

# **Section 1: Crisis Management Overview**

## **Section 1.1 - Summary**

### **1.1.A Purpose**

The purpose of the Crisis Management Policy is to act as a guide for the school district, building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this policy will provide guidance to both the Bridgewater-Emery Elementary School and the Bridgewater-Emery Middle School/High School before, during, and after any emergency or potential crisis.

Crisis management is a continuous process. The information provided in the handbook should be viewed as a working document that should be reviewed and updated on a yearly basis, also as best practices in crisis intervention change and as new situations arise.

### **1.1.B Goals**

The primary goals of this plan are to:

- Develop effective crisis and security protocols that will promote the safety and welfare of students and school staff, protect school property, and regulate the operation of the schools during a crisis incident, critical incident or medical emergency.
- Prepare students and school staff to take appropriate actions in response to a natural, technological, or school specific hazard.
- Provide parents and community stakeholders with the policies, guidelines, and procedures that schools will be utilizing during an emergency.

### **1.1.C What is a Crisis?**

A crisis is a time of intense difficulty, trouble, or danger. Crises range in scope and intensity from incidents that directly or indirectly affect a single student to ones that impact the entire community. Crises can happen before, during, or after school and on or off school campuses. The definition of a crisis varies with the unique needs, resources, and assets of a school and community. Staff and students may be severely affected by an incident in another city or state.

## **Section 1.2 – Teams**

### **1.2.A Crisis Management Team**

The Crisis Management Team is responsible for developing and revising the building emergency plan and procedures, training staff, conducting required drills, documenting and evaluating drill performance and response to real incidents. They are also responsible for reestablishing the learning environment and restoring the infrastructure of the school as soon as possible following a major emergency. Below is a list of Crisis Management Team members to be contacted in order to assist in an emergency.

JASON BAILEY <i>Superintendent</i> 605-999-7228 (C)	CORK GOLDR <i>Bridgewater Custodian</i> 605-729-2696 (H)	JIM HANSSEN <i>School Board Representative</i> 605-449-4659 (H)
CHRISTENA SCHULTZ <i>High School Principal</i> 605-661-5798 (C)	JERRY ROSKENS <i>Emery Custodian</i> 605-449-4556 (H)	ANNE RICHARDS <i>EMT Responder</i> 605-729-2799 (H)
KIM AMAN <i>Elementary Principal</i> 605-254-2433 (C)	MARK NORISS <i>McCook County Sheriff</i> 605-425-2761 (O)	BRAD STIEFVATER <i>McCook Co. Emergency Management Dir.</i> 605-421-1302 (O)
JENNIFER GLODEN <i>K-12 Counselor</i> 712-540-8239 (C)	SHERIFF: TBD <i>Hanson County Sheriff</i> 605-239-4409 (O)	KEVIN KAYSER <i>Hanson Co. Emergency Management Dir.</i> 605-239-4218 (O)

### 1.2.B First Aid / CPR Team

Each building has established a medical response team to provide assistance in medical emergencies until emergency responders arrive. Team members are listed below and those trained in CPR have been noted. Periodic training and annual certification are critical to the competency and capacity of this team's performance. A complete inventory of staff skills is included in Appendix C of this guide.

#### Emery Site:

JASON BAILEY – CPR <i>Superintendent</i> 605-999-7228 (C)	CHRISTENA SCHULTZ – CPR <i>High School Principal</i> 605-661-5798 (C)	JESSIE VANLEUR – CPR <i>High School Teacher</i> 605-212-4877 (C)
ANGIE HARBERTS <i>Administrative Assistant</i> 605-321-9730 (C)	SCOTT SCHULTZ – CPR <i>High School Teacher</i> 605-661-0187 (C)	JEFF VANLEUR – CPR <i>High School Teacher</i> 605-212-2165 (C)

#### Bridgewater Site:

JASON BAILEY – CPR <i>Superintendent</i> 605-999-7228 (C)	KIM AMAN <i>Elementary Principal</i> 605-254-2433 (C)	DAYNA JONES – CPR <i>Elementary Teacher</i> 605-999-2442 (C)
KRISTA KAYSER <i>Administrative Assistant</i> 605-254-8509 (C)	MARY ERNSTER – CPR <i>Elementary Teacher</i> 605-630-0445 (C)	JENN MARTINEZ – CPR <i>Special Ed. Teacher</i> 605-661-3910 (C)

### 1.2.C Behavioral Intervention Team

The Behavioral Intervention Team focuses on providing for the care, welfare, safety, and security of everyone involved in a behavioral crisis. The following team members possess skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

JASON BAILEY  
Superintendent  
605-999-7228 (C)

NICOLE VANLUER  
HS/MS Special Education  
605-770-3627 (C)

JENNIFER GLODEN  
K-12 Counselor  
712-540-8239 (C)

CHRISTENA SCHULTZ  
High School Principal  
605-661-5798 (C)

SCOTT SCHULTZ  
High School Teacher  
605-661-0187 (C)

APRIL BROWN  
Elem. Special Education  
605-214-0500 (C)

KIM AMAN  
Elementary Principal  
605-254-2433 (C)

JEFF VANLEUR  
High School Teacher  
605-212-2165 (C)

JENN MARTINEZ  
Elem. Special Education  
605-661-3910 (C)

## Section 1.3 - Command Post Locations

In case of an emergency that involves a school evacuation, the following locations will be utilized as a gathering place for students and staff:

Elementary School:	
Primary Site	St. Stephen's Catholic Church 350 Juniper Ave. Bridgewater SD 57319 605-729-2693
Alternate Site	Bridgewater City Fire Hall 330 Main Ave. Bridgewater SD 57319 605-729-2690

Middle/High School:	
Primary Site	First Baptist Church 630 1st Ave. Emery SD 57332 605-449-4216
Alternate Site	Emery School Auditorium 350 S. 2nd St. Emery SD 57332 605-449-4273

Upon arriving at the command post, teachers will take attendance and attempt to stay in groups.

The primary site will be the official meeting place, unless the Superintendent deems it unsafe, in which case the alternate site will be used. In the event an alternate site is necessary, a phone call MUST be made to alert the alternate facility.

If a command post location is not a school, a "Hold Harmless Agreement" will be signed by the school district and the property owner. This assures them that students will be supervised by district employees while on the premises and that the district has insurance to cover any injuries or property damage while the students are at the alternate facility. This form can be found in Appendix D of this guide. The property owner, school and Superintendent will each have copies of the agreement.

## Section 1.4 - Emergency Device Locations

Bridgewater Site:

- Fire Blanket – located on the North wall of the storage area in the boiler room.
- Automated External Defibrillator (AED) – located on the North wall of the gymnasium lobby.
- Fire Alarm Control Panel – located on the North wall outside of the main office.
- Eye Wash Station – located in Mrs. Ernster’s Science Lab in the Southwest part of the building.
- Fire Extinguishers & Fire Alarm Pull Stations – locations are noted on the Fire Emergency Exits map located in Appendix B of this guide.

Emery Site:

- Fire Blanket – located in the back storage room of High School science lab.
- Automated External Defibrillator (AED) – located on the wall across from Business Manager’s office.
- Fire Alarm Control Panel – located in the pop room/janitor room.
- Eye Wash Station – one is located in the back storage room of High School science lab and another in the Middle School science lab.
- Fire Extinguishers & Fire Alarm Pull Stations – locations are noted on the Fire Emergency Exits map located in Appendix B of this guide.

## Section 1.5 - Emergency Student Dismissal Procedures

In the event an emergency requires schools to dismiss early, parents/guardians will be notified by email through the Mailing List Server or by text messages sent through the district’s notification system. In addition to emails and text messages, parents will also find school closing or late start alerts through radio and television media channels. Principals and teachers will work with parents/guardians to predetermine where a child will go when school is dismissed early. Once the dismissal order is received from the proper school authority, school staff will:

1. Relay dismissal instructions to each classroom (Principal).
2. Remind students of the necessity to follow the special arrangements made for their care in the event their parents are not at home (Teachers).
3. Inspect the building once dismissal is completed to assure all students have left the building (Custodian/Principal).

## Section 1.6 - Transportation During a Crisis

Emergency school closing, late starts or early dismissal may result in alternate transportation schedules. Depending on the nature of the emergency, the following transportation options may be utilized:

1. No transportation because schools are closed for the day.
2. Morning buses pick up students one or two hours late because school starts one or two hours late.
3. Afternoon buses take students home one or two hours early because school is dismissed one or two hours early.
4. Immediate closure of a specific school and transportation of students to their homes.

## Section 1.7 - Media Procedure

In a crisis situation, the Bridgewater-Emery School District will use local media to provide prompt and accurate information to the public. Please use the following media guidelines:

1. ONLY the Superintendent or designee will release information to the media.
2. Clearly communicate that all media inquiries should be directed to the media spokesperson.
3. Brief staff on how to get media to the designated Command Post as quickly and courteously as possible, without commenting on the situation.
4. Brief staff on how to direct and expedite media phone calls.
5. Refrain from posting on any social media platform regarding the crisis until the Superintendent has briefed all staff, parents and community members.

# Crisis Management Policy

The majority of the Crisis Management Plan can be broken down into three phases:

1. Prevention/Preparedness: addresses what schools and districts can do to reduce or eliminate risk to life and property and also focuses on planning for the worst-case scenarios.
2. Response: is devoted to the protocol during a crisis.
3. Recovery: deals with how to restore the learning and teaching environment after a crisis.

## **Section 2: Prevention/Preparedness**

It is the duty of the schools and the district to make every effort to ensure the safety of the students. Crises have the potential to affect every student and staff member in a school building. Good planning will facilitate a rapid, coordinated, and effective response when a crisis occurs.

### **Section 2.1 - District Employees**

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the Crisis Management Policy and know where to access the information. There is a Staff Emergency Procedures document found in Appendix A of this guide to be used as a quick reference of the overall plan. It is also the responsibility of all staff members to be aware of medical conditions or health risks of all students.

### **Section 2.2 - Students/Parents**

Students and parents/guardians shall be made aware of the school district's Crisis Management Policy at the beginning of the school year. The policy will also be available on the school website. Students shall participate in a required number of drills and practice sessions throughout the school year.

Parents must inform administration if their child has any preexisting health conditions and provide detailed information on their medical history. If a student has a mild to severe medical condition, parents, administration and the district nurse will work together to create an Individual Health Care/Emergency Plan. Examples of these plans can be found in Appendix C of this guide.

After a crisis it is normal for a parent to want to immediately pick up their child and take them home. Please be patient. Instructions for pick up will be sent out through email, text message, and media channels as soon as it is safe to do so.

### **Section 2.3 - Planning and Preparing for a Fire**

In order to be prepared for an emergency fire situation, staff and student must be aware of the following information:

1. Each building's facility diagram and site plan will be available in appropriate areas of the building showing the most direct evacuation routes to the designated safe areas.

2. Teachers and staff will receive training regarding the main emergency evacuation routes from various points in the building.
3. The school district will conduct fire drills which include practicing how to move safely using primary and ancillary evacuation routes.
4. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g., lunchtime, recess, and during assemblies).
5. A record of fire drills conducted at the building will be maintained in the Superintendent's office.
6. The school district will have prearranged sites for emergency sheltering and transportation as needed.
7. The Superintendent or designee will meet with local fire or law enforcement agents upon their arrival.

Designated safe areas are located across the street on all sides of the building at both school locations. These areas are at least 50 feet away from the building and away from fire lanes. The safe area does not interfere with emergency responders or responding vehicles and is not in an area where evacuated persons are exposed to any products of combustion. The distance may need to be extended depending on the wind direction, the direction from which the fire is arriving, the location of fire equipment, etc. Fire emergency maps are located in Appendix B of this plan.

## **Section 2.4 - Facility Diagrams and Site Plans**

All school buildings will have a facility diagram and site plan that includes the location of primary evacuation routes, exits, and the location of the fire alarm control panel, fire extinguishers, and fire alarm pull stations. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be posted throughout the school buildings and placed in all Crisis Management binders. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel, when a crisis occurs.

## **Section 2.5 - Emergency Telephone Numbers**

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for the Poison Control Center, county and state emergency management agencies, local public works departments, and local utility companies. A copy of this can be found in Appendix A of this plan.

## **Section 3: Response**

For purposes of this Crisis Management Policy, school crises are organized into three categories: crisis incident, critical incident, and medical emergency. Listed below are brief descriptions along with procedures for incidents within that category. A crisis incident, critical incident or medical emergency can vary in scope and intensity. Situations can range from a non-emergency school crisis involving a single student to a life threatening situation affecting the entire school division. Incidents and emergencies can occur before, during or after school hours; on or off school property.

## Section 3.1 - Crisis Incidents

“Crisis incidents” shall include situations that do not occur on school property or at a school event but negatively affect schools and to which schools must respond. These typically do not require an emergency response. Examples include the death of a student, school personnel, or a member of a student's immediate family, illness, or accident; non-school incidents injuring or victimizing a student or staff member; perceived crises such as tensions arising from racial incidents and rumors of potential violence between students. School administrators, guidance counselors, and other student services professionals typically have primary responsibilities in responding to crises incidents.

### 3.1.A Death of Student/Staff Outside of School

If the case of an unfortunate circumstance, such as death of a student or staff member, the following steps will be taken:

1. The Superintendent will activate the Crisis Management Team, team counselors trained to assist students and staff in dealing with the crisis (area clergy, area counselors, and Cornbelt Coop counselors and psychologists).
2. The Crisis Management Team members will meet to develop a plan of action and responsibilities will be delegated at that time.
3. When school is not in session, an email will be sent to alert staff members.
4. A staff meeting, including all persons employed at that building, will be held to:
  - a. Present the facts of the crisis and answer questions.
  - b. Relay school district policy for that crisis.
  - c. Identify high-risk students and develop strategies to deal with student reactions.
  - d. Present a plan for individual classroom meetings.
5. An announcement will be prepared for teachers to read to students in their classrooms.
6. Teachers in the classroom will:
  - a. Allow students to discuss concerns.
  - b. Acknowledge student feelings.
  - c. Dispel rumors.
  - d. Let students know where counseling is available.
7. The Crisis Management Team will provide counseling to staff and students.

### 3.1.B Bullying Policy – Off Site

The Bridgewater-Emery School District 30-3 is committed to maintaining a constructive, safe, and bullying-free school climate that is conducive to all students' educational opportunities and which fosters an environment in which all students are treated with respect and dignity. Bullying can inhibit a student's educational opportunities and may also have long-term negative effects on a student.

Bullying by Bridgewater-Emery School District students or other persons shall not be tolerated and is strictly prohibited. The prohibition against bullying applies to students when not on school property or at a school event off school property when the bullying conduct results in substantial interference with the work of the school, causes material and substantial interference with schoolwork and discipline, or reasonably causes school authorities to forecast substantial disruption of or material interference with school activities.

For more information on this policy and procedures on how to handle bullying (both on-site and off-campus), please refer to the Middle School/High School Handbook.

### 3.1.C Reporting Suspicious Incidents After School Hours

If any staff member is suspicious of a person who is on school property after school hours or over the weekend, he or she must immediately notify the Superintendent. If the Superintendent is not available, call 9-1-1 to report the incident.

Once notified of the situation, the Superintendent will then:

1. Communicate with the Principal regarding the incident and call 9-1-1 if the situation appears to be an emergency.
2. Confirm with law enforcement officials whether or not a district-wide alert is recommended.
3. If necessary, the Superintendent will then e-mail a district-wide alert and follow-up communications to all buildings.

## Section 3.2 - Critical Incidents

“Critical incidents” are events requiring an immediate response by public safety agencies and are managed by school administrators only until public safety officials arrive. They typically involve activation of a school Crisis Management Team. Critical incidents include but are not limited to natural and technological disasters and security emergencies that adversely affect the normal operation of the school. Examples include tornados, severe weather incidents, terrorist attacks, fire, hazardous material spills, school shootings, situations involving hostage and/or kidnapping, threats involving weapons, etc.

### 3.2.A General Procedures

When reporting a building crisis that requires assistance of emergency responders, please take the following actions:

Step 1: CALL 9-1-1

1. Give the dispatcher a detailed report of the situation.
2. Tell the 9-1-1 dispatcher exactly where the person in charge (most likely the Superintendent or Principal) can be found and a description of the person in charge.
3. Report the crisis at once to the Superintendent: Jason Bailey, 605-999-7228 (cell phone)
4. The Superintendent or Principal will designate a person to wait outside for emergency personnel and direct them where to go.

What to do Next:

1. Activate the Crisis Management Team.
2. Communicate the nature of the crisis to students and staff by activating the signal to evacuate or by making the announcement to secure classrooms.
3. Set up the Command Post and stay put.
4. Notify Fire Fighters or Police Officers of the location of disabled students.
5. Dispatch a team to assigned areas, checking restrooms, vacant rooms, and lockers.
6. Secure all doors to the building, if appropriate.
7. Confirm roll count of students at the Command Post.
5. Secure all records and office valuables in a safe place.
6. If it is necessary to send anyone to a hospital by ambulance, a staff member must ride along and stay with the injured person until their family member arrives.

In the event that a crisis occurs causing a power outage, the backup generators will automatically trigger the emergency lighting. However, it is a good idea for teachers to have a flashlight in their rooms to help children move safely throughout the building.

### 3.2.B Threatening Call Checklist

1. Use a “Threatening Call Report” to record as much information as possible. While it is unlikely that the caller will stay on the line long, attempt to get a record of as much information as possible.
  - a. A copy of the “Threatening Call Report” can be found in Appendix D at the end of this guide.
2. Upon receipt of a call that threatens harm to people or facilities, the person receiving the call should make every attempt to:
  - a. Prolong the conversation as much as possible.
  - b. Identify background noises.
  - c. Note distinguishing voice characteristics.
  - d. Determine the caller’s knowledge of the facility.
3. During the call, attempt to signal another person to notify the Superintendent immediately.
4. When the caller hangs up, the person receiving the call will immediately use the same phone line that the threat came in on and DIAL \*57, which is the trace option through the phone company.
5. Notify the Superintendent of the threat. The Superintendent will then determine whether to search, evacuate, call the police, etc.
6. Share the last call trace information with the police officer.
7. The Superintendent will make all necessary calls to the authorities and evacuation sites.

### 3.2.C Bomb Threat

In the event that a staff member receives a call indicating that there is a bomb in the school, the following general procedures should be followed:

1. Follow steps 1-7 from the “Threatening Call Checklist” section outlined above.
2. The Superintendent will decide whether to evacuate the school immediately and search the facility or make a preliminary search prior to any other action.
3. The Superintendent will alert staff members via email, then make an announcement for everyone to check their email. This is the signal for staff members to search their areas.
  - a. Staff members should look for items that don’t belong in their room or nearby hallways and report suspicious items to the administration.
4. Prior to evacuating the building, the Superintendent, Principal or designee will conduct a search of the school grounds immediately outside of the building to determine if it is safe to exit the building. A custodian will search the roof of the building, as well.
5. Alert the staff and students that a situation has arisen that requires evacuation of the school building. Ask students to **“please remain calm and stay with your class and teacher. We will evacuate the building when the fire alarm sounds.”** Call 911 to notify them you are using a fire alarm to evacuate the building.
6. If there is time, bring the Crisis Management Policy binder with you.
7. The Superintendent shall establish an emergency command post at St. Stephen’s Catholic Church in Bridgewater or First Baptist Church in Emery. Please see the section titled “Outside Command Post Locations” for addresses and alternate locations.

8. Take attendance as soon as possible.
  - a. Current enrollment lists will be located in the Crisis Management Policy binders.
9. Red and green cards are located in the Crisis Management Policy binders. Teachers will hold up these cards after taking attendance in order to alert administration of a missing child.
  - a. Green Card: All students are accounted for.
  - b. Red Card: A student is missing.
10. Staff should supervise and reassure students throughout the duration of the emergency. Staff should also make an effort to keep students together in their assigned emergency groups.
11. Use the bullhorn or portable loudspeaker (if available) to communicate with students and faculty about the search. Reassure them that the school will be thoroughly searched before students are asked to return to the building.
12. The Superintendent will notify police officials who will then check the hallways, classrooms, and storage areas for suspicious items.
13. **Do Not** use cell phones or radios within a block of the building during a bomb threat. They could potentially activate a bomb.
14. If students are to return to the building, explain the precaution that has been taken to make sure the building is safe.
  - a. The Superintendent will direct students and staff to return to a specific class period.
15. Students who want to leave must have parent/guardian permission confirmed by an administration member. They must sign out with a specific departure time noted. A copy of the "Emergency Release Form" can be found in Appendix D of this guide.
16. A debriefing session will be held for school staff, law enforcement officers, firefighters, ambulance personnel and other responders to discuss the event, review the response effort and identify areas to be improved. Debriefing sessions may need to be conducted for students, staff, parents and other community members depending on the extent of the crisis.

### 3.2.D Assault

An assault is the intentional infliction or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident. When the assault occurs:

1. Notify building administration and call 9-1-1.
2. Ensure the safety of students and other staff.
3. Disperse onlookers and keep others from congregating.
4. Do not leave the victim alone and ensure first aid is rendered if needed.
5. Seal off the area to preserve evidence for law enforcement.
6. Gather as much information to relay to the police.
  - a. Note the name and/or description of assailant.
  - b. If the assailant has left the building, determine direction and mode of travel.
  - c. If assailant leaves in a vehicle, provide a description of the vehicle and license number.
  - d. Identify any witnesses.
  - e. Describe the type and number of injuries.
7. The Superintendent or Principal will determine if a lock-down is necessary.
8. Administration will notify parents or legal guardians of students involved.
9. Administration will document all actions taken by staff and complete incident reports.

### 3.2.E Fight/Disturbance

Not all fights are criminal in nature. Many fights or disturbances are spontaneous behavioral situations that should not elicit a significant response from law enforcement. They should be handled by school staff and follow school district disciplinary policies and procedures.

When a fight or disturbance occurs:

1. Notify building administration.
2. Ensure the safety of students and other staff.
3. Disperse onlookers and keep others from congregating in the area. Don't let the crowd incite participants.
4. Separate participants.
  - a. A teacher or Principal may use reasonable force when it is absolutely necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
5. Ensure that first aid is rendered to all injured parties.
6. Administration will notify parents or legal guardians of students involved.
7. Administration will document all actions taken by staff and complete incident reports.

### 3.2.F In Case of Fire

In the event of a fire, the fire alarm will be activated to signal everyone in the building to evacuate immediately. At the sound of the fire alarm, all students must walk as rapidly as possible into the hall and out the nearest exit without crowding or running. Smoke is just as dangerous as fire, as most fire deaths are due to smoke inhalation. Teachers must use their best judgement when using the predetermined fire escape routes.

If there is adequate time, the clerical staff must attempt to close all vaults/fire files and secure all records.

Once the fire alarm sounds, all teachers must:

1. Check to see that all students are out of the room, that windows and doors are closed and that lights are turned off.
  - a. Doors should be shut, but not locked so that firefighters can sweep the room.
2. If there is time, bring the Crisis Management Policy binder with you.
3. Following the closest fire escape route, escort students across the street on either side of the building to the predetermined safe areas.
  - a. The safe areas are at least 50 feet away from the building, but the distance may need to be extended depending on the wind direction, the location of the building on fire, the direction from which the fire is arriving, and the location of fire equipment.
4. If the primary route is blocked or dangerous, use closest, safe exit.
5. Take attendance as soon as possible.
  - a. Current enrollment lists will be located in the Crisis Management Policy binders.
6. Red and green cards are located in the Crisis Management Policy binders. Teachers will hold up these cards after taking attendance in order to alert administration of a missing child.
  - a. Green Card: All students are accounted for.
  - b. Red Card: A student is missing.
7. Reassure students throughout the duration of the emergency.
8. Make an effort to keep students together in their assigned emergency groups.

The fire emergency crew will check hallways, classrooms and storage areas to make sure everyone is out of the building. The students and staff will remain outside until a fire department official has declared the area safe. Under no circumstances should an employee attempt to fight a fire that has passed the stage where it can be put out with a fire extinguisher.

### 3.2.G Hostage or Shots Fired Situations

Any staff member or student who observes an intruder carrying a weapon (firearm, knife, etc.) in the building or on the school grounds should gather the following information:

1. Last known location of the intruder.
2. Direction of travel.
3. Description of the individual.
4. Information on the type of weapon.
5. Number of hostages.
6. Number of injuries.

Notify the Superintendent, Principal or designee right away. One of these individuals will then:

1. Call 9-1-1 immediately.
  - a. Stay on the line with the 9-1-1 dispatcher. Be prepared to describe the exact location of the hostage situation.
2. Use the intercom system to alert staff members to lockdown the entire building.
  - a. The lockdown code will be **"CODE HUSKIES."**
3. If possible, school bells or alarms should be switched off to avoid confusion. If bells/alarms can't be disabled, announce to disregard all bells and alarms.
4. Systematically contact each classroom via the phone system to gather information about the status of students and staff members.
  - a. A "Room Status Checklist" will be used to take notes on the conditions in each classroom.
  - b. A copy of the "Room Status Checklist" can be found in Appendix D of this guide.
5. Gather and record information about the incident.
  - a. Who is the hostage taker (name, physical description, clothing description, etc.)?
  - b. Who is being held (number of hostages)?
  - c. Lay of the room.
  - d. What are the intruder's motives and emotional state?
  - e. Are there significant health problems of anyone directly involved?
  - f. Are there any weapons observed? If so, what?
6. Meet the responding officer at the designated contact site.
  - a. Take a set of building keys and a school floor plan map to the contact site and point out the last known location of the intruder. Maps are found in Appendix B of this plan.

As soon as the police are on-site, they will take control of the scene in accordance with police department policy. From there, the following tasks will take place:

1. After the building is secure, under the direction of the police, students and staff will move to a designated secure relocation site. The school building and grounds are considered a crime scene so no police will supervise any movement on campus until their investigation is completed.
2. Information and instructions for parents will be shared through the media as well as through text or email notifications.

3. Police and school officials will work together to designate a place and time to communicate with the media. They will also decide who will speak to the media and what information will be shared.
4. Police will determine when the students will be released at the relocation site. Prior to release, the students will be screened to determine if they have knowledge that may be helpful to the incident's investigation.
5. Prior to leaving, students must have parent/guardian permission confirmed by an administration member. They must sign out with a specific departure time noted. A copy of the "Emergency Release Form" can be found in Appendix D of this guide.
6. A debriefing session will be held for school staff, law enforcement officers, firefighters, ambulance personnel and other responders to discuss the event, review the response effort and identify areas to be improved. Additional debriefing sessions will be conducted for students, staff, parents, and other community members.

### 3.2.H Classroom Lockdown Procedures

Lockdown procedures are used to protect occupants from potential dangers in the building (i.e. threats, intruders) or external threats that may enter the building. The following procedures will be utilized during a lockdown:

1. When the intercom system or phone system alerts a lockdown, staff members will clear all students from the hallways or bathrooms and have them go to the nearest classroom.
  - a. Please note any students who are missing from your class and/or any extra students in your classroom.
2. Students and staff members will be confined to their room until notified of evacuation plans or that the situation is clear.
3. Staff members will lock all doors and windows and turn off the room lights.
4. Staff members will have students move away from windows and doors and sit near an interior wall out of the line of sight from the hallway windows.
5. Remind students to remain quiet, no talking.
6. Use red and green cards to communicate with emergency responders. Place the appropriate colored card in the doorway window or under the door. One should also be placed on an outside window if the room has outside windows.
  - a. A green card in the window indicates the classroom is safe.
  - b. A red card indicates that emergency assistance is needed as soon as possible.
  - c. No card will indicate to law enforcement the need to enter the room, as the intruder may be present.
7. Once your room is secured, DO NOT leave the room until escorted by police officers or you are given permission to leave by the administration.

### 3.2.I Intruder in Your Room/Shots Fired

If the intruder gains access to your room, staff members and students directly involved in the incident should follow orders from the subject without heroics. If the intruder tells a teacher or others to leave the room or area, the people need to leave to avoid angering the intruder. The following are instructions to avoid escalating the situation.

1. Attempt to calm and distract the subject to gain time for police response.
2. Avoid soliciting demands.
3. Avoid bargaining or making concessions.

4. NEVER exchange yourself or anyone else for a hostage.
5. Avoid giving orders to the intruder.
6. Do not make suggestions to the intruder.
7. DO NOT ask acquaintances or family members to talk to the subject.

If you are contacted by the office while the intruder is in the room, respond with the phrase **“WE ARE LOCKED DOWN.”**

In the event an intruder begins shooting or assaulting people in your room, the students and staff members should exit the room, leave the building through the nearest exit and run immediately to the command post location.

### 3.2.J Tornado Warnings

Because tornadoes can occur with little, if any, warning, minutes and even seconds can mean saving lives. Tornado drills will be conducted throughout the year to ensure all students and staff know where the tornado safe areas are. Students and staff must also practice the “Drop & Tuck” position, which is the best way to sit during a tornado to prevent major injuries. These procedures are outlined below.

**“Drop & Tuck”** procedures:

- Face the interior wall.
- Drop to your knees and roll forward to the balls of your feet.
- If physically unable to kneel, a person may sit on the floor.
- Tuck your head down and place your hands on top of your head and neck.
- Do not lie flat on the ground.

In the event of a Tornado Watch:

1. The school office personnel will continuously monitor the weather and relay any changes/updates to the Principal.
2. The Principal will inform teachers that a Tornado Watch is in effect.
3. Teachers will review the “Drop & Tuck” procedures with students.

If a Tornado Warning is in effect (tornado has been sighted in the McCook or Hanson county areas either visually or on radar), the following actions will be taken:

1. Inform the Superintendent of the Tornado Warning.
2. Office personnel will continue to monitor the weather.
3. All students must be brought into the building.
4. Ensure all outside doors are closed.

If the tornado warning occurs at the end of the school day, children will not be dismissed from school until the tornado is clear of the area.

If a tornado has been sighted or reported in the vicinity of either school, the following actions will be taken:

1. An administrator will make the following announcement over the intercom: “We are in a tornado warning, please take shelter according to the tornado emergency plan.”
2. Teachers will lead all students to their predetermined safe place in a calm, orderly manner. Walk, do not run.
3. Teachers should turn off lights and shut doors once everyone has exited the room.

4. Stay away from windows and large open rooms like gyms and auditoriums.
5. Once at the designated safe areas, everyone should “Drop & Tuck.”
6. Teachers will then take attendance.

After a tornado:

1. Carefully render aid to those who are injured until emergency personnel arrives.
2. Lead students out of damaged parts of the school to avoid falling debris.
3. Ensure nobody is using cell phones, matches or lighters, in the case of leaking natural gas pipes or fuel tanks nearby.
4. Set a calm example for students at the disaster scene, and reassure those who are shaken.

If a tornado has hit the building, it can be unsafe for students and staff to go outside or move throughout the building. The best action is to stay put until emergency personnel gives further direction. If a teacher believes their area is unsafe and that their students are at risk, the teacher will escort their students to the nearest safe location. They will wait there for emergency responders to give instructions.

If a tornado warning occurs while students are on a school bus, the bus driver should take the following steps:

1. Stop at the closest available building which can be used as a shelter. Get students inside until all the “all clear” is announced.
2. Advise students to seek cover and place themselves in a protected position, covering their head and face.
3. If suitable shelter is not available, have the students disembark and lie flat in the lowest area available.

### **3.2.K Death of a Student/Staff at School**

In most cases, no determination of death will be made at the school site. CPR and other first aid measures should be continued until the ambulance arrives to take the person to the emergency room. It may be appropriate to send a staff member to the emergency room to meet the family, stay with them, and report information back to the school administration.

To help students and staff deal with the crisis, follow these steps:

1. The Superintendent will notify the Principal (or vice versa) immediately.
2. The Superintendent will activate the Crisis Management Team, team counselors trained to assist students and staff in dealing with the crisis (area clergy, area counselors, and Cornbelt Coop counselors and psychologists).
3. The Crisis Management Team members will meet to develop a plan of action and responsibilities will be delegated at that time.
4. When school is not in session, an email will be sent to alert staff members.
5. A staff meeting, including all persons employed at that building, will be held to:
  - a. Present facts of crisis and answer questions.
  - b. Relay school district policy in a crisis.
  - c. Identify high-risk students and develop strategies to deal with student reactions.
  - d. Present a plan for individual classroom meetings.
6. An announcement will be prepared for teachers to read to students in their classrooms.

7. Teachers in the classroom will:
  - a. Allow students to discuss concerns.
  - b. Acknowledge student feelings.
  - c. Dispel rumors.
  - d. Let students know where counseling is available.
8. The Crisis Management Team will provide counseling to staff and students.

## Section 3.3 - Medical Emergencies

“Medical emergencies” are those possible life-threatening situations arising from health conditions as well as unintentional and intentional injuries. Examples include cardiac arrest, serious illness or condition, seizures, playground accidents and serious athletic injuries that require emergency medical treatment. School administrators and local emergency medical personnel typically have primary responsibilities in responding to medical emergencies. For a full list of what to do when a medical emergency occurs, contact the school Secretary. There is also a Quick Reference Health Conditions Card found in Appendix A of this guide to be used as a brief reference when a medical emergency occurs.

### 3.3.A Student Out of Control

If a student is on the verge of becoming out of control, a paraprofessional or teacher will step in and use their best judgement to mitigate the situation. It is our goal not to remove the child from the classroom unless it is absolutely necessary.

If the situation escalates and the student becomes a danger to other students, staff or himself, the Principal or other members of the administration will intervene and attempt to have the student willingly remove themselves from the room. If the student is unwilling to remove themselves from the classroom, the rest of the class will relocate to another room in the building (i.e. the library or book room) and continue their lesson. The paraprofessional and/or Principal will remain with the student and work with them on ways to alleviate the crisis.

Once the child is prepared to walk to the office, they will be monitored by the Principal or another member of the Behavioral Intervention Team until they are deemed ready to rejoin their class. In the event that a student’s behavior only escalates, law enforcement may be called.

If a student is considered out of control more than once in a calendar month, staff members who work directly with the student will meet with parents and evaluate or create a behavior plan.

### 3.3.B Seizures

Seizures can be common with people who have preexisting medical conditions such as epilepsy, but can also happen unexpectedly for a multitude of reasons. Below is a list of symptoms to look for:

1. Muscles may become rigid or make convulsive movements.
2. Purposeless activity such as lip smacking with impaired consciousness.
3. Eyes may roll back or off to the side.
4. Non-responsive to verbal cues.

If a student or staff member is experiencing any of these symptoms, please use the following instructions.

1. Call the main office or Principal immediately.
2. Ease the person to the floor.
3. Note the time the seizure begins and ends.
4. Protect the person from injury.
5. Place something under their head.
6. Clear the area of hard, sharp objects.
7. Do NOT leave the person alone.
8. Do NOT try to restrain the person.
9. Do NOT place anything in the person's mouth.

### 3.3.C Asthma/Reactive Airway

Asthma is a respiratory condition marked by spasms in the bronchi of the lungs, causing difficulty in breathing. It usually results from an allergic reaction or other forms of hypersensitivity. Symptoms include, but are not limited to:

1. Difficulty breathing.
2. Wheezing/coughing.
3. Difficulty talking and walking.
4. Nose opens wide to breathe.
5. Bluish color around the lips.

If a student or staff member is experiencing any of these symptoms, please use the following instructions.

1. Call or accompany the person to the main office immediately.
2. Calm and reassure the person.
3. Help the person to a sitting position.
4. Encourage slow breathing in through the nose and out through pursed lips.
5. May offer sips of water.
6. Do NOT leave the person alone.

### 3.3.D Diabetes

Diabetes is a metabolic disease in which the body's inability to produce any or enough insulin causes elevated levels of glucose in the blood. Diabetes may cause low blood sugar which can have adverse effects on a person. Symptoms of low blood sugar include shakiness, hunger, irritability, sweating, fatigue, behavior changes, incoherency, combativeness, and disorientation.

If a student or staff member is experiencing any of these symptoms, please use the following instructions.

1. Generally, the person needs to eat something when having low blood sugar.
2. Call or accompany the person to the main office immediately.
3. If it is a student and they have an Individual Health Care/Emergency Plan, please follow it.
4. Do NOT leave the person alone.

### 3.3.E Allergies

An allergy is a damaging immune response by the body to a substance, especially pollen, fur, a particular food, or dust, to which it has become hypersensitive. Allergic reactions can be range from acute to fatal

and the severity of the symptoms can change quickly and potentially progress to a life threatening situation. Symptoms to look for include:

1. Itching and swelling of the lips, tongue and/or mouth.
2. Itching and/or a sense of tightness in the throat, hoarseness or a hacking cough.
3. Hives, itchy rash, and/or swelling.
4. Nausea, abdominal cramps, vomiting and/or diarrhea.
5. Shortness of breath and/or wheezing.
6. Weak pulse or passing out.

If a student or staff member is experiencing any of these symptoms, please use the following instructions.

1. Call or accompany the person to the main office immediately.
2. If it is a student and they have an Individual Health Care/Emergency Plan, please follow it.
3. Do NOT leave the person alone.

## **Section 4: Recovery**

The goal of recovery from a school disaster or traumatic event is to restore the learning environment as soon as possible. Recovery starts as soon as the response phase has ended. Actions taken during the first few days after an event set the tone for how the school intends to move forward. Depending on the trauma of the experience, the recovery process may last well into the future as the school and community establish a “new normal.”

### **Section 4.1 – Crisis Debriefing**

A debriefing session will be held after any crisis for school staff, school board members, law enforcement officers, firefighters, ambulance personnel and other responders to discuss the event, review the response effort, and identify areas to be improved. Debriefing sessions may need to be conducted for students, staff, parents and other community members depending on the extent of the crisis. The goal of a debriefing is to:

1. Make sure everyone feels back in control.
2. Establish the facts. Who? What? When? Where?
3. Determine if a pattern exists.
4. Look for positive alternatives to inappropriate behavior.
5. Agree on changes that can help prevent future crises.
6. Give control back and lay the groundwork for change.

### **Section 4.2 - Grief-Counseling Procedures**

Short-term behavioral health crisis intervention procedures will set forth the procedures for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the Superintendent or Principal determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. The Principal will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Identify and monitor at-risk students.
7. Resume normal school routines as soon as possible.
8. Implement longer-term social/emotional recovery plan.

### **Section 4.3 – How Teachers Can Assist Students**

Children may have difficulty understanding that certain events cannot be controlled or predicted and the adults in their lives cannot always “fix” problems or keep them from happening. Listed below are some ways teachers and other school staff can help students deal with trauma and the distress or difficult emotions that may result.

1. Cope with your own feelings of helplessness, fear, and anger.
2. Learn to recognize signs and symptoms of distress in children.
3. Give children opportunities to talk – and listen to them.
4. Help children put the emergency or disaster in context. Provide a perspective.
5. Communicate a positive “I’m not helpless” attitude.
6. Help children to feel safe and secure.
7. Identify children who seem particularly distressed – those who don’t seem to be progressing emotionally after a few weeks. Refer them to school support staff for follow up.