and inform parents of your concern for them. This may include non-school attendees and those students who may have dropped out or transferred.

## For students who request to leave school because of their grief reaction:

- A. Release students to parents or an adult designated by the parent. Encourage the parent not to leave the child alone during the day.
- B. Provide parents with guidelines on how to manage grief and a brief listing of community resources.
- C. Let the student know that you expect him/her to return to school the next day.
- D. Check to see if the students return the next day and briefly check with them to see how they are doing. If a student has not returned, contact their parents to check to see how he/she is doing. Offer your assistance to the parents and/or student.

At the end of the first day, the Crisis Management Team should meet to update themselves and review the list of "high-risk" students. Throughout the week, review the status of "high-risk" students with the master list. Determine which students may need to be referred to community mental health services based on their previous history and immediate need.

## II. CISM LEADER (Lead Counselor)

- a. Discuss the role the CISM team will provide in the funeral or memorial service. After the funeral, assist the building staff in moving toward a "normal" atmosphere as soon as possible. (An announcement will be made by the principal regarding continued availability of guidance staff.)
- b. Carefully review with the principal and other CISM members the memorial requests for the deceased student.
- c. In a week or two following the crisis, meet as a team and discuss the response activities including those procedures which may need to be modified.

## **PEPEDEMIC DISEASE -COVID-19 Pandemic Plan**

### **I. PURPOSE**

This plan is designed to serve as a framework for the administration of educational activity in a healthy and safe manner in our schools, relative to the phase or level of COVID-19 spread we are experiencing at the state and local level. The components of this plan will remain flexible and adaptable to the potential changes in the phases and levels of concern for individual and public health. Browning Public School Phased Plan

Browning Public School will follow the direction of the Blackfeet Tribe and the State of Montana.

When students finally return to school after months of learning from home, there will be dramatic changes. Even when K-12 leaders are allowed to reopen their facilities, doing so safely and responsibly will require everyone to maintain proper distancing while they're at school, experts agree — at least until there is a working vaccine for the COVID-19 virus.

The purposes of these procedures are to:

- ☐ Provide a standardized approach in the management of COVID-19 while providing a quality education for our students
- ☐ Provide a safe working environment for our staff and students.
- ☐ Protect the health, safety, and wellbeing of students, teachers, other school staff, their families, and communities and prepare for educating students this fall.

### **II. RESPONSIBILITIES**

Reducing exposure to one's self and others is a shared responsibility.

#### **A. Basic requirements in all buildings:**

- ☐ In order to protect our students and staff members, for the most part, schools will be only be open to students, family members and staff.
- ☐ Campuses will allow limited access for pre-approved visitors, vendors and volunteers.
- ☐ In order to enable contact tracing and enhance the health of the District, approved visitors will not be allowed access beyond the Main Office without a mask or cloth face covering.
- ☐ All visitors must complete the District approved health screening form.

- ☐ Wear masks when entering the building and in all common areas including but not limited to: entry area, hallways, cafeteria, rest rooms and any area where social distancing of 6 feet is not possible.
- ☐ Resist the desire to visit with peers by grouping in in common areas or visiting in other rooms.
- ☐ Each building will use one entrance. BHS may use a separate entrance for students due to bus drop off and student parking.
- ☐ Another way to reduce the risk of exposure is to make long-term changes to practices and procedures. These could include reducing the use of porous materials used for seating, leaving some doors open to reduce touching by multiple people, opening windows to improve ventilation, or removing objects in common areas like coffee creamer containers.

#### **B. All Personal will**

- ☐ Wear masks in all indoor common areas and when social distancing is not possible including riding in a vehicle with a non-family member.
- ☐ Wear masks properly; covering both nose and mouth.
- ☐ Avoid touching eyes, nose and mouth
- ☐ Observe social distancing of 6 feet when you must go into a shared space
- ☐ Practice frequent handwashing or use alcohol-based hand sanitizer (60%) when soap and water are not available
- ☐ Frequently clean and disinfect frequently touched objects and surfaces
- ☐ Use proper PPE like gloves when necessary
- ☐ Keep a log of daily interactions and places
- ☐ Avoid touching common surfaces like counter tops, tables, walls, door knobs, light switches
- ☐ Monitor their own health and COVID-19 exposure.
- ☐ Report to their principal/supervisor if they become symptomatic and stay home
- ☐ If staff are symptomatic or if they have been in close contact to a COVID positive individual, they must report that information to their supervisor and stay home until they have been cleared to return to work by health officials and meet the District's inclusion criteria.
- ☐ If symptoms develop at work, they will be sent home.
- ☐ Cooperate with contact tracing

#### **C. Administration/ Principal**

- ☐ Work with others to develop a site specific COVID-19 Plan to be an appendix to this plan.
- ☐ Signage
- ☐ Consider putting lines in the middle and arrows in hallways to walk on the right
- ☐ Leadership in moving towards planning for re-opening
- ☐ Virtual meetings with staff

- ☐ Update staff contact information
- ☐ Communicate with parents about COVID -19 plan to parents.
- ☐ Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- ☐ Communicate with parents on ways to support them in assisting their students with distance learning including internet safety.
- ☐ Communicate with parents on ways to prepare their students to partial or full re-opening; practicing mask wearing at home and social distancing, new rules at school and on the bus.
- ☐ **Communicate, educate, and reinforce** appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- ☐ Repurpose unused or underutilized school (or community) spaces to increase classroom space and facilitate social distancing, including outside spaces, where feasible.
- ☐ Work to provide potential substitutes with training on their additional responsibilities in relation to the COVID-19 Pandemic.
- ☐ Advise the use of personal water bottles

#### **D. Teachers/All staff**

- ☐ Enter building through the assigned entrance and go directly to your classroom/office/workspace
- ☐ Clock in using electronic device
- ☐ Use the restroom in your area
- ☐ Limit the amount of furniture and objects in your area to reduce surfaces to clean
- ☐ Avoid congregating.
- ☐ Limit time with others even wearing masks and practicing social distancing
- ☐ Arrange for 1-1 tutoring in person if necessary, safely feasible, and approved
- ☐ No visitors or family allowed in building
- ☐ Eat your lunch in your area
- ☐ Sign out when you leave for lunch and end of each day.
- ☐ Keep a log of your movement/interactions

#### **E. Support staff**

- ☐ Work where assigned
- ☐ Follow responsibilities for all staff

#### **F. Custodians**

- ☐ Wear appropriate PPE for cleaning and disinfecting
- ☐ Consider what items can be moved or removed completely to reduce frequent handling or contact from multiple people

- ☐ Provide frequent cleaning throughout the day of frequently touched surfaces and objects

#### **G. Counselors**

- ☐ Contact students to gauge their need for your support
- ☐ Arrange phone or on-line meets with students
- ☐ Staff support

#### **H. School Nurse**

- ☐ Provide instruction in prevention hygiene including handwashing, mask wearing and care, storage and disposal of PPE
- ☐ Assist in monitoring students and staff for symptoms and history of exposure
- ☐ Establish an isolation area for staff/students with symptoms
- ☐ Work with I.H.S., Glacier County Health and Tribal Health to do contract tracing.

#### **I. Food Service**

- ☐ Provide breakfast and lunch to students who are involved in Distance Learning
- ☐ Follow CDC guidelines related to pandemic in the food preparation and delivery

#### **J. Transportation**

- ☐ Transport breakfast and lunch to students who are involved in Distance Learning
- ☐ Transport students for 1-1 tutoring on a limited basis
- ☐ Follow CDC guidelines for school transportation to develop a plan that will be an appendix to this plan.

#### **K. Maintenance/Facilities**

- ☐ Monitor and improve ventilation in buildings.
- ☐ Consider closing off drinking fountains and installing water bottle fill stations.
- ☐ Consider installing handwashing stations in sites where social distancing cannot be achieved.
- ☐ Follow CDC guidelines in upscaling sanitation and worker safety. Plan will be an appendix to this plan.

#### **Athletics/Extracurricular Activities**

- ☐ The District will post signs and floor markings to encourage physical distancing.
- ☐ The District will limit the occupancy of events to follow the Blackfeet Tribal regulations, CDC guidance and the State of Montana.
- ☐ Events may be staggered, offered with limited viewership, or canceled if safety guidelines cannot be met.
- ☐ The District may require attendance sheets or seating charts for events to assist with contract tracing.
- ☐ The District may require Health Screening for all those in attendance.

- ☐ Face masks and coverings may be required for all those in attendance, depending on the event and venue.
- ☐ Coaches, supervisors and building facilitators are responsible for securing and then disposing of health screening forms, when applicable, for the length of time designated by health officials.
- ☐ Hand sanitizing stations will be available at events.
- ☐ Students, faculty, staff, and approved visitors should follow the expectations of the District which promote healthy habits and reduce the potential spread of the COVID-19 virus within our community. Organizations and groups may be allowed to reserve District owned space for meetings and events upon approval of the superintendent or designee.
- ☐ All organizations will be required to follow District expectations and safety guidelines.
- ☐ Follow CDC and Montana High School Association guidance to develop a plan for the safe practices and events to be an appendix to this plan.

**If a staff member or student become symptomatic.**

- ☐ If they are home, they should report that information to their school and stay home. If at school, staff will go home or to a healthcare facility depending on how severe their symptoms are.
- ☐ In developing plans for placing students with symptoms in an isolation area, schools should be mindful of appropriate safeguards to ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods of time.
- ☐ Students will be brought to the isolation area until their parent picks them up or they can be transported home or to a healthcare facility depending on how severe their symptoms are.
- ☐ If a school needs to call an ambulance or bring a student to the hospital, they should first alert the healthcare staff that the student may have been exposed to someone with COVID-19.
- ☐ After the student or staff is placed in an isolation area, school staff who work in the isolation area should follow CDC's [Considerations for Cleaning and Disinfecting your Building or Facility](#).
- ☐ Determine if building closure is needed.
- ☐ Anyone with symptoms should get tested. If the test is positive, the school will begin assisting with contact tracing of the school population and areas including buses if appropriate. The nurse will work with I.H.S. and Glacier County Health Department to assist contact tracing.
- ☐ There will be thorough cleaning of the affected person's work area. There will be a decision on if further people need to stay home based on CDC and local health authorities' guidance.

- If students or staff are symptomatic or if they have been in close contact to a COVID positive individual, they must report that information to their supervisor/school and stay home until they have been cleared to return to school by health officials and meet the District's inclusion criteria.

### III. COVID-19

People with COVID-19 have had a wide range of reported symptoms – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to SARS-CoV-2**. Symptoms can include:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms and children and youth with SARS-CoV-2 infection may experience any, all, or none of these symptoms.

Given the wide range of symptoms and the fact that some people with SARS-CoV-2 infection (the virus that causes COVID-19) are asymptomatic, there are limitations to symptom screening conducted by schools for the identification of COVID-19.

### DISTANCE LEARNING

The decision to go to Distance Learning will be implemented as needed as directed by mandates or BPS Board of Trustees. Distance learning will be for the beginning of the 2020-2021 school year. Students will do their school work from home, teacher-directed, using on-line resources. Where this is not possible, physical packets will be available. The decision to remain in Distance Learning or begin transition to the Blended Learning or Traditional Learning will be made by week 7 of each quarter. The decision will be based upon State and Tribal mandates in conjunction with BPS Administration and the BPS Board of Trustees. Students will have the Distance Learning option for the year.

*The following section is a work in progress. We are constantly receiving new information and guidance as this pandemic unfolds. As we go through the first weeks of this school year, we will work to fine tune this document so that we can move towards re-opening our schools the safest manner. We will research*

*and take input from staff as they are back in our buildings and have suggestions as to what will work at their site.*

### **BLENDED LEARNING**

This is a transition stage between all students staying at home with Distance Learning and full school attendance. Parents will have the option to have student participate in distance learning for the remainder of the school year.

At this stage students will be allowed to attend school two days a week. Approximately half of the students will attend at a time to facilitate social distancing throughout the day. On days students are not in school, they will be expected to continue assigned work on-line or with packets.

If there is an increase in cases in the community or an outbreak in a school there may be a move back to On-line Learning. The district will follow directives from **Blackfoot Tribe and the State of Montana**.

Buildings are open

Maximum use of outdoor learning spaces, large spaces such as gyms and cafeterias

Social distancing as is practical

Masks required for everyone, including on school buses and at events

Remote Learning optional

All before listed responsibilities will continue with these additions.

#### **A. Principal**

- ☐ Provide guidance on new restrictions on movement in the building and school grounds. Rules for social distancing may address traffic flow, restrooms, hallways, common areas, before and after school, lunch time and recess.
- ☐ Post appropriate signage regarding preventative hygiene, hand washing, masks, social distancing.
- ☐ Develop schedules to reduce the number of interactions in common areas i.e. library, gym, cafeteria, recess.
- ☐ Consider making certain areas off-limits unless they can be sanitized between groups i.e. playgrounds and equipment, libraries, gyms.
- ☐ Consider not assigning lockers so there is no need to cross the flow of traffic.
- ☐ Consider installing physical barriers and guidelines for general hygiene in high traffic areas where distancing cannot be implemented
- ☐ Provide site guidance for substitutes in COVID procedures.
- ☐

#### **B. All staff**

- ☐ Continue to follow all previous guidance

#### **C. Teachers**

- ☐ Arrange classrooms so that students are seated 6 feet apart. Some excess furniture and items may need to be stored for now.

- ☐ Consider removing porous items like pillows, rugs, soft chairs as they difficult to clean.
- ☐ All students sit facing in the same direction.
- ☐

#### D. Custodians

- ☐ Increase cleaning of commonly touched surfaces
- ☐ If cafeteria is used sanitize between meal periods or groups
- ☐

#### E. Counselors

- ☐ Continue staff and student support

#### F. School Nurse

- ☐ Provide instruction in prevention hygiene including handwashing, mask wearing and care, storage and disposal of PPE
- ☐ Assist in monitoring students and staff for symptoms and history of exposure
- ☐ Provide students with guidance in not touching surfaces i.e. walking with hands in their pockets or behind their backs when moving between areas
- ☐ Help students express how they are feeling
- ☐ Monitor/assess staff and students who report symptoms
- ☐ Assist in isolating those with symptoms

#### G. Food Service

- ☐ Work with the administration of each building for serving breakfast and lunch while maintaining social distancing and CDC guidance.
- ☐ Consider eating in classrooms or seating students on one side of a table only.
- ☐ No buffet
- ☐ Continue providing lunch for those students at home that day.

#### H. Transportation

- ☐ Bus drivers assign seats.
- ☐ All, including the students, driver and any assistant, will wear masks.
- ☐ Hand sanitizer will be at the bus entrance. All gel-in and gel-out.
- ☐ Load from the back.
- ☐ One student per seat in an alternating fashion.
- ☐ **Immediate** family members may be assigned in the same seat **and adjoining seating**
- ☐ Windows will be open to provide ventilation when feasible.

#### F. Maintenance/Facilities

- ☐

**G. Students**

- ☐ Anyone over the age of 2 years will wear a mask covering their nose and mouth. Exceptions may be made in some medical conditions.
- ☐ Students will sit in assigned seat on bus, avoid touching surfaces, and follow directions of the driver.
- ☐ Enter building through the assigned entrance and go directly to your classroom.
- ☐ Wear masks in all indoor common areas and when social distancing is not possible including riding in a vehicle with a non-family member.
- ☐ Avoid touching eyes, nose and mouth.
- ☐ Observe social distancing of 6 feet when one must go into a shared space.
- ☐ Practice frequent handwashing or use alcohol-based hand sanitizer (60%) when soap and water are not available
- ☐ Avoid touching common surfaces like counter tops, tables, walls, door knobs, light switches
- ☐ Bring your own water bottle.

**TRADITIONAL LEARNING**

Schools will be open to all students. Even so, it probably will not look like school as we knew it. There will be restrictions and some things may not be able to restart at first. Parents will have the option to have student participate in distance learning for the remainder of the school year. If there is an increase in cases in the community or an outbreak in a school there may be a move back to Blended Learning or On-line Learning. The district will follow directives from the State of Montana and Blackfeet Tribal Ordinances.

Buildings are open  
 Social distancing as is practical  
 Masks encouraged for students and adults

**A. Principal****B. All staff****C. Teachers****D. Custodians****E. Counselors****F. School Nurse****G. Food Service**

**H. Transportation**

**F. Maintenance/Facilities**

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## EXPLOSION

### I. PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:

- ☐ Continuity of Operations (COOP).
- ☐ Evacuation.
- ☐ Family Reunification.
- ☐ Medical Emergency.
- ☐ Mental Health and Healing.

Any staff, student or visitor discovering an explosion will activate the fire alarm, report the explosion to the Principal, and call 911 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department/emergency services.

### II. RESPONSIBILITIES

#### A. Incident Commander/Principal

- ☐ Call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm, identify the school name and location, provide exact location of the explosion, if any staff or students are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- ☐ Activate an **EVACUATION**.
- ☐ Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- ☐ Notify the district office and institute communications plan.

- ☐ Designate staff to take the visitor log, student sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
- ☐ Designate staff to obtain student roll from teachers and identify any missing students.
- ☐ If safe and appropriate to do so, direct designated staff to shut off utilities.
- ☐ Notify and provide regular updates to staff and students of the status of the emergency.
- ☐ Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions direct an off-site evacuation to a designated relocation center.
- ☐ If relocation occurs, activate **FAMILY REUNIFICATION**.
- ☐ If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.

## B. Teachers

- ☐ Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- ☐ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- ☐ Assist or designate others to assist students with functional needs.
- ☐ Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- ☐ Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- ☐ Keep class together and wait for further instructions.
- ☐ Remain in safe area until the "All Clear" signal has been issued.
- ☐ Be prepared to move students, if an off-site relocation is ordered.
- ☐ Be prepared to move the students if the situation warrants it.
- ☐ No one may re-enter building(s) until it is declared safe by the fire department.

**FIRE****I. PURPOSE**

BPS has a policy and procedures governing fire drills and conducts fire drills as required by law. All staff are trained on how to respond in the event of a fire.

- ☐ Any staff discovering fire or smoke will activate the fire alarm, and report the fire to the Principal, or call 911 if conditions require and/or injured are in need of medical assistance.
- ☐ Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- ☐ No one may re-enter building(s) until it is declared safe by the fire department.

Once an emergency Incident Commander arrives (fire department), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

**II. RESPONSIBILITIES****A. Incident Commander/Principal**

- ☐ Call or direct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, if any staff or students are injured, state the building is being evacuated and identify the location of the school command post.
- ☐ Activate an **EVACUATION**.
- ☐ Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- ☐ Notify the district office and institute communications plan.
- ☐ Direct office staff to take the visitor log, student sign-out sheet and the critical incident response documents, floor plans, information, items, supplies to the designated school command post.
- ☐ Designate staff to obtain student roll from teachers and identify any missing students.
- ☐ Upon consultation with Superintendent, fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.

- ☐ If relocation occurs, activate **FAMILY REUNIFICATION**.
- ☐ If relocation is not necessary, provide information on plan to return to the building and resumption of normal operations.
- ☐ Do not allow staff and students to return to the building until the fire department or emergency Incident Commander with jurisdiction over the scene has determined that it is safe to do so and given the "All Clear".
- ☐ Notify staff of the status of the emergency, if they can return to the building and when normal operations can resume.

## **B. Teachers**

- ☐ Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- ☐ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- ☐ Assist or designate others to assist students with functional needs.
- ☐ Close the classroom door and turn out the lights upon exiting and confirm all students and personnel are out of the classroom.
- ☐ Take attendance at the assembly area. Report any missing students or staff members and/or any injuries to the Principal and/or emergency Incident Commander at the scene.
- ☐ Keep class together and wait for further instructions.
- ☐ Remain in safe area until the "All Clear" signal has been issued.
- ☐ No one may re-enter building(s) until it is declared safe by the fire department.

**INTRUDER/HOSTAGE****I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event an unknown person (intruder) is found on school grounds or in the school building and in the event of a hostage situation. It is critical that all staff know how to handle coming into contact with an unknown person who may be an intruder with violent intent on school property, and what to do in a hostage situation. If the incident involving an intruder or hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and cooperate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

**II. RESPONSIBILITIES****A. All Staff Should Be Trained to Take Action When an Unauthorized Person Enters School Property.**

- ☐ If time permits, notify the Principal/ School Incident Commander/ School Resource Officer (SRO) and follow their instruction.
- ☐ If staff member approaches unknown person/intruder, ask another staff person to accompany and assist.
- ☐ Politely greet person/intruder and identify yourself.
- ☐ Ask person/intruder the purpose of his/her visit.
- ☐ Inform person /intruder that all visitors must register at the main office; direct and accompany him/her to the office.
- ☐ If person/intruder's purpose is not legitimate, ask him/her to leave.
- ☐ Accompany intruder to exit.

**If unknown person/intruder refuses to leave:**

- ☐ Do not antagonize the person/intruder and explain consequences of staying on school property.
- ☐ Walk away from person/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).
- ☐ Maintain visual contact with intruder from a safe distance.
- ☐ Notify SRO, and School Incident Commander/Principal or call 911 and alert law enforcement. Give law enforcement full description of intruder. (Keep intruder unaware of call for help if possible).

- ☐ School Incident Commander/Principal notifies Superintendent and may issue **LOCKDOWN** or other appropriate procedures, depending on conditions, and/or as instructed by law enforcement.

**B. A Hostage Situation Involves One or More Persons Being Held Against Their Will by One or More Individuals. The Goal Is To Ensure Safety of Students, Staff and Others at the School and Prevent the Hostage(s) Being Moved Away From the School. All Staff Should be Aware of What to do in the Event of a Hostage Situation.**

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the Principal/School Incident Commander, School Resource Officer, or call 911 if unable to reach school authorities.

**If school personnel or students are taken hostage:**

- ☐ Follow instructions 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.

**C. Principal/School Incident Commander**

- ☐ Call 9-1-1 immediately [insert the actual sequence to call 9-1-1 from your phone system]. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in **LOCKDOWN** or taking other action if appropriate (such as **EVACUATION** if hostage taker has a bomb). Ask for assistance from hostage negotiation team.
- ☐ Announce **LOCKDOWN** or other procedure if conditions warrant.
- ☐ Ensure staff outside are notified of the situation and to move students away from the building to the outside assembly areas.
- ☐ Isolate the area and try to determine if weapons are involved, if possible.
- ☐ Redirect any buses en-route to the school to an alternate location.
- ☐ Notify Superintendent and activate communications plan.
- ☐ Give control of scene to police and hostage negotiation team.
- ☐ Ensure detailed notes of events are taken.

#### D. Teachers and Staff

- ☐ Teachers and staff will implement **LOCKDOWN** or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- ☐ Everyone should remain in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

#### III. OTHER PROCEDURES (that may be activated depending on conditions)

**Active Shooter.**

**Evacuation.**

**Family Reunification.**

**Medical Emergency.**

**Mental Health and Healing.**

**Shelter-in-Place.**

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## **MEDICAL EMERGENCY**

### **I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to assist staff and students in the event of a medical emergency.

### **II. RESPONSIBILITIES**

#### **A. School Staff**

- ☐ Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- ☐ Immediately notify the School Incident Commander/Principal.
- ☐ Assess the seriousness of the injury or illness.
- ☐ Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- ☐ Protect yourself against contact with body fluids (blood borne pathogens).
- ☐ Administer appropriate first-aid according to your level of training until help arrives.
- ☐ Comfort and reassure the injured person. Do Not Move an injured person unless the scene is unsafe.
- ☐ If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

#### **B. School Incident Commander/ Principal**

- ☐ Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- ☐ Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- ☐ Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- ☐ Assign a staff member to remain with the injured person if they are transported to the hospital.

- ☐ If injured person is a member of school personnel or a student, notify parent, guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- ☐ Ensure student or staff medical information from administrative records is sent to the hospital.
- ☐ Notify the school counselor or crisis response team and provide a brief description of the incident.
- ☐ Advise faculty and staff of the situation, as appropriate.
- ☐ Develop and maintain written documentation of the incident.
- ☐ Follow-up with appropriate persons and determine if other procedures should be activated such as **MENTAL HEALTH AND HEALING**.

## **SEVERE WEATHER**

### **I. PURPOSE**

The purpose of this annex is to have procedures in place when a Severe Weather Watch or Warning has been issued in the area near the school.

### **II. RESPONSIBILITIES**

#### **A. School Incident Commander/ Principal**

When a **Severe Weather Watch** has been issued.

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into the building.
- ☐ Close windows and blinds.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- ☐ Review “DROP COVER and HOLD” procedures with students.
- ☐ Assign support staff to monitor all entrances and weather conditions.

When **Severe Weather Warning** has been issued in an area near school or severe weather has been spotted near school.

- ☐ Announce **SHELTER-IN-PLACE** alert signal.
- ☐ Direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- ☐ Ensure that students are in “**DROP, COVER and HOLD**” positions until the danger passes.
- ☐ Direct students and staff outside to **REVERSE EVACUATE** into the building.
- ☐ If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- ☐ Relocate students and staff from any mobile classrooms in to the building.
- ☐ Remain in safe area until warning expires or until emergency personnel have issued an “All-Clear”.

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## **TERRORISM THREAT**

### **I. Purpose**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of a terrorist threat. School administrators will be notified of terrorist threats through either of the following means:

- ☐ A National Terrorism Advisory System (NTAS) alert from US Department of Homeland Security.
- ☐ Directly by a law enforcement or homeland security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department, and the Local County Sheriff’s Office will confer on the situation. Designated school officials will work with the Local Police Department and/or Sheriff’s Office and agree to open or close schools.

### **II. RESPONSIBILITIES**

#### **A. School Officials**

When there is an imminent threat against a school or its immediate area, the following actions should be taken:

- The Superintendent will start the phone tree to contact district staff. If school is in session, immediately notify building administrators and designated school officials.
- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to reopen. All school activities and events scheduled will be cancelled until further notice.
- If Alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. Students will be sent home by normal transportation means or released to parents pursuant to district policy. All after-school activities will be cancelled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are appropriate for the situation. FAMILY REUNIFICATION procedures will be followed in order to coordinate the release of students.

In the event of an actual terrorist attack schools should follow appropriate procedures for **HOSTAGE SITUATIONS**, conventional weapons incidents (e.g. **EXPLOSIONS, ACTIVE SHOOTING, BOMB THREAT**, etc.), and **CHEMICAL/ HAZARDOUS SPILLS** (biological incidents, chemical incidents, and radiological/nuclear incidents).

**FLOOD****I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

The Glacier County DES, the Blackfeet DES, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Principal/ School Incident Commander will activate the School EOP.

The school communication system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- ☐ Continuity of Operations (COOP).
- ☐ Evacuation.
- ☐ Family Reunification.
- ☐ Mental Health and Healing.
- ☐ Medical Emergency.
- ☐ Reverse Evacuation.
- ☐ Shelter-in-Place (if safe to do so and evacuation without external assistance is not possible).

**II. RESPONSIBILITIES****A. Principal/School Incident Commander.**

- ☐ Review circumstance and conditions and determine appropriate procedures to be activated.
- ☐ Determine if **EVACUATION** is required and can be safely done.
- ☐ Call or instruct staff to call 911 [insert the actual sequence to dial 9-1-1 from your phone system] to notify local law enforcement, fire and emergency services of intent to

evacuate, the location of the relocation site, the route and means to be taken to that site.

- ☐ Delegate a search team to ensure that all students have been located and/or evacuated.
- ☐ Activate internal and external communications plan.
- ☐ Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- ☐ Update staff, administration, and emergency responders of any significant changes in operations or conditions.
- ☐ Issue transportation instructions if students will be evacuate to a safer location by means of buses or cars.
- ☐ Notify the Superintendent/Policy Group of the status and action taken.
- ☐ Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- ☐ Activate **FAMILY REUNIFICATION** procedures.
- ☐ Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
- ☐ Designate staff to take appropriate action to safeguard school property.
- ☐ Determine if school will be closed or remain open.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Document all actions taken.

## **B. Teachers and Staff**

- ☐ Execute evacuation procedures when instructed by the Principal or Incident Commander.
- ☐ Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.
- ☐ Take attendance before leaving the classroom.
- ☐ Lead students as quickly and quietly as possible out of the building to the designated assembly area(s).
- ☐ Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- ☐ Assist or designate others to assist students with functional needs.
- ☐ Remain with students throughout the evacuation process.
- ☐ Upon arrival at the assembly site, take attendance. Report any missing or injured students to the Incident Commander.

- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Document all actions taken.

### **C. Bus Drivers**

- ☐ If evacuation is by bus, do not drive through flooded streets and/or roads.
- ☐ Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- ☐ If caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- ☐ Use two-way radios to communicate with the Principal/ School Incident and/or emergency Incident Commander.
- ☐ Document all actions taken.

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**CAMPUS PLAN TEMPLATE****I. Situation Overview/Hazard Analysis Summary****A. School Population****a. General Population**

Current enrollment at [School name] is approximately [number of students] [elementary, middle-school or high-school] students located in [brief description of the building(s)]. These students are supported by a committed staff and faculty consisting of:

- [number] Teachers and specialists
- [number] Administrators
- [number] Office/support staff
- [number] Instructional Assistants
- [number] Cafeteria staff
- [number] Maintenance and custodial staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in main office and at the end of this plan.

**b. Functional Needs Population**

[School name] is committed to the safe evacuation and transport of students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary)
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with functional needs is approximately [number of students]; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs along with their schedules is available (identify manner kept). A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is also available (identify manner).

## II. Building Information

[School name] is located on a [number] acre lot and includes [number] buildings, [describe athletic and parking and/or other facilities]. All classes take place in [describe building(s)]. Other unique information including hazards will be included.

A map and/or floor plans of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included at the beginning of this plan. All staff members are required to know these locations as well as how to operate the utility shutoffs. A guide for uniform mapping of each district campus or site is in the appendices.

## III. Organization and Assignment of Duties

Each principal will pre-assign staff to carry out the duties in Table 2 Operation Section Team and Table 3 School Incident Command System. Each assigned staff person must agree to and understand their role. These staff will be considered the Building response Team. During an incident, if they are activated, a pre-identified Buddy (staff member) will assume responsibility for their students.

Copies of assignments in Table 2 and 3 are included in this campus plan.

## IV. Site specific Response

The principal or designee will be responsible for the development of site specific procedures to enhance carrying out each annex at their site. For example:

- ☐ Unique phone number to dial to get out of the building
- ☐ Specific hazards – hazardous materials stored and where
- ☐ How parents are notified of school emergencies
- ☐ Specific ways to notify for Reverse Evacuation
- ☐ Special duties – taking out the first aid kit or AED
- ☐ The walk-to relocation site
- ☐ Where to meet buses during an evacuation
- ☐ Which rooms will be used during Shelter-in-Place
- ☐ An emergency contact list for staff and id staff who have emergency training
- ☐ Phone tree
- ☐ Buddy list

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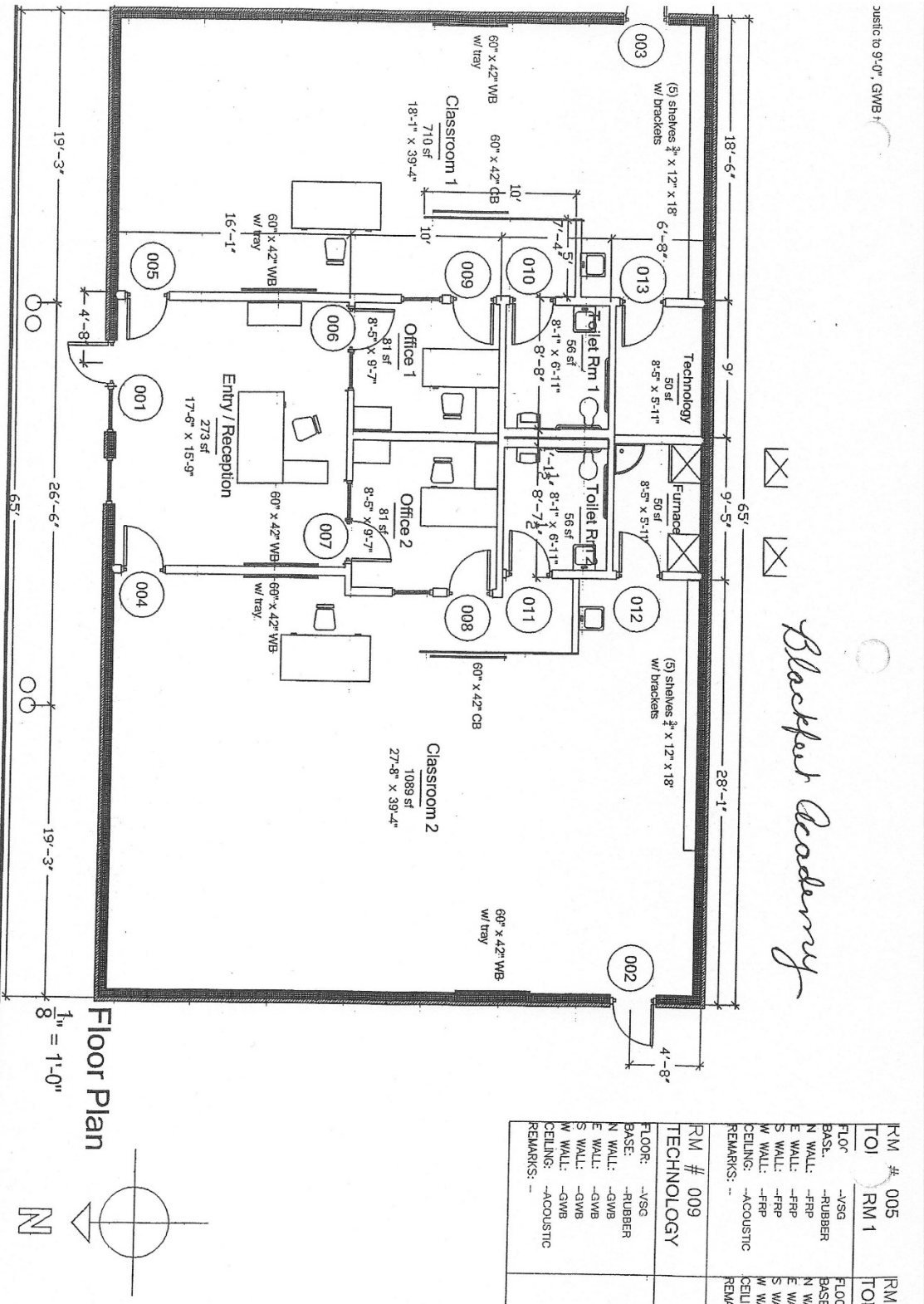
## **APPENDIX**

This section provides support information and tools to assist school response to incidents.

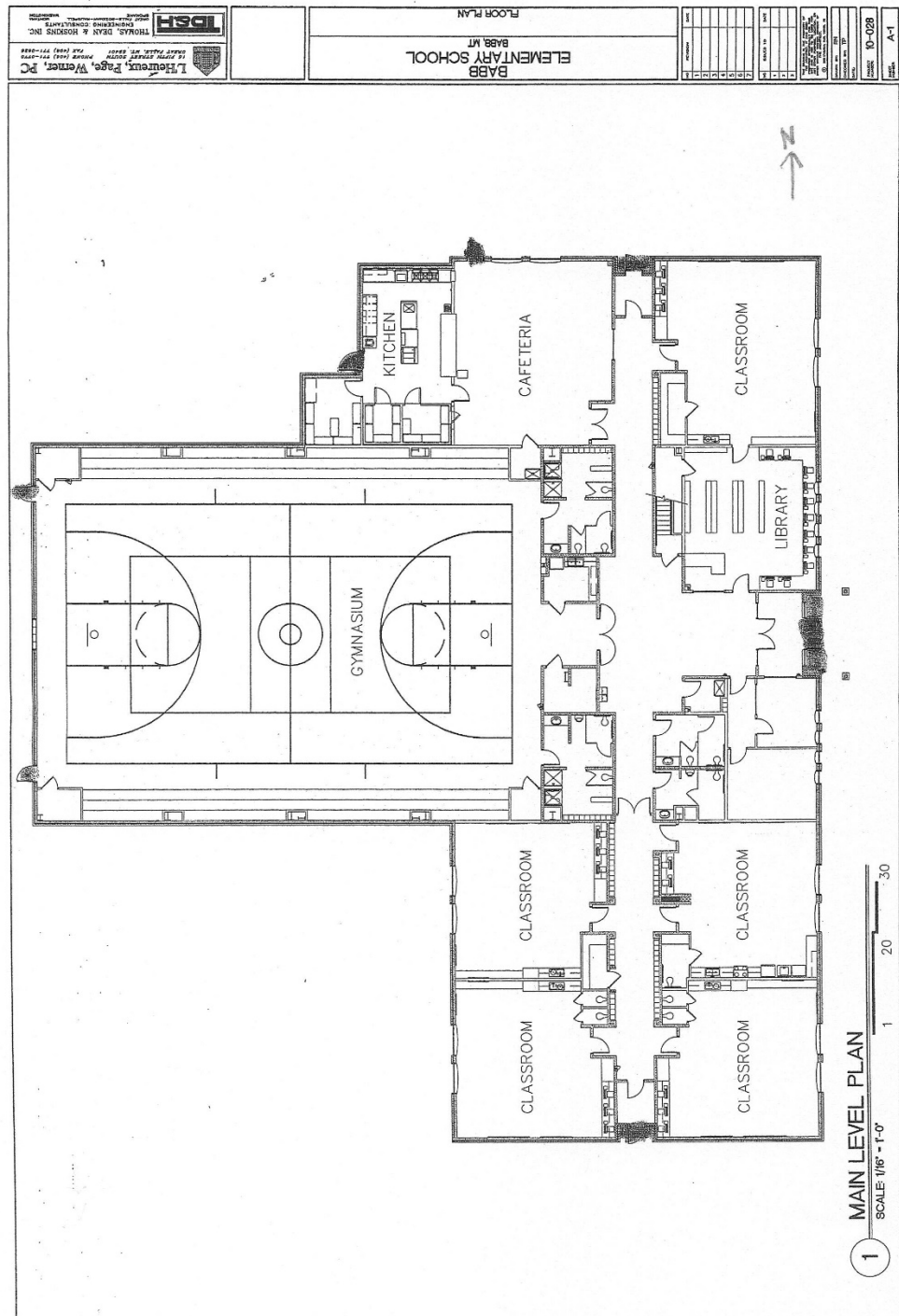
**School Floor Plans**

**Google maps of School Sites**

# Blackfeet Academy



# Babb School



# Browning Elementary School

## Browning Elementary CAMPUS

### HIGH SCHOOL

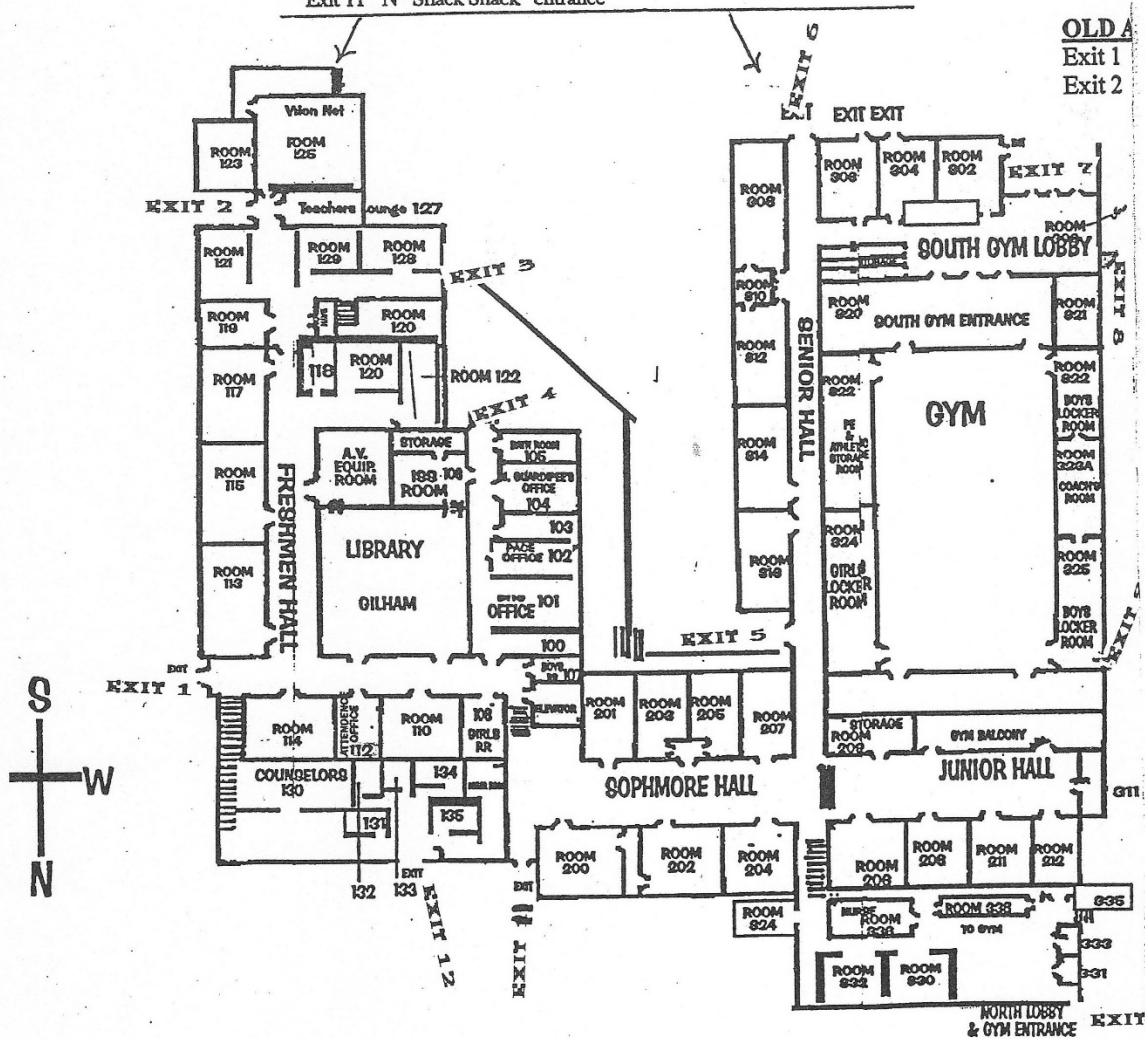
- Exit 1 E Main entrance
- Exit 2 E Teachers Entrance
- Exit 3 SW exit to Exit 4
- Exit 4 S exit from office area
- Exit 5 W exit from Sr. hallway
- Exit 6 S exit from Sr. hallway
- Exit 7 S Gym Lobby Door
- Exit 8 W Gym Lobby Door
- Exit 9 W Locker room exit
- Exit 10 N Lobby & Gym entrance
- Exit 11 N "Snack Shack" entrance

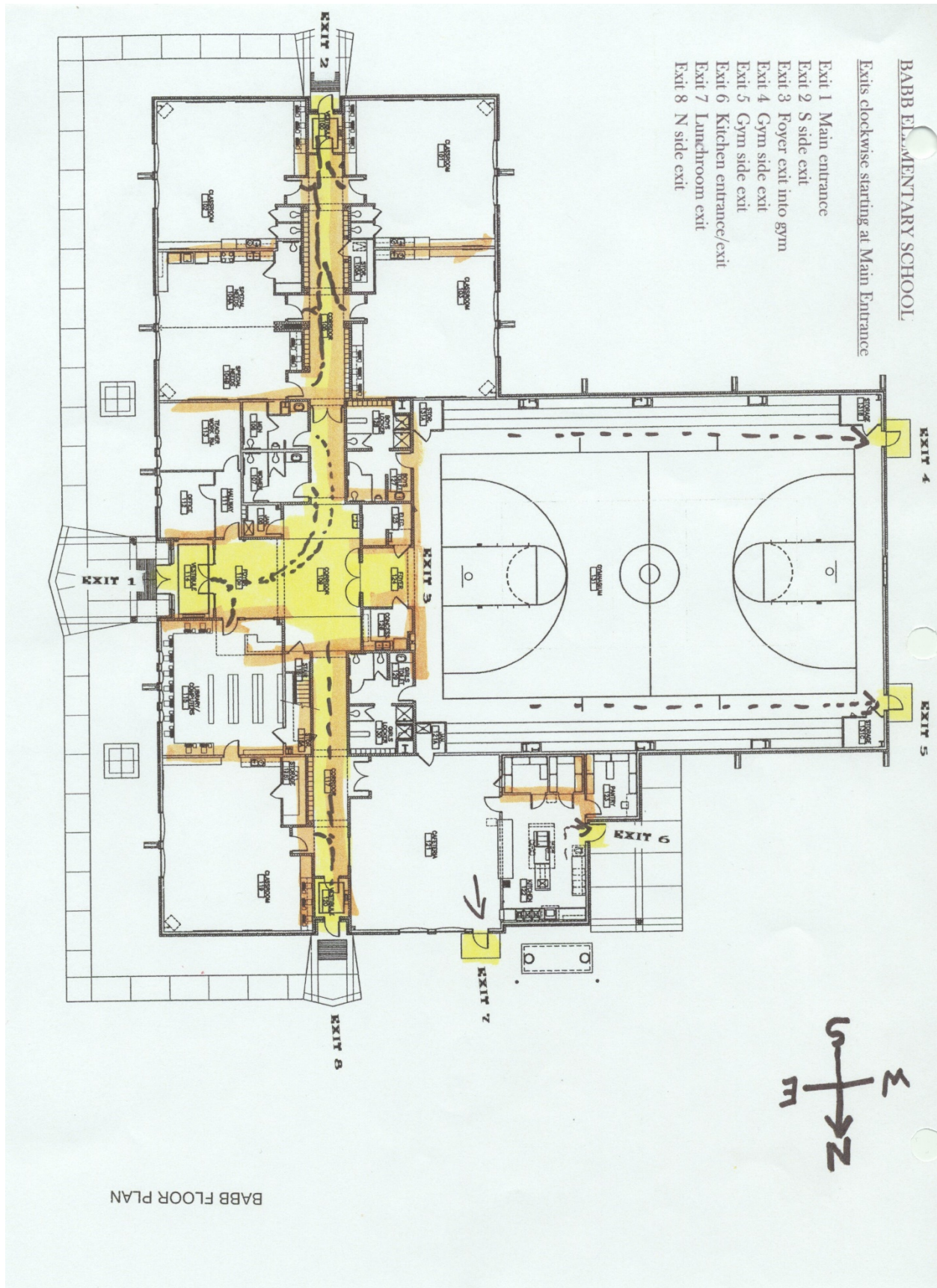
### VO-TECH

- Exit 1 N Main
- Exit 2 E exit
- Exit 3 S exit
- Exit 4 S exit
- Exit 5 W exit
- Exit 6 W exit

### OLD A

- Exit 1
- Exit 2

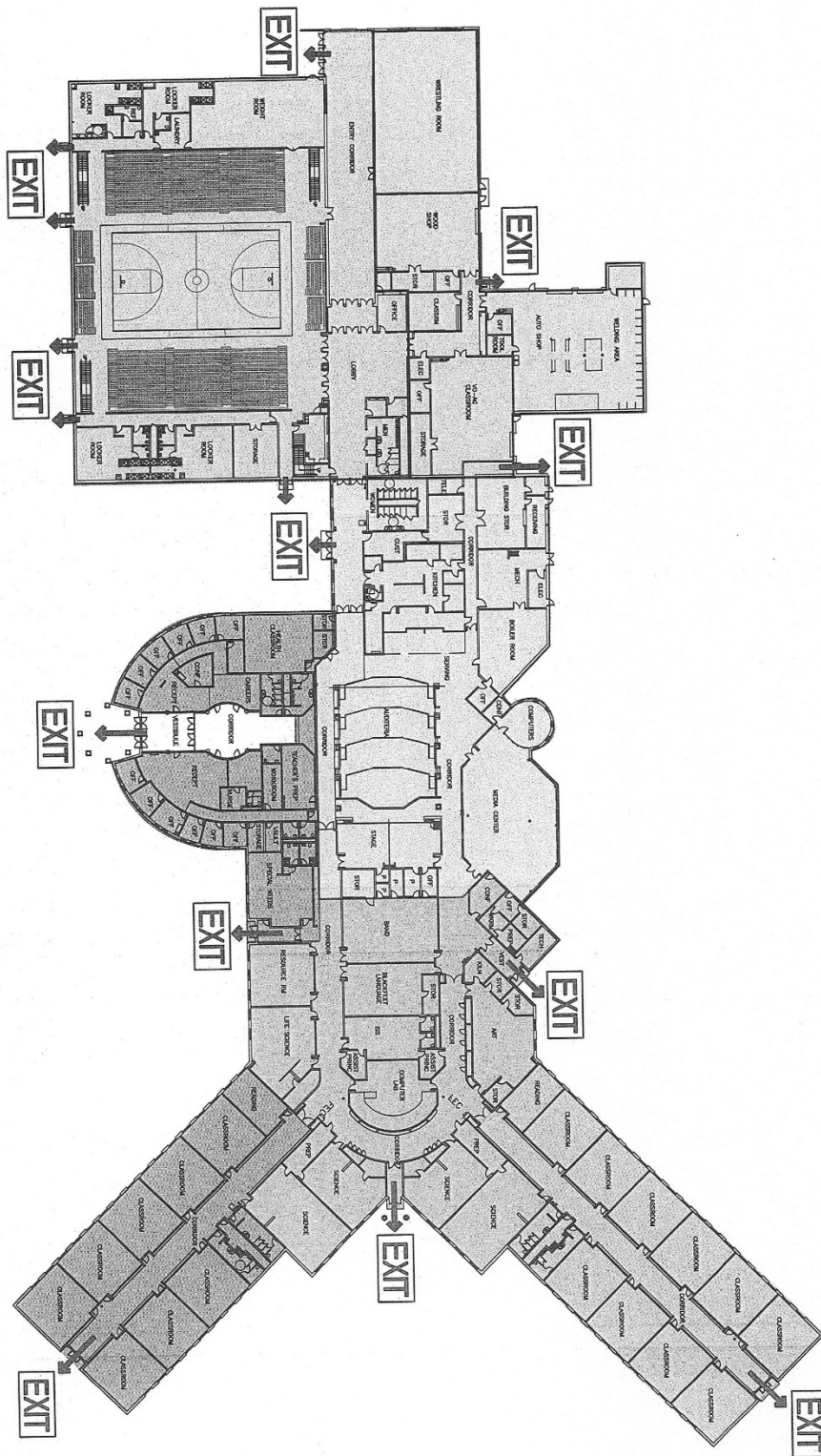




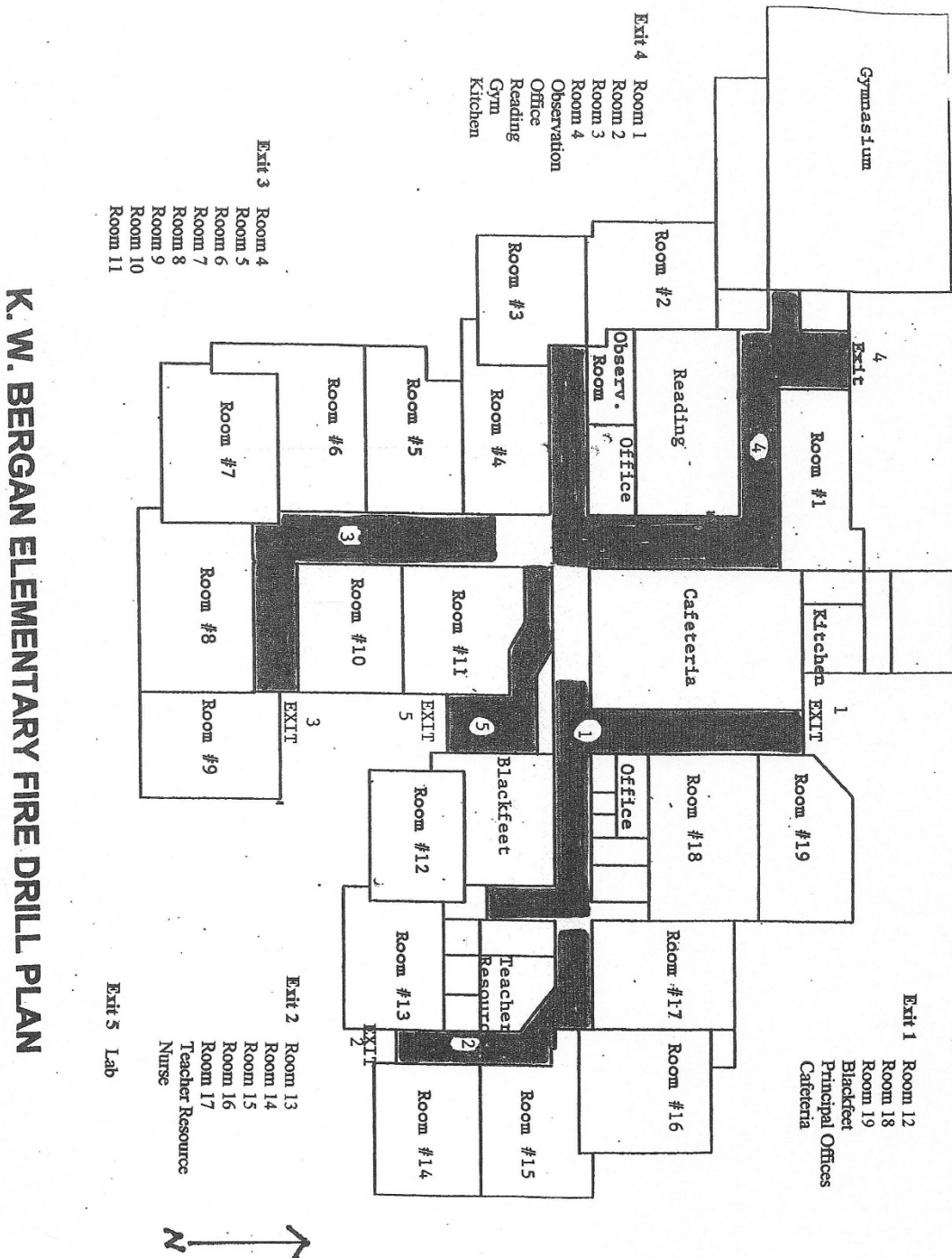


Browning Middle School

BHS



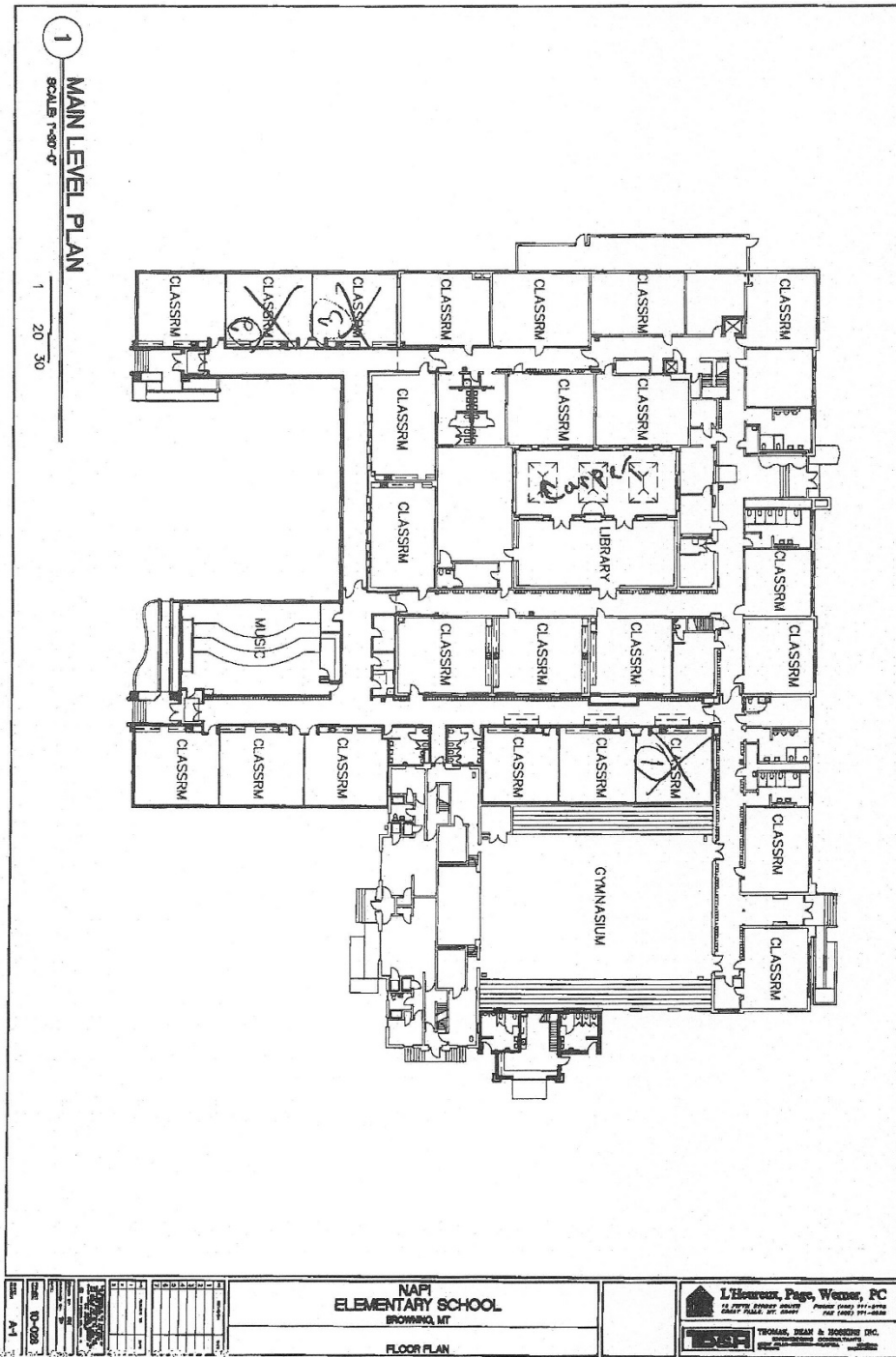
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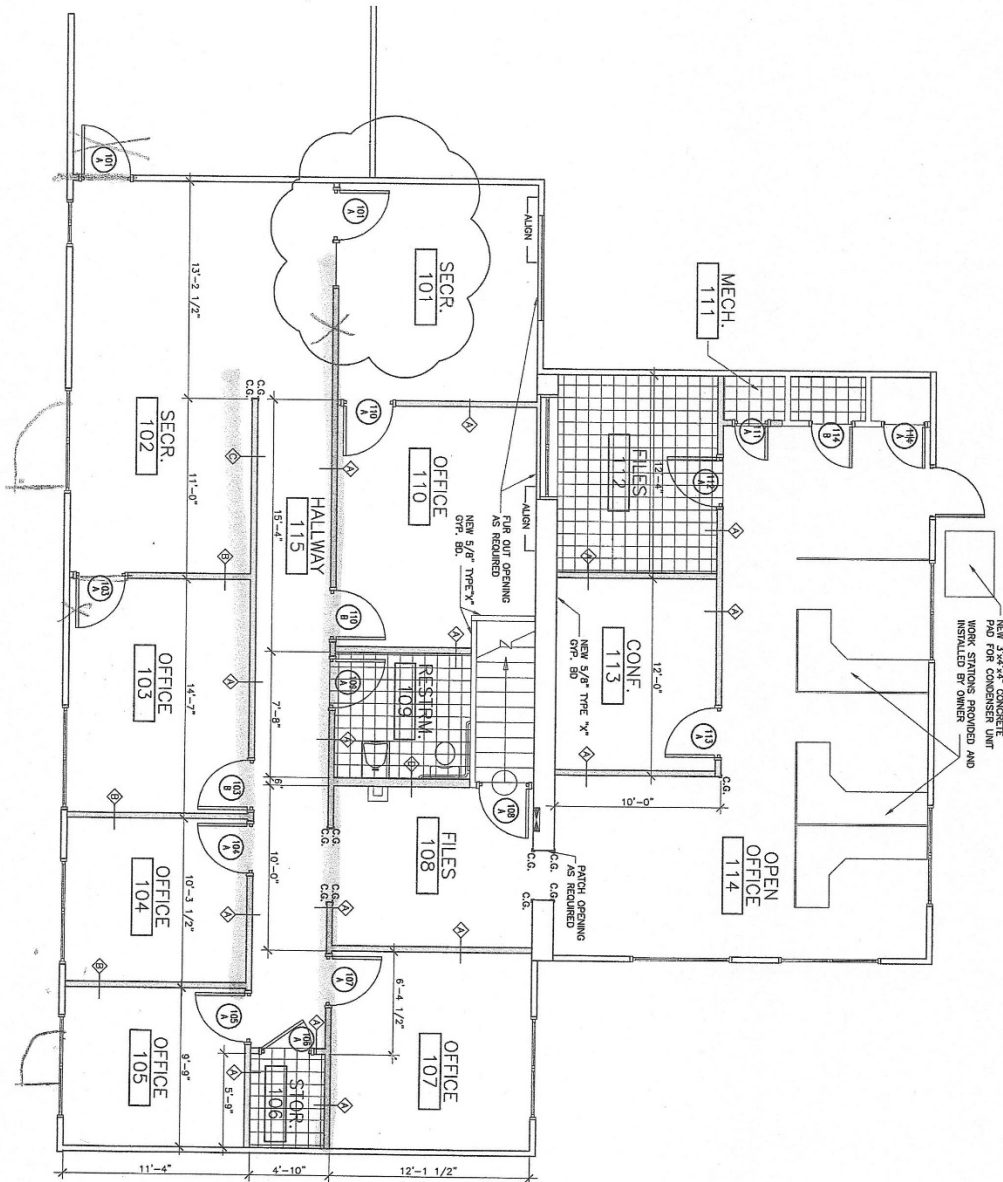




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# Special Services



DRAFT

### **Communication with Public in Emergencies**

These samples may be copied and used.

Parent letter – what to do in a school emergency

MEDIA/PUBLIC INFORMATION

Sample Press Release

General Crisis Response Information Press Release

Sample Public Information Release Update

Announcements – Initial Announcement of Crisis Event

Information Sheets to Share with Parents

Announcement – Student/Staff death

Letters to Parents – Unexpected student death – Elementary

Letters to Parents – Bus Accident

Communications – Student Suicide – to students

(date)

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that Browning Public Schools have prepared to respond effectively to such situations. Our main objective is to attend to the health and welfare of your child/children in the event of a crisis and see that they get home safely.

Our plan involves the most effective way to use our resources to respond immediately to emergencies and to interface with local emergency responders. Any disaster will disrupt the normal way of doing things. It will cause inconvenience for us all. The school personnel and you as parents share the responsibilities for the care of students.

IN MOST EMERGENCIES, YOUR CHILD WILL REMAIN AND BE CARED FOR AT THE SCHOOL HE/SHE ATTENDS. IN THE RARE EVENT, THAT PROHIBITS RE-ENTRY TO THE BUILDING (SUCH AS BROKEN GAS OR WATER MAIN, A FIRE, OR A LOSS OF UTILITIES IN BAD WEATHER) STUDENTS AND STAFF WILL BE MOVED IMMEDIATELY TO THAT SCHOOL'S ALTERNATIVE LOCATION.

Your cooperation is necessary in any emergency. We ask that you follow these procedures if you hear rumors of any school emergency.

1. DO NOT TELEPHONE THE SCHOOL. Telephone lines may be needed for emergency communication.
2. Tune you RADIO to KSEN/Browning KBWG OR Local TV Station Channel 56. Information will also be POSTED on Browning Public Schools Face Book Page and website. We will keep the media accurately informed of an emergency. Stay tuned to the media for updated, accurate reports and information about when and where to pick up your child.
3. PLEASE DO NOT COME TO YOUR CHILD'S SCHOOL. An emergency involving your child's school may mean emergency vehicles. Disaster workers must be able to get to the building. If parents are to come to the school to pick up their students, it will be announced on the radio.
4. REUNITING PARENTS AND CHILDREN. Students will be released only to parents and persons identified by the parents on the student's information card, which is filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school.
  - They are 18 years of age.
  - They could walk to school if necessary
  - Your child knows them.
  - They are both aware and able to assume this responsibility.

The decision to keep students at school will be based on several factors, the duration of the incident, safety, and capability of transportation. In the case of a hazard (chemical spill, fire, riot, or other danger) near the school, "Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms, and all efforts will be made to prevent outside dangers from entering the building. Shelter-in-Place signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school

during a Shelter-in-Place drill should report to the school office or to a previously designated area at the school since classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given and signs will be removed.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

DRAFT

## Letters to Parents – Unexpected student death – Elementary

Dear Parents:

Yesterday, we learned that one of our first graders, \_\_\_\_\_, died while in the hospital. \_\_\_\_\_ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about \_\_\_\_\_ to his class. We discussed what happened and how \_\_\_\_\_ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student who may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. \_\_\_\_\_'s death is particularly difficult due to his young age and its unexpectedness. The fact that \_\_\_\_\_ died while at the hospital and the fact that it was related to having his tonsils out may be frightening for children; especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss \_\_\_\_\_'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have because of hearing this news. We are enclosing a list of suggestions to help you talk with your child about \_\_\_\_\_'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the \_\_\_\_\_ family and to all their friends. We at the school will miss \_\_\_\_\_ very much. He was our friend and we loved him.

Sincerely,

(School Principal)

## Letters to Parents – Bus Accident

Dear Parents,

This morning, before school, there was an accident involving a school bus and an automobile. There were known injuries to the passengers of the car. The children on Bus \_\_\_\_ witnessed the aftermath of the accident, but were not involved in it.

The guidance counselors and administration took the children from the bus involved in the accident to the library. The children were asked if they were injured in any way and their parents were then contacted. Your child, because of being on Bus \_\_\_\_ may show delayed reaction to the accident. Please be alert over the next several days to symptoms of delayed reactions, including:

- A desire to be alone, usually quiet
- Loss of appetite
- Problems with sleeping, nightmares
- Crying
- Angry outburst, short temper
- Headaches, upset stomach
- Depressed, sad

Your child may also exhibit some physical complaints. Please contact (principal's name) to fill out an accident report. The school will offer support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please do not hesitate to call (school phone number) if you have any questions or concerns.

Sincerely,

(Principal's name)

## General Crisis Response Information Press Release

(FOR IMMEDIATE RELEASE)

### **BROWNING PUBLIC SCHOOLS CRISIS RESPONSE INFORMATION**

THE BROWNING SCHOOL SYSTEM MAINTAINS A SYSTEM-WIDE CRISIS RESPONSE TEAM THAT HAS CONTINGENCY PLANS IN PLACE FOR A WIDE RANGE OF CRITICAL INCIDENTS.

THE BLACKFEET LAW ENFORCEMENT AGENCY HAS NOTIFIED THE FOLLOWING AGENCIES WHO HAVE EMERGENCY PERSONNEL ON SCENE AT THIS TIME.

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FOR OUT OF STATE RESIDENTS WHO HAVE RELATIVES WHO ATTEND OR WORK AT THE SCHOOL. THE BLACKFEET LAW ENFORCEMENT AGENCY REQUESTS THAT YOU ROUTE ALL REQUESTS FOR INFORMATION REGARDING THESE INDIVIDUALS THROUGH YOUR LOCAL AMERICAN RED CROSS. YOU CAN CALL AND REQUEST THAT THE RED CROSS INITIATE A TRACE ON THE STATUS OF LOVED ONES WHO ATTEND THE SCHOOL. THE AMERICAN RED CROSS WILL CONTACT A LOCAL REPRESENTATIVE AND REPORT THEIR FINDING BACK TO YOU AS QUICKLY AS THEY CAN.

## Sample Public Information Release Update

NOTE: If this is used as a script, read only those items checked. Make no other comments. Check off, fill in, and cross off as appropriate.

**Browning Public Schools**      date \_\_\_\_\_ time \_\_\_\_\_

- ☐ \_\_\_\_\_ has just experienced a(n) \_\_\_\_\_
- ☐ The students/employees [(are being) or (have been)] accounted for.
- ☐ No further information is available at this time.
- ☐ Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- ☐ Police [(are here) or (are not available to us)].
- ☐ Fire Department./EMTs [(are here) or (are on the way) or (are not available)].
- ☐ \_\_\_\_\_ [(are here) or (are on the way) or (are not available)].
- ☐ Communication center for families is being set up at \_\_\_\_\_ to answer questions about individual.
- ☐ Injuries have been reported at \_\_\_\_\_ and are being treated at the site by (staff/professional medical responders). (#) \_\_\_\_\_ reported injured.
- ☐ Students have been taken to a safe area, \_\_\_\_\_ and are with [(classroom teachers/staff) or (\_\_\_\_\_)].
- ☐ # \_\_\_\_\_ Students have been taken to the emergency room for treatment of serious injury. Parents of injured students should go to the Blackfeet Hospital.
- ☐ # \_\_\_\_\_ Confirmed deaths have been reported at \_\_\_\_\_. Names cannot be released until families have been notified.
- ☐ Structural damage has been reported at the following sites:  
\_\_\_\_\_

Release restrictions: \_\_\_\_ No \_\_\_\_ Yes

If yes, what?

Released to the public as Public Information Release # \_\_\_\_\_

Date/Time: \_\_\_\_\_

Prepared by: \_\_\_\_\_

## Announcements – Initial Announcement of Crisis Event

To:

From:

We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that \_\_\_\_\_ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support dealing with this situation. Your teachers will advise you of the location and times available for this support.

As soon as we know the family's/families' wishes regarding \_\_\_\_\_ we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedule.

## Announcement – Student/Staff death

### Student Death from Accident or Illness of Which Students May Be Aware

As many of you are aware, we were sorry to hear that

\_\_\_\_\_, a student in the \_\_\_\_th grade of our school, died on \_\_\_\_\_ from injuries in a car crash. The funeral arrangements have not been completed.

As soon as we learn the funeral plans, we will announce them. Those of you who want to discuss your feelings about \_\_\_\_\_'s death should obtain a pass from your teacher to go to the library.

This help will be available throughout the school day. Let us have a moment of silence.....

Thank you for your cooperation today.

## Letters to Parents – Unexpected student death – Elementary

Dear Parents:

Yesterday, we learned that one of our first graders, \_\_\_\_\_, died while in the hospital. \_\_\_\_\_ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about \_\_\_\_\_ to his class. We discussed what happened and how \_\_\_\_\_ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student who may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. \_\_\_\_\_'s death is particularly difficult due to his young age and its unexpectedness. The fact that \_\_\_\_\_ died while at the hospital and the fact that it was related to having his tonsils out may be frightening for children; especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss \_\_\_\_\_'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have because of hearing this news. We are enclosing a list of suggestions to help you talk with your child about \_\_\_\_\_'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the \_\_\_\_\_ family and to all their friends. We at the school will miss \_\_\_\_\_ very much. He was our friend and we loved him.

Sincerely,

(School Principal)

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## Information Sheets to Share with Parents

### Helping Your Child After a Disaster

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

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

### The following will help your child:

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

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

## Communications – Student Suicide

To be read to the students by the classroom teacher.

To: School Faculty

From: Principal

Subject: (Crisis)

Date:

\_\_\_\_\_ committed suicide early Sunday morning. As a faculty we extend our sympathy to \_\_\_\_\_'s family and friends.

We encourage all students to consider the tragic nature of this death and to realize that death is final. \_\_\_\_\_'s death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teacher know if you would like to talk to a counselor or other staff member.

Funeral services for \_\_\_\_\_ will be held in \_\_\_\_\_ and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address).

### **Emergency/crisis Support Handouts**

When appropriate these documents can supply needed information and support to those affected by trauma.

Post-Incident Debriefing

Crises Response Team Report

Follow-up to Crisis Situation

Checklist

Postvention

Age-Specific Reactions to Loss

When a Student Dies:

- Guidelines for Classroom Discussion
- Possible Classroom Activities After a Loss
- Guidelines/Handouts for Students

Helping a Grieving Friend

When a Grieving Classmate Returns

Helping Grieving Parents

When Your Teacher has someone Die

Caring for the Caretakers

Post-Traumatic Stress Reactions

Post – Traumatic Loss Debriefing: Providing Immediate Support for survivors of Suicide or Sudden Loss

## Checklist

### General Crisis Intervention Checklist

- ☐ Direct staff and others not to repeat information until verification is obtained.
- ☐ Notify superintendent.
- ☐ Convene Crisis Response Team and assign duties.
- ☐ Notify building support staff, such as counselors, psychologist, and social workers.
- ☐ Inform closest friends of the affected student and provide support.
- ☐ Prepare formal statement or announcement.
- ☐ Announce time and place of emergency staff meeting.
- ☐ Identify other/additional student, staff, and parents likely to be most affected by news.
- ☐ Assess need for additional community resources.
- ☐ Assign trained staff or community professionals to:
  - ☐ Provide grief support to student;
  - ☐ Review and distribute guidelines for classroom discussion to teachers;
  - ☐ Stand in for Absent/affected/substitute teacher and
  - ☐ Distribute list of community resource.
- ☐ Make official announcement.
- ☐ Hold emergency staff meeting.
- ☐ As needed, assign team members and other staff to monitor grounds; notify parents, support staff, and feeder schools; provide support to staff; collect student belongings and withdraw student from school rolls.

# Checklist

*Use during Crisis Response to Monitor and Document Activities*

## Intervention Checklist/Flowchart

School \_\_\_\_\_ Date/Time Response Initiated \_\_\_\_\_

Description of Incident \_\_\_\_\_

Crisis Response Team Members (list those present)

\_\_\_\_\_

\_\_\_\_\_

### First Hour Response:

<u>Task</u>	<u>Who</u>	<u>Completed</u>		<u>Notes</u>
Very/gather additional information:	_____	Yes	No	_____
Notify other Team members:	_____	Yes	No	_____
Notify police/emergency services:	_____	Yes	No	_____
Notify Superintendent/designee:	_____	Yes	No	_____
Identify most affected students/staff:	_____	Yes	No	_____
Identify space(s) for crisis mgt. activities:	_____	Yes	No	_____
Prepare public announcement(s):	_____	Yes	No	_____
Inform faculty staff:	_____	Yes	No	_____
Method: _____				
Alter bell/schedule:	_____	Yes	No	_____
Inform students, as appropriate:	_____	Yes	No	_____
Which students?	_____	Yes	No	_____
Establish day 1 crisis support:	_____	Yes	No	_____
Notify Parents:	_____	Yes	No	_____
Which Parents:	_____	Yes	No	_____
Schedule faculty meeting(s):	_____	Yes	No	_____
Conduct Day 1 debriefing:	_____	Yes	No	_____
Plan for Day 2:	_____	Yes	No	_____

## Keeping a Log

Keeping a log during a crisis may appear to be secondary importance. It is not!

Having a record of information received, decisions made, and steps taken are important both during and after the crisis.

- During the crisis the log serves as a tool to share information among individuals or teams. As a Crisis continues, staff members are likely to come and go; the log provides information critical to the smooth transfer to relief staff.
- During the crisis, the writer is forced to analyze what has occurred and to think more clearly. Such writing and clarifying issues assists in formulating and evaluating response to crises.
- After the crisis, particularly if liability issues arise, having a log is critically important in placing in given action in its context, providing explanations, and justifying decisions. Additionally, a log is a useful tool for other post-incident debriefing and training.

## Post-Incident Debriefing

Post-incident debriefing is a process that reviews the operations at the incident and how they may be improved. Benefits of post-incident debriefing include the following:

- A complete systematic account of the incident and an evaluation of the effectiveness of school procedures.
- Evaluation of response times.
- Evaluation of overall school, school-division, and community crisis management plans.
- Review of adequacy of equipment and technology.
- Assessment of training needs.

The systematic process of debriefing should include review of the following:

- Initial understanding of crisis.
- Initial strategies and tactics.
- Results of strategies and tactics.
- Obstacles encountered.
- What worked well and why?
- Recommendations for improvement.

Recordkeeping during a crisis may appear to be secondary importance. It is not!

Having a record of information received, decisions made, and steps taken are important both during and after the crisis.

Example of report to document Crisis Management; typically submitted to Superintendent/division-level designee:

### Crises Response Team Report

School: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Student(s) Name(s): \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

Description of incident (include date, time, place):

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Immediate intervention by CSMI Response Team:

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Follow-up procedures (with student, with student body, if appropriate, with faculty):

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Follow-up with parent(s)/guardian(s) of student(s) involved:

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Case Manager: \_\_\_\_\_

Reviewed by Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## Follow-up to Crisis Situation

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

### The day after: workday two of crisis Management

1. Gather faculty members and update them on any addition/procedures.
2. In case of death, provide funeral/visitation if affected family has given permission.
3. Identify students in need of follow-up support and, in accordance with the school's crisis response plan, assign staff members to monitor vulnerable students:
  - a. Coordinate any ongoing counseling support for students on campus;
  - b. Announce ongoing support for students with place, time, and staff facilitator; and
  - c. Notify parents of affected student regarding community resources available to students and their families.
4. Convene crisis response team for debriefing as soon as possible:
  - a. Discuss successes and problems; and
5. Allow staff opportunity to discuss feelings and reactions.

### Long-Term follow-up and Evaluation

1. Provide list of suggested readings to teachers, parents, and students.
2. Amend crisis response procedures as necessary.
3. Write thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.
4. Be alert on crisis anniversaries and holidays. Often students will experience "anniversary" grief reaction the following month or year on the date of the crisis, or when similar crises occur that remind them of the original crisis. Holidays, too, often are difficult for students who have experienced loss.

## Checklist

### Checklist for follow-Up

- ☐ Gather faculty for update.
- ☐ If acceptable to family, provide funeral information.
- ☐ Identify students requiring additional support and assign staff to monitor.
- ☐ Debrief with Crisis Response Team.
- ☐ Provide opportunity for staff to discuss feelings and reactions.
- ☐ As appropriate, provide a list of suggested readings to teachers, parents, and students.
- ☐ Amend crisis response procedures as necessary
- ☐ Monitor crisis anniversaries.

*Keep in Mind - A regular day may be too hard for grieving students. Offer choices of activities.*

## Postvention

**Postvention** is supportive activity for adults and youth following a crisis. Such activities include debriefing sessions for those involved in the crisis and educational and support groups. The following is important to consider or keep in mind:

Plan appropriate follow-up activities as needed for students and for faculties as well. Crises can trigger problems in children who have heretofore not been identified as at-risk. Offering ongoing support may avert further tragedy.

Group meetings for bereaved students have often evolved from initial sessions and may be necessary for some students to recover.

Some mental health centers have sent professionals to schools for designated period of time to conduct sessions with students identified as having particular difficulty. Such sessions are voluntary and require parent permission.

School librarians have sometimes compiled a useful list of reading material for young children on the subject of death. The list has been helpful to teachers and to parents who wish to discuss the loss of someone in the school community.

Arrange crisis debriefing for those persons involved in the management of the crisis. These can take the form of one or two group sessions where both crisis management and personal stress are discussed. Community mental health personnel can assist in this activity.

The school needs to follow up specifically on faculty or school staff directly involved in the crisis-these might be custodians, cafeteria personnel, secretaries, bus drivers, teachers, counselors, or administrators. All need to be involved in a relatively intense "debriefing session" if they were directly involved.

*"School administrators must take a long-term view of dealing with a crisis...symptoms associated with trauma may not appear for weeks or months after the incident."*

*-School Crisis Prevention and Response, National School Safety Center Resource Paper*

## Age-Specific Reactions to Loss

### Age 6-10

*Reactions observed primarily in play or artwork*

- Reduced attention span
- Radical changes in behavior
- Fantasizing event with savior at the end
- Mistrust of adults

### Age 10-12 in girls, 12-14 boys

*Reactions reflected primarily in behavior which is less mature than characteristic behavior.*

- Anger at unfairness
- Excitement of survival
- Attributes symbolic meaning to events (omens)
- Self-judgmental
- Psychosomatic illness

### Age 13-18 in girls, 15-18 boys

*Reactions are similar to adult behaviors.*

- Judgmental
- Mortality crisis
- Move to adult responsibilities to assume control
- Suspicious and guarded
- Difficulty eating and sleeping
- Alcohol and other drug abuse
- More impulsive

## Adolescent Reactions

### Special Issues with Adolescents

- Allow regression and dependency
- Realize their lack of life experience in handling trauma
- Allow expression of feelings such as sorrow, hostility, and guilt
- Encourage discussion
- Allow for fluctuations in maturity level
- Watch for emergence of unfinished business or unresolved conflicts of the past
- Answer questions and provide factual information
- Correct distortions
- Avoid power struggle with adolescents
- Focus on strengths and constructive adaptive behaviors
- Identify and help resolve adolescents' sense of powerlessness

### Factors That Increase the Likelihood of Trauma

According to National Organization for Victim Assistance, certain factors increase the likelihood of trauma. Among these factors are the following:

- Incidents within closely knit communities
- Incidents with multiple eye witnesses
- When the victims have a special significance
- When a community is exposed to carnage or misery
- Incidents that call for numerous rescue workers
- Incidents that attract a great deal of media attention

## When a Student Dies:

### Guidelines for Classroom Discussion

1. Review the facts and dispel rumors.
2. Share your own reactions with the class and encourage students to express their reactions in way appropriate for them, noting that people react in many ways and that is okay. *Possible discussion Question: What was it like for you when you first heard the news?*
3. Inform students of locations for grief support; reassure students that any adult in the building is available for support. *Possible discussion question: how can you students help each other through this?*
4. Listen to what students have to say. It is important not to shut off discussion.
5. Talk with students about their concerns regarding “what to say” to other bereaved students and the family of the deceased. If applicable, share information about the deceased’s culture (beliefs and ceremonies) which will help students understand and respond comfortably to the affected family. *Possible discussion question: If you were a member of (the student’s) family, what do you think you would want at a time like this?*
6. If the student died of an illness and it is appropriate to do so, discuss the illness. This is especially useful for younger children who may need to differentiate between the illness of the child who died and any medical problems of others the child knows.
7. If a suicide occurs, discuss facts and myths about suicide.
8. Allow students to discuss other losses they have experienced. Help them understand this loss often brings up past losses; this is normal occurrence.
9. Encourage students to discuss their feelings with their parents/families. Keep in mind a “regular” day may be too hard for grieving students. Offer choices of activities.

## Possible Classroom Activities After a Loss

### Supporting others

Discussing and preparing for funeral (what to expect, people's reactions, what to do, what to say)  
Encouraging mutual support  
Discussing ways to cope with traumatic situations  
Discussing the stages of grief  
Encouraging students to keep a journal of events and of their reactions, especially in an ongoing situation

### Honoring the deceased\*

Writing a eulogy  
Writing stories about the victim  
Placing a collection box in school for notes to the family  
Designing a year book page commemorating the deceased  
Composing and practicing a song in memory of the deceased  
Supporting a cause the deceased supported  
Collecting and displaying memorabilia  
Planting a tree, building a sculpture or painting a mural  
Starting a new school activity such as a **SAD** unit if a child was killed by a drunk driver  
*\*These activities are not recommended in the case of suicide; see Suicide Do's and Don'ts on page \_\_\_\_*

### Learning activities

Writing a reaction paper  
Discussing historical precedents about issues related to crisis  
Writing a "where I was when it happened" report  
Investigating laws governing similar incidents  
Conducting a mock trial if laws were broken  
Debating controversial issues  
Read books about loss (see list, Books for Students, Staff, and Parents in the Appendix)

## Guidelines/Handouts for Students

### Helping a Grieving Friend

#### First Steps

- If you learn of a grieving friend outside of school hours, call and go over as quickly as you can, if possible; or at least call.
- If you learn of grieving friend during school, try to see the friend or send a note until you are able to talk.
- Your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right, too.
- Offer physical comfort.
- Don't be afraid to cry with your friend.
- Do not try to take away the pain from your grieving friend.

#### Communication

- Talk about the deceased person (grieving people really like telling stories about the deceased, do you remember the time...")
- No cliché statements (e.g., "He's better off now since he now has no pain")
- Don't be afraid you will upset your friend by asking or talking about the deceased; they are already very upset and should be.
- Just sitting with your friend may be all that's needed at times; don't be afraid of silence, the griever will most likely fill it talking about the deceased.
- Offer suggestions only when advice is asked.
- Listen, no matter what the topic.
- Do not tell the griever to feel better since there are other loved ones still alive.
- Call to check in.

### Attending a Visitation at the Funeral Home or Attending a Funeral

- If you have not ever been to a funeral home or a funeral, expect to feel nervous.
- Go with a friend or ask a parent to accompany you, if you wish.
- If this is the first time you've seen the grieving friend, simply offer your condolences; just saying, "I'm sorry about \_\_\_\_\_'s death" probably will open a conversation, or simply point out something special to you about the deceased.
- If the visitation or funeral is open casket, view the physical remains if you want; you do not have to.

#### Later involvement

- Ask your grieving friend to go places, do activities together (it's all right if he/she initially resists).
- If invitations are turned down, keep inviting.
- Call to check on and talk to.
- Continue talk about the deceased from time to time.

## When a Grieving Classmate Returns

### First Words

- The Classmate probably feels like he/she is from a different planet when returning to school.
- There is very little you can say wrong, so talk to the classmate.
- At least say “hello,” “welcome back,” “I’m glad to see you.” Or something similar.
- The brave might even say:  
I missed you, “I’m so sorry to hear about your \_\_\_\_\_’s death”.
- Even braver friends might even make statements like it must be incredibly tough to have your \_\_\_\_\_ die.”
- Another option: write a brief note.
- If your classmate cries, that is okay; you did not cause the grief and you can’t make the person feel worse. Offer comfort and a tissue.

### Helping the classmate Adjust

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

### Some Don’ts

- Don’t shun. Speak to the student.
- No cliché statements (e.g., “I know how you feel” when nobody knows the unique relationship (the classmate had with the deceased)).
- Don’t expect the person to snap back into the “old self.”
- Don’t be afraid to ask appropriate questions about the deceased, like “what did you and your \_\_\_\_\_ enjoy together? (People never tire of talking about the people they grieve).
- Just because the classmate may seem to be adjusting to school again, don’t assume the grieving has stopped, nor the need for comfort and friendship.

## Helping Grieving Parents

This information should be helpful when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents' needs and requests.

### First Steps

- In the vast majority of cases the parents very much want to see the friends of their deceased child: they find it comforting.
- If you were a close friend of the deceased and you know the parents, and then go visit them at their home.
- If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
- Other friends might wait until the visitation, such as held at a funeral home, or wait until the funeral.
- Regardless of the depth of your relationship with the parent, let them hear from you either by a call or a note.

### Communication

- When you visit, do not worry about what to say; your presence is all that is needed. If you wish to take a flower or anything meaningful, that's all right, too.
- Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.
- Don't be afraid to cry with the parents.
- Just sitting with the parents may be all that's needed at times; don't be afraid of silence, the parents will most likely fill the silence talking about their deceased child.
- Offer physical comfort.
- Listen, no matter what the topic.
- If you were a really close friend, the parents might be pleased for you to even visit the deceased friend's room.
- Ask what you can do for them; ask other relatives what you might do to help.
- Do not try to take away the pain from the grieving parents.
- No cliché statements (e.g., "he's better off now since he now has no pain").
- Talk about the deceased person (grieving people really like telling stories about the deceased, "do you remember the time...").
- Offer suggestions only when advice is asked.
- Do not tell the parents to feel better since there are other children and loved ones still alive.

## Attending a visitation at a funeral Home or Attending a Funeral

- Expect to feel nervous when going to a funeral home or a funeral.
- Go with a friend or ask a parent to accompany you.
- If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about \_\_\_\_\_'s death" probably will open conversation; or maybe better, simply point out something special to you about the deceased.
- If the visitation or funeral is open casket, view the physical remains if you want; you do not have to.

## Later Involvement

- After the funeral, continue to visit the parents; they probably will continue to want to see the friends of their deceased child.
- Call to check on and talk to.
- Continue to talk about their deceased child from time to time.

## When Your Teacher Has Someone Die

### Feelings

- Expect you and your classmates to experience different feelings, ranging from shock, sadness, vulnerability (“this could happen to me or someone I know”), detachment or nothing, all are okay.
- Some in your class may even laugh because they are nervous hearing or talking about grief and death. This may be their way of handling it, or don’t become angry.
- Don’t be surprised to catch yourself asking how this might affect you, your grades, or your relationship with your teacher.
- It’s okay to think about other people who have died.

### What to Do

- Talk with somebody (a friend or parent) about what has happened. This helps make the situation seem more real and keeps you from holding everything in.
- Try to get the courage to communicate with your teacher.

### Communication with Your Grieving Teacher

- Your teacher probably has a lot to do and cannot take calls from students.
- Send a card (buy or make).
- Write a note (and you don’t have to have fancy stationary).
- You probably will feel weird trying to write to somebody who is grieving.
- Just write “I’m sorry” or “I’m thinking about you” or “I hope you are okay.”
- Others may write more, even share their own experiences with grief. One student even composed a poem.
- There is nothing you can say that could make your grieving teacher feel worse.
- You are not going to remind a grieving person that he/she has had somebody die.
- Your teacher may never throw your card/note away, that’s how important your communication will be. Your parents probably still have notes they’ve received.

### Flowers and Donations

- They are not necessary.
- If you really want to do something, maybe you and some friends could pitch in together. Or maybe the class wants to do something as a group. It just takes one person to organize this.

## **What If you See Your Teacher out, in the Community**

- If you see your teacher at the grocery store, a part of you may want to hide. How will that make your teacher feel?
- Speak to your teacher! You don't have to say much. "How are you doing?" or "We miss you at school" is enough.

## **What about Funerals and Memorial Services**

- You have to respect the wishes of grieving people.
- Some teachers may welcome students. Others may not feel ready to cope with you yet. Some may feel uncomfortable with you around and their being "out of control." We have to understand and respect their needs.
- Also, 120 students take up a lot of space.
- Sometimes there is no chance to talk with the family. Other times you can't leave the building without doing so.
- If given the opportunity, speak. Again, just say "I'm sorry" or something brief. Have your first several words chosen to lessen your fear:

## **Visitation at a Funeral Home**

- If students are invited, go, but take someone with you.
- Unless you have lots of experience with visitation, you are going to feel scared and weird.
- If you go, speak simple as described above.

## When You're Grieving Teacher Returns

### Getting Ready

- Plan some type of simple welcome back signal from the class to your grieving teacher. Consider:
  - a card signed by all the class;
  - a small banner from "second period"; or
  - Some flowers from a parent's yard, if in season; or small, inexpensive bouquet.
- If you have not communicated with your teacher, it's not too late to have a not ready just from you. It could be waiting in the teacher's mailbox on his/her return to school.
- Realize that the same teacher who left will return. Your teacher may initially seem a little distant or preoccupied but this should not last too long.
- Your teacher may have very poor concentration for a while after returning to work. He/she might repeat things. You may have to repeat your questions.
- Do not expect tests and homework to be returned as quickly as before: poor concentration, low motivation, and fatigue are typical grief reactions.

### On the Big Day

- Expect to feel nervous. Your teacher will feel the same way.
- Your teacher also will probably feel like he/she is from a different planet.
- A part of you will say to sneak into the classroom without being seen. You might even justify these feelings by not wanting to upset your teacher. How would your teacher feel if no one spoke? How would you feel if you had been away from school for a while and no one spoke to you when you returned?
- When you first see your teacher, at least say something simple, like "welcome back."
- The class also could let a very brave volunteer speak for the class to formally welcome your teacher back. Or the volunteer could present a card.
- Show your good behavior; use your best listening skills. Help your teacher out; it will be a tough day. Smile!
- Some teachers will return quickly to teacher; others will discuss their grief. There is no single right way."

### What If Your Teacher Cries?

- You do not have to do anything but be patient.
- Your class could have a brave volunteer designated to offer comfort by saying something simple, such as, "We're supporting you."
- The student closest to the tissue box should take the box to the teacher. This shows the class cares and says it's okay to cry.
- At the end of class, students might individually offer brief words of comfort or encouragement ("it's okay to get upset" or "I'm glad you are back").
- If your teacher is having a really bad day, let your guidance counselor or other staff member know.

## Caring for the Caretakers

### Debriefing

The demands of responding to a crisis are intense and place the caretakers, regardless of training or previous experience, under a great deal of stress. It is strongly recommended that crisis team members who have been involved in a crisis have the opportunity for “debriefing,” preferably with a trained crisis team from another school. For team members, the debriefing is an opportunity to express feelings and receive emotional support; for the other team, the debriefing is an opportunity to learn and to become better prepared for crises.

### Symptoms of reaction to Crisis or Disaster in Adults

#### *First Response*

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

#### *Ongoing Reactions:*

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

### Some Things That Can Be Helpful

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

## Post-Traumatic Stress Reactions

Physical	Cognitive	Emotional
Nausea	Slowed thinking	Anxiety
Upset stomach	Difficulty making decisions	Fear
Tremors (lips, hands)	Difficulty in problem-solving	Guilt
Feeling uncoordinated	Confusion	Grief
Profuse sweating	Disorientation ( <i>especially to place and time</i> )	Depression
Chills	Difficulty calculating	Sadness
Diarrhea	Difficulty concentrating	Feeling Hurt
Chest pain ( <i>should be checked at hospital</i> )	Difficulty naming common objects	Feeling abandoned
Rapid heartbeat	Seeing the event over and over	Worry about others
Rapid breathing	Seeing the event over and over	Worry about others Rapid
breathing	Distressing dreams	Wanting to hide
Increased blood pressure	Poor attention span	wanting to limit contact w/others
Headaches		Anger
Muscle aches		Irritability
Sleep disturbance		Feeling numb
		Startled
		Shocked

*The sudden, unexpected death by suicide or the sudden loss from an accidental death often produces a characteristic set of psychological and physiological responses among survivors.*

## Post–Traumatic Loss Debriefing: Providing Immediate Support for survivors of Suicide or Sudden Loss

### Overview

Children’s suicidal behavior is escalating as America’s number one mental health concern. Suicide intervention and prevention within the context of the school-as-community does not end with a student’s death. School counselors, administrators and mental health professionals need to develop systematic strategies to intervene with survivors, as well as potentially at-risk students.

The sudden, unexpected death by suicide or the sudden loss from an accidental death often produces a characteristic set of psychological and physiological responses among survivors. Persons exposed to traumatic events such as suicide or sudden loss often manifest the following stress reactions: irritability, sleep disturbance, anxiety, startle reaction, nausea, headache, difficulty concentrating, confusion, fear, guilt, withdrawal, anger, and reactive depression. The particular pattern of the emotional reaction and type of response will differ with each survivor depending on the relationship of the deceased, circumstances surrounding the death, and coping mechanisms of the survivors. The ultimate contribution of suicide or sudden loss intervention with survivor groups is to create an appropriate and meaningful opportunity to respond to suicide or sudden death.

### Providing Structure during Chaos

Post-traumatic loss debriefing is a structured group process approach to help survivors manage their physical, cognitive and emotional responses to a traumatic loss. It creates a supportive environment to process blocked communication which often interferes with the expression of grief or feelings of guilt. It also serves to correct distorted attitudes toward the deceased, as well as discuss ways of coping with the loss. The purpose of the debriefing is to reduce the trauma associated with the sudden loss, insure an adaptive grief process and prevent further self-destructive or self-defeating behavior.

Post-traumatic loss debriefing is composed of seven stages, introductory stage, fact stage, life-review stage, feeling stage, reaction stage, learning stage, and closure. A debriefing should be organized 24 to 72 hours after the death. A debriefing can be offered to all persons affected by the loss; however, it is probably most effective with the immediate survivor group.

### Stages of Post – Traumatic Loss Debriefing

- I. **Introductory Stage:** Introduce survivors to the debriefing process.
  - The counselor defines the nature, limits, roles and goals within the debriefing process
  - The counselor clarifies time limits, number of sessions, and confidentiality and strives to create a secure environment in which to share anxieties.

**II. Fact Stage: Information is gathered to “recreate the event” from what is known about it. During the fact phase, participants are asked to recreate the event for the counselor. The focus of this stage is on facts, not feelings.**

- Group members are asked to make a brief statement regarding their relationship with the deceased, how they heard about the death, and circumstances surrounding the event. It is important that the group share the same story concerning the death and that secrets or rumors not be permitted to divide members from each other. Group processing of the death also provides the counselor with an opportunity to listen to any attributions of guilt, extreme emotional responses, or post-traumatic stress reactions.
- Survivors are encouraged to engage in a moderate level of self-disclosure with counselor facilitated statements such as, “I didn’t know...could you tell me what that was like for your?”

It is important for the counselor to: (1) try to achieve an accurate sense of the survivors’ world; (2) be aware of the survivors’ choice of topics regarding the death; (3) gain insight into their priorities for the moment, and (4) help survivors’ see the many factors which contributed to the death and to curtail self-blame.

The initial interaction is a non-threatening warm-up naturally leads into discussion of feelings in the next stage. It also provides a climate in which to share the details of the death and to intervene to prevent secrets or rumors that divide survivors’.

**III. Life Review Stage: A life review of the deceased can be the next focus, if appropriate. Zinner (1987) maintains that a life review provides an opportunity for the group members to recount personal anecdotes about the deceased. The opportunity to share “remember when ...” stories lessen tension and anxiety within the survivor group. This also serves to ease the acceptance of the helping professional by the group.**

**IV. Feeling Stage: Feelings are identified and integrated into the process. At this stage, survivors should have the opportunity to share the burden of the feelings they are experiencing in a nonjudgmental, supportive and understanding manner. Survivors must be permitted to identify their own behavioral reactions and to relate to the immediate present, i.e., the “here and now.”**

- The counselor begins by asking feeling-oriented questions; “How did you feel when that happened?” and “How are you feeling now?” This is a critical component where survivors acknowledge that “things do get better” with time.

*The opportunity to share “remember when...” Stories lessens  
Tension and anxiety within the survivor group.*

- Each person in the group is offered an opportunity to answer these and variety of other questions regarding their feelings. It is important that survivors express thoughts of responsibility regarding the vent and process the accompanying feelings of sadness.
  - At this stage, as in others, it is critical that no one gets left out of the discussion and that no one dominates the discussion at the expense of others. All feelings, positive or negative, big or small are important and need to be listened to and expressed. More importantly, however, this particular stage allows survivors to see that subtle changes are occurring between what happened when and what is happening now.
- V. **Reaction Stage:** This stage explores the physical and cognitive stress reactions to the traumatic event. Acute reactions can last from a few days to a few weeks. Selected post-traumatic stress reactions may include nausea, distressing dreams, difficulty concentrating, and depression, feeling isolated, grief, anxiety and fear of losing control.
- The counselor asks such questions as, “What reactions did you experience at the time of the incident?” and “What are you experiencing now:” The counselor encourages survivors to discuss what is going on in their school and/or work lives and in their relationships with parents, peers, and teachers.
- VI. **Learning Stage:** This stage is designed to assist survivors in learning new coping skills to deal with the grief reactions. It is also therapeutic to help survivors realize that others are having similar feelings and experiences.
- The counselor assumes the responsibility of teaching the group something about their typical, stress response reactions.
  - The emphasis is on describing how typical and natural it is for people to experience a wide variety of feelings, emotions and physical reactions to any traumatic event. Adolescents, in particular, need to know that their reactions are not unique, but are universally shared reactions.
  - Critical to this stage is being alert to danger signals in order to prevent destructive outcomes and to help survivors return to their pre-crisis equilibrium and interpersonal stability.
- This stage also serves as a primary prevention component for future self-destructive behavior by identifying the normal responses to a traumatic event in a secure, therapeutic environment with a caring, trusting adult.
- VII. **Closure Stage:** This final stage seeks to wrap up the loose ends, answer outstanding questions, provide final assurance, and create a plan of action that is life-centered. Survivor groups often need a direction or specific shared activity after a debriefing to bring closure to the process. Discussion surrounding memorials are often suggested and need appropriate direction.

- Survivors should be aware that closure is taking place; therefore, no new issues should be introduced or discussed at this stage of the debriefing process.
- The counselor should: (1) examine whether initial stress symptoms have been reduced or eliminated; (2) assess the coping abilities of the survivors; and (3) determine if increased levels of relating to others and the environment have occurred, i.e., are the survivors genuinely hopeful regarding their immediate future? Are the survivors managing their lives more effectively?"
- The group may also close by planning a group activity together such as a "living task," for example going to a movie, concert, or similar activity to promote a sense of purpose and unity.

Ultimately, school counselors are in a unique position to guide intervention and postvention efforts when a suicide or sudden loss occurs. This debriefing procedure provides the critical component for restoring school/community equilibrium.

*Acute reactions can last from a few days to a few weeks.*

## Post-Traumatic Loss Debriefing

### Introductory Stage

Roles and goals

Clarification of time limits, confidentiality, etc.

### Fact Phase

Recreate the event

Fact focused

- Share the same story
- Group facilitator should listen for
  - Any attribution of guilt
  - Extreme emotional responses
  - Post-traumatic stress reactions
  - Choice of topics regarding the death
  - An accurate sense of the survivors world

### Life Review Stage

- Survivors recount personal anecdotes
- Survivors share “remember when...” stories

### Feeling Stage

- survivors share the burden of the feelings they are experiencing
- survivors identify their own behavioral reactions
- group facilitator:
  - ask feeling-oriented questions...”How did you feel then, how you are feeling now?”
  - survivors express thoughts of responsibility regarding the event

### Reaction Stage

- Explore the physical, emotional, and cognitive stress reactions

### Learning Stage

- Assist survivors in learning new coping skills
- Teach the group typical stress response reactions
- Be alert to danger signals

### Closure

*A special word about...*

## Suicide

A school's general response to a suicide does not differ markedly from a response to any sudden death crisis, and the Procedures for General Crisis Intervention can appropriately be implemented. However, some issues exclusive to suicide require specific attention.

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

**The following "Do's and Don'ts" will help school staff limit glamorization of suicide:**

- Do acknowledge the suicide as a tragic loss of life.
- Do allow students to attend funeral services.
- Do provide support for students profoundly affected by the death.
- Do not organize school assemblies to honor the deceased student.
- Do not dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.
- Do not pay tribute to a suicidal act by planting trees, hanging engraved plaques, or holding other memorial activities.

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

## Suicidal Risk

Students at risk for suicide are increasingly common. Because suicide rarely happens without some warning to someone, staff and faculty need to take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.

When a student is considered to be at risk for suicide, a parent or guardian must be contacted and involved from the onset. Any time the risk of suicide exists, the situation must be managed by an appropriately trained Crisis Response Team member or other trained district professional, such as a school psychologist, counselor, or social worker. Under no circumstances should an untrained person attempt to assess the severity of suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

In cases of suicidal risk, the school should maintain a confidential record of actions taken. This will help assure that appropriate assessment, monitoring, and support are provided to the designated student and should she or he commit suicide later, such records will document the school's efforts to intervene and protect the student. For districts lacking appropriate risk assessment instruments, sample forms are usually available from reputable community resources. A monitoring form can be based on something as suicidal risk be undertaken by a qualified professional.

Document your monitoring of student at risk for suicide by checking off the following appropriate actions taken.

### Suicidal Risk Checklist

- ☐ School administrator notified.
- ☐ Parent/guardian notified or emergency contact notified.
- ☐ Mental health service provider (on site or external) notified and severity assessment requested.
- ☐ Other actions taken (specify):

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## Do's and Don'ts Related to Suicidal Threats

**DO LISTEN** to what the student is saying and take his/her suicidal threat seriously. Many times a student may be looking for just that assurance.

**DO OBSERVE** the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.

**DO ASK** Whether the student is really thinking about suicide. If the answer is yes, ask how she/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.

**DO GET HELP** By contacting an appropriate CISM Response Team member. Never attempt to handle a potential suicide by yourself.

**DO STAY** with the student. Take the student to a CISM Response Team member and stay with that student for a while. The student has placed trust in you, or you must help transfer that trust to the other person.

**DON'T** leave the student alone for even a minute.

**DON'T** act shocked or allow yourself to be sworn to secrecy.

**DON'T** underestimate or brush aside a threat (you won't really do it; you're not the type"), or try to shock or challenge the student ("Go ahead. Do it"). The student may already feel rejected and unnoticed and you should not add to that burden.

**DON'T** let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.

**DON'T** take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the student

## Suicide Threats

### Crisis Intervention Procedures for Potentially Suicidal Students

#### Referral

##### *Go to a Member of the Crisis Team*

Students at risk can self-refer to the CISM Team by school staff, parent, friend, neighbor, or other person from the community. Students at risk range from those talking of hopelessness, to those writing poems with suicidal intent, to students telling someone of planning to harm themselves. Team members might include principals, psychologist, counselors, teachers, social workers, and nurses. The team member receiving the referral should gather pertinent information from the referral source before contacting other team members.

#### Team Consultation

##### *Designate Case Manager, Gather Information*

When possible, the available team members gather to designate a case manager, considering the following factors: (1) existing relationship with the student, (2) time and coverage constraints, (3) seriousness of the problem, (4) experience of the members. The team or case manager reviews the student's records and gathers information from staff who knows the student.

#### Crisis Interview

##### *Conduct Interview*

The case manager interviews the student on the day of the referral. The case manager determines the extent of suicidal thinking, the potential plan of suicide, the lethality of the plan, and the history of the student's suicidal thinking and attempts. For severe cases, insure the safety of the student through adult supervision.

#### Team Review

##### *Team Members Decide Plan*

The case manager returns as soon as possible to the available team members to discuss the case and formulate a plan of action. Depending on the seriousness of the case, the team may wish to consult with other members not initially involved or discuss case with County Mental Health. Plans formulated by the team might range from no further involvement, to monitoring by the specific staff member, to referral for counseling within the school setting, to asking the parents to take immediate action with their child.

## Outside Contacts

### *Parents Notified*

Parents of all interviewed students will be contacted by the case manager on the same day of referral and interview. Parents will be told of the reason for referral, the outcome of the interview, and the plans formulated by the team. When the suicide potential is significant, the case manager needs to ascertain that the parents accept responsibility to follow through with the team's recommendations. If the student is dangerous to self and the parents cannot be located, then the case manager contacts the Crisis Intervention Unit of the Mental Health Department. In extremely dangerous situations, the police may be called first to ensure the safety of the student. Follow-up remains the responsibility of the case manager unless explicitly agreed to by other staff members. The case manager documents the case and shares information with other team members.

## Myths and Facts about Suicide

### **Myth: People who talk about suicide don't commit suicide.**

*Fact:* Most people who commit suicide have given clues of some type to one or more people. It is not safe to assume that someone talking about suicide will not attempt it; the majority of those who attempt suicide have stated their intent to someone.

### **Myth: Suicide happens without warning.**

*Fact:* While explicit verbal warnings are not always given, there are clues ahead of time. The difficulty is that not everyone recognizes the signs and symptoms that would alert him/her to the possibility of suicide.

### **Myth: Suicidal people are fully intent on dying.**

*Fact:* Rather than specifically wanting to die, students who attempt/commit suicide often do so simply because they have exhausted their coping skills and see no other options for relief from pain.

### **Myth: Once suicidal, a person is suicidal forever.**

*Fact:* Preoccupation with suicidal thoughts is usually time-limited. Most young people who work through a suicidal crisis can go on to lead healthy lives.

### **Myth: Once a person attempts suicide, the humiliation and pain will prevent future attempts.**

*Fact:* Eighty percent of persons who commit suicide have made at least one prior attempt (Haven & Frandsen, 1986). It is critical that concerned adults and peers monitor a student who has attempted suicide for several months following the attempt. Those students who receive help for their suicidal risk before they made an attempt have a better prognosis than those who were intervened upon following an attempted suicide.

### **Myth: Suicide occurs more often among the wealthy.**

*Fact:* Suicide knows no socioeconomic boundaries.

**Myth: Suicide behavior is inherited.**

*Fact:* As with other patterns of behavior, suicide sometimes seems to run in families. However, suicide is not a genetic trait, so it is not inherited. What can appear to be a family trait of suicide may be because family members share a common emotional environment and often adopt similar methods of coping? In a family where someone has committed suicide, suicide may be viewed as acceptable in time of distress.

**Myth: People who attempt or commit suicide are mentally ill or psychotic.**

*Fact:* Many suicidal persons historically have had difficulty in working through problems. Other people who attempt or commit suicide choose it as an option when their previously successful means of coping are not effective, and they are unable to otherwise stop the pain they are experiencing. A history of mental illness does not increase the risk of suicide.

**Myth: Talking about suicide can encourage a person to attempt it.**

*Fact:* On the contrary, initiating a discussion of suicidal feelings may give a suicidal adolescent permission to talk about the pain he/she is experiencing and, by so doing, provide significant relief it is highly unlikely that discussing suicide would influence a non-suicidal person to become preoccupied with the idea.

**Myth: People who attempt suicide just want attention.**

*Fact:* Suicide should be considered a “cry for help.” Persons overwhelmed by pain may be unable to let others know they need help, and suicide may seem the best way to relieve the pain. Suicidal behavior may be a desperate move to reach out for much needed help.

**Myth: Suicide is most likely to occur at night as well as over the holiday season.**

*Fact:* Suicides can occur at any time, regardless of season, time of day or night, weather or holidays. Childhood and adolescent suicides, however, are most likely to occur in the spring, and second most likely to occur in the fall. Most childhood and adolescent suicides occur at homes on weekends or between the hours of 3 p.m. and midnight (Eyeman, 1987; Indiana State Board of Health, 1985).

**Myth: When depression lifts, there is no longer danger of suicide.**

*Fact:* This is a dangerous misconception. The lifting of depression often accompanies the development of a suicide plan and the final decision to commit suicide. If the improvement in mood is sudden and circumstances have not changed, the risk of suicide remains high.

-Source: Association of California School Administrators, 1995

DRAFT

## Suicide Clusters

The Centers for Disease Control define a suicide cluster as a group of suicides or suicide attempts, or both, that occur closer together in time and space than would normally be expected in a given community. Although many think that clusters occur through a process of “contagion” -in which suicides that occur later in the cluster were influenced by the earlier suicides –this theory has not been formally tested.

Some groups of suicides may occur at approximately the same time simply by chance. However, even these pseudo-clusters can create a crisis atmosphere in the communities in which they occur and cause intense concern on the part of parents, students, school officials and others. (See “perceived Crisis” on page \_\_ in the Quick Guide to Crises.)

*“I think it is a mistake for a school to close the day following a suicide.  
In this way the students are left to their own devices at the precise time  
When they are most upset and overwhelmed by their feelings and the  
Opportunity for a rumor mill to greatly distort the actual events  
Is inadvertently encouraged.*

*-Dr. David C Clark, Executive Director  
Center for suicide research and Prevention*

## Suicide Attempts

When a school becomes aware that a student or staff member has attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services? Staff response should be focused on quelling the spread of rumors and minimizing their fears of fellow students and staff. As opposed to convening a Crisis Response Team meeting and alerting their student body, any services provided to the person who attempted suicide must be confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

**A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:**

1. Rumors and myths are widespread and damaging.
2. Students witness law enforcement action or emergency services response.
3. A group of the survivor's friends are profoundly affected by the suicide attempt and request support.

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

1. Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.
2. If school office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.
3. Have the CISM Team member or counselor closest to the survivor talk to the most profoundly affected friends and determine the type of support they need.
4. Provide space in the school for the identified peers to receive support services. Provide necessary passes to release these students from class to receive services.

## Checklist

Monitor any school intervention in a suicide attempt with the following checklist.

### Suicide Attempt Checklist

- ☐ School involvement regarding the incident doe to:
  - ☐ Rumors and myths that are widespread and damaging:
  - ☐ Law enforcement action/emergency services witnessed by students; and
  - ☐ Survivor's friends requesting intervention
- ☐ Information providers/recipients enjoined not to repeat information elsewhere.
- ☐ Steps taken to protect the survivor's right to privacy.
- ☐ Action taken to quell rumors.
- ☐ Crisis Response Team member closest to the survivor met with friends to determine support needed.
- ☐ Space provided on site for identified peers to receive support services.
- ☐ School re-entry procedures followed.
- ☐ All records related to the incident and services provided stored in confidential file.

## School Re-entry for a Student Who Has Attempted Suicide

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt experience considerable guilt and fear, they are more likely to disclose that a daughter or son has made an attempt if they know the school has a helpful, nonthreatening manner of dealing with suicide.

Because a student who attempted suicide often is at greater risk for a suicide in the months following the crisis, it is extremely important to closely monitor his or her re-entry into school and to maintain close contact with parents and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, your school should follow these steps:

1. Obtain a written release of information form signed by the parents. This makes it possible for confidential information to be shared between school personnel and treatment provider.
2. Inform the student's teachers regarding the number of probable days of absence.
3. Instruct teachers to provide the students with assignments to be completed, if appropriate.
4. Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
5. Seek recommendations for aftercare from the student's therapist. If the student has been hospitalized, a crisis Response Team member should attend the discharge meeting at the hospital.
6. The Crisis Response Team member/counselor should convey relevant nonconfidential information to appropriate school staff regarding the aftercare plan.
7. Once the student returns to school, a Crisis Response Team member should maintain regular contact with him/her.
8. The school should maintain contact with the parents, provide progress reports and other appropriated information, and is kept informed of any changes in the aftercare plan.

## Information Sheets to Share with Parents

### Helping Your Child After a Disaster

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

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

#### The following will help your child:

- Talk with your child about his/her feelings about the disaster. Share your feelings, too.
- Talk about what happened. Give your child information he/she can understand.
- Reassure your child that you are safe and together. You may need to repeat this reassurance often.
- Hold and touch your child often.
- Spend extra time with your child at bedtime.
- Allow your child to mourn or grief over a lost toy, a lost blanket, a lost home.
- If you feel your child is having problems at school, talk to his/her teacher so you can work together to help your child

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

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