

**YUTAN PUBLIC
SCHOOLS**

**SAFETY PROGRAM
& CRISIS PLAN**

2017-2018

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Attachments:

Yutan Calling Tree – School Beacon

Multi District Emergency Response Team

Emergency Asthma and Anaphylaxis Protocol for Yutan PS

Site Maps

**YUTAN PUBLIC SCHOOLS
SAFETY/SECURITY PLAN**

A. SAFETY REQUIREMENTS.

(1) State Requirements. Nebraska Department of Education Rule 10 includes the following requirement for accredited schools:

004.01B Quality Indicator: The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning supports and reflects the work of students.

004.01B1 Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets fire, safety, and health codes.

004.01B2 Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved, by the local governing body.

004.01B3 Each school system has a school safety and security committee, which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

004.01B4 The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system Safety Committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

OVERVIEW

The purpose of this manual is to provide the team with a reference guide to provide a plan for the safe well-being of students and staff at YPS. It also provides information for use in crisis situations. This is based on the premise that a preplanned and organized approach is more effective in reducing psychological and social difficulties following a crisis in a school.

The Manual includes procedures that were designed to deal with a number of crises that could occur in the district. These procedures do not cover every condition that might develop and it may not always be possible to follow every procedural step.

The Safety Program and Crisis Committee is a supportive service, by specially trained school members, which can help schools assess, plan and intervene in a crisis affecting staff and students.

❖ Safety Program and Crisis Committee Services:

- Meet with building administrators and key staff to formulate an action plan.
- Facilitate a staff meeting to provide information related to the crisis.
- Support school staff.
- Help teachers process information with students.
- Work with students individually or in groups.
- Be available for contact with parents.
- Provide helpful, factual information to parents.
- Assist in handling media coverage.
- Coordinate security measures and make suggestions.
- Help facilitate transportation issues during crisis.
- Check to make sure proper supplies are maintained.
- Keep a record of events that occur, including training, etc.

PHONE NUMBERS

(All 402 unless noted) (Cellular Numbers)

Yutan Public School625-2241 or 625-2141
 LPS Crisis Team 473-7954 (John Dudley)

**YPS Safety and Crisis Committee
 (Contact Numbers)**

| | Home | Cell |
|--------------------------|-------------------|-------------|
| Stan Hendricks | 613-2731 | |
| Tim McNamara..... | 212-5926 | |
| Trevor Hoegh..... | 540-4640 | |
| Becky O’Malley..... | 625-2847 | 616-6618 |
| Doug Veik..... | 430-2175 | |
| Dan Egr..... | 657-5663 | |
| Wendall Pascarelli | 625-2580 | 677-8299 |
| Don Dooley..... | 625-2879 | 676-0329 |
| Bill Lastovica | 625-2216 | 547-1669 |
| Tim Hannan | (office).625-2468 | 443-6852 |
| Or (Dispatcher) | 443-1000 | |
| Tim Ortmeier | 657-1913 | |

EMERGENCY NUMBERS

Fire911
 Yutan Police911 or office 625-2468
 Sheriff’s Office 911 or 443-3718
 State Patrol 471-4545

AREA SCHOOLS

Mead 624-3435
 Wahoo 443-4332
 Cedar Bluffs 628-2080
 DC West 359-2121
 Wahoo Neumann 443-4151

CLERGY

St. John’s Lutheran Church..... 625-2656
 St. Peter’s United Church of Christ 625-2228
 St. James Catholic Church (Mead) 624-3555
 Leshara Community Church..... 721-3274
 Mead Evangelica Covenant Church..... 624-6125
 St. Johns Catholic Church (Valley)..... 359-5783

MENTAL HEALTH PROFESSIONALS

Wahoo Social Services 443-4252
 Blue Valley Mental Health Center 443-4414

GENERAL BUILDING INFORMATION/ RESOURCES

A. SCHOOL BUILDING INFORMATION.

1) Locations: Yutan Public Schools consists of two attendance centers:

- (a) Yutan Junior-Senior High School is located at 1200 Second Street in Yutan. The district headquarters are located in this building also. Mailing address: 1200 Second Street, Yutan, NE 68073; Phone: (402) 625-2241; Fax: (402) 625-2812.
- (b) Yutan Elementary School is located at 902 Second Street in Yutan. Phone: (402) 625-2141; Fax: (402) 625-2462.
- (c) Yutan “65” Building located at 810 Second Street, Phone: 625-2888 (Kids Academy)

2) Fire/Security Alarms: Each building has a fire alarm, which is monitored by building administrators.

Freezer/cooler alarms are located in each building’s kitchen.

Elementary panel in commons / High School panel in the utility room (reset instructions on panels)

3) Administrative contacts are:

- (a) Superintendent—Stan Hendricks, 509 Elizabeth Cir, Yutan, NE 68073. 402-613-2731.
- (b) High School Principal—Tim McNamara, 13911 South 39th Circle, Bellevue, NE 69123. 402-212-5926.
- (c) Elementary Principal—Trevor Hoegh 512 West Vine Street, Yutan, NE 68073 (402) 540-4640.

4) Maintenance/Custodial contacts for each school are:

High School: Michelle Dalhauser, (402) 625-2944.

Bus/Maintenance: Dan Egr, (402) 657-5663.

Elementary Schools (all sites): Wendall Pascarelli (402) 625-2580 & Susan Knigge (402) 670-6705

5) Science Labs Contacts/Chemical Storage Inventory: The following teachers have access to the science labs and storage areas at YHS High School, including the acid and flammable chemical storage areas: Brian Sass, Biology (308) 224-0296; Chemistry, Leslie Kumm (402) 841-6398. Acid, flammable, and poisonous chemicals are kept in a locked storage room in the science area of the high school. (list & quantities for fire department)

6) Chemical Storage Facilities – Custodial Rooms and Science Labs (see Site Maps)

7) Building/Utility Service Drawings: Housed at superintendent’s office.

MEDIA PROCEDURES

The only means to inform the general public is by the mass media; therefore, it is important to ensure that the media receive prompt, accurate information. Isolated quotes from individuals can be incomplete or misleading and should be avoided.

After calling appropriate emergency personnel and following safety procedures:

- Do not allow media personnel in the building
- Notify the superintendent's office, **625-2243**
- Refer media contacts to superintendent's office
- Inform office staff of the situation and how to handle phone inquiries.
- Prepare a written statement to be read.
- Recommend that students and staff not talk to the media.

Tips for Interviews

In the event that it is determined to be appropriate and/or necessary for you to speak with the media.

- ◆ Be honest. If you don't know the answer to the question, say so. Tell the reporter you will get back to him/her with the answer as soon as you can. If you make a mistake in an interview, say so.
- ◆ There is no such thing of "off the record".
- ◆ If you are in a room with a microphone or a camera, always assume that they are turned on.
- ◆ Try to have a goal for the interview. What do you want to accomplish?
- ◆ Prepare for the interview. If you need more time, ask for it.
- ◆ Understand what you are going to say so that you can talk about the topic knowledgeably.
- ◆ Anticipate the "worst question" you may have to answer and plan for that in advance.
- ◆ Bridge a question from where you are in the interview to where you want to be.
- ◆ Never say "no comment". It makes it sound like you have something to hide.
- ◆ Don't use jargon. You won't have a translator.
- ◆ Avoid sensationalism.
- ◆ For newspapers, ask if you can preview the article.

NEWS MEDIA POLICY IN CRISIS SITUATIONS
For
THE YUTAN PUBLIC SCHOOL SYSTEM

Welcome to the Yutan Public Schools. Here you will receive a copy of our press policy and information about where you may set up cameras and conduct interviews, etc.

We recognize that your professional ethics are our greatest protection against an overly intrusive or disruptive presence in our schools. We know that you recognize that young people are particularly vulnerable during times of stress, and that it is our duty to protect them from any additional pressure. This pressure may simply be the result of the number of you responding from various news organizations and not any overt action on your part.

Please read carefully the following points:

Press Releases:

Any press releases will be given to you in written form, as well as spoken, and whenever possible, our administrators will try to be available to follow up questions after the press release is read.

Interview Controls:

1. No student may be interviewed without the permission of the superintendent or his/her designee.
2. No individual student may be approached or filmed in the halls or any area of the school property without the permission of the superintendent or his/her designee.

Equipment:

In the event that press may gather at an assembly, public meeting, or a crisis in our schools, (and it is judged by the administrators, that their presence may be potentially intrusive) the administration may require that television stations combine their camera equipment, lights, and other distracting displays of equipment.

GENERAL EMERGENCY RESPONSE ACTIONS

General Procedures for Accidents and Emergencies: During the school year, a number of different types of accidents and emergencies can occur. It is impossible to have a detailed plan for all of these. Students and staff will have to use common sense and good judgment. The general procedures for accidents involving one or more individuals and for school wide emergencies are listed below.

ACCIDENTS INVOLVING ONE OR MORE INDIVIDUALS.

- A. Organize the scene and reduce panic.
- B. Send a responsible student for help. Secure the assistance of an administrator as soon as possible.
- C. Send for staff with first aid training (ie., coaches, nurses, etc.).
- D. Send for a staff member to watch the rest of the class or group.
- E. If blood or body fluids are involved in the accident, locate a body fluid clean-up kit. All offices, labs and coaching areas have these.
- F. After emergency care has been given, fill out an accident report in detail. This may be necessary for insurance purposes or in case of legal action at a later date.
- G. Contact the parents of the student(s) involved.

SCHOOL-WIDE EMERGENCIES.

- A. Keep students in the classroom unless instructed differently via fire or tornado signals, intercom, etc.
- B. Check fire, tornado, and emergency procedures' instructions.
- C. Organize the area and reduce panic. Take roll and note those students who are absent. Search nearby restrooms and other areas where students might have been sent. It is vital for the school to have an accurate list of those students who are present or absent. Identify responsible students to help with others.
- D. Notify the office of injured students. To the extent possible apply first aid and follow body fluid clean-up procedures. Notify law enforcement.
- E. First aid-trained staff should report to the emergency scene.
- F. The chief administrator on site will issue instructions and will act as the sole spokesperson for the school. In the absence of all administrators, this task will fall upon the guidance counselor and/or most senior teachers at the scene.
- G. Access to telephones will be restricted to the person in charge on site and to emergency personnel. Do not allow students to tie up the phone lines. Once the immediate emergency is past, students will be given the opportunity to contact parents in an orderly fashion if the staff has not already done so.
- H. Attempts should be made to contact parents as soon as it is feasible. An organized procedure for this should be developed as soon as possible.
- I. Do not talk to the news media or allow students to do so. The school will be represented officially by the Superintendent or his/her designee. Refer questions to them unless instructed otherwise.
- J. Keep track of students. If parents or guardians pick up students, note who goes with whom.
- K. Each staff member present should prepare an accident report for his/her own use. Staff members may be called upon as witnesses as to what occurred and an accurate account of actions and observations at the time is crucial. Do not rely on memory.

Traveling Emergency Procedures. As with other emergencies, not all possible bus emergencies can be anticipated. Drivers and activity sponsors must use their best judgment, especially concerning weather and similar factors. The general procedures listed below should be kept at hand for easy access by drivers and sponsors.

TRAUMATIC INJURY TO STUDENT OR STAFF

Immediate actions to be taken by administrator(s).

- Obtain facts concerning the injury(s).
- Notify Crisis Team. Refer to page 5
- Decide on time and place for a staff meeting. (Prefer one hour before school starts)
- Activate Yutan calling tree

Secondary actions to be taken by administrator(s) in conjunction with the crisis team.

- Update information concerning injury(s).
- Develop a plan for the day.
- Elementary – Counselor's office
- Secondary – Counselor's office
- Meet with all building staff, before and after school
- Make announcement to students
- Plan for substitute teachers as needed.
- Notify other schools affected.
- Identify students/staff most affected.
- **If necessary, call LPS Crisis Team Line (402) 473-7954**

STUDENT OR STAFF DEATH

Immediate actions to be taken by administrator(s):

- ✓ Obtain facts concerning the death(s). Verify all facts.
- ✓ Notify Crisis Team. Refer to page 4
- ✓ Decide on time and place for staff meeting.
- ✓ Activate Yutan calling tree, page 24

Secondary actions to be taken by administrator(s) in conjunction with the crisis team:

- ✓ Update information concerning death(s)
- ✓ Develop a plan for the day.
- ✓ Set up Crisis Center(s) Location: El-Music Room HS-Music Room
- ✓ Write building announcement. (**Do not change the bell schedule**).
- ✓ Do not hold an assembly (maintain classroom setting).
- ✓ People do not “pass away.” We do not “lose” a student. Rather, a student has “died”, a teacher is “dead”, or we inform them of the “death of”.
- ✓ Meet with all building staff. **Assign crisis member to make observations of the more affected faculty. (Beginning and end of the day)**
- ✓ Make written statement for anyone concerning the phones.
- ✓ Make announcement to students. **Ask if any teachers need help reading the announcement.**
- ✓ Plan for substitute teachers as needed.
- ✓ Notify other schools affected.
- ✓ Identify students/staff most affected.
- ✓ Inform about students.
- ✓ Initiate process for details surrounding individual (remove name from absentee list, belongings in hall/gym locker, desk, uniform, student work, etc., all turn in to Principal’s office.
- ✓ At the end of the first day, cross those students off the list who no longer need monitoring or intervention.
- ✓ Announce to students and staff the funeral arrangements.
- ✓ A member of the crisis team should attend the funeral to observe the students.
- ✓ At the end of the first day, cross those students off the list who no longer need monitoring or intervention.
- ✓ Keep track of anniversary dates and birth dates.
- ✓ Check to see how they are doing. Call parents if absent.
- ✓ Crisis Team debriefing after the crisis has ended.

Letter to District Parents

- Paragraph One: Tell what happened
- Paragraph Two: Tell what you are doing about it. Name the Crisis Response Team.
***Use familiar terms.**
- Paragraph Three: Tell parents what they can do to help.
Encourage parents to attend the Funeral with their son/daughter.
Students will need a written excuse.
- Paragraph Four: Provide available information concerning the funeral.
- Submit letter to principal for editing and signature.
- See also, When Grief Visits School, by Dr. John Dudley.

YUTAN PUBLIC SCHOOLS MEMORIAL GUIDELINES

The Yutan Public Schools provide family and friends opportunities to share their grief upon the death of a student who was enrolled in one of the district's schools at the time of his/her death. Such opportunities should be in accordance with the following guidelines.

STUDENT MEMORIALS

Memorials will be for students who were enrolled in one of the district's schools at the time of their death.

SCHOOL-SPONSORED YEARBOOKS/STUDENT NEWSPAPER GUIDELINES

Memorials for students in a school-sponsored yearbook or newspaper will be in accordance with the district policy on student publications and the district curriculum goals for journalism classes. Publication staff will confer with both their school principal and a team leader from the district's crisis response team before publishing a student memorial.

PLAQUES WITH BRASS ENGRAVING PLATES

Each school will display, when necessary, a plaque with brass engraving plates to recognize individual students who have died. The plaque will be no larger than twelve inches by fifteen inches. The top of the plaque will be engraved with the words, "In Memory". Individual plates will be engraved with the student's legal name and dates of birth and death. Individual plates will be removed after ten years and offered to the student's parents or guardians.

OTHER MEMORIALS

Other student memorials may be established if there is no cost to the school with the consent of the deceased students' parents or guardians.

Appropriate memorials include:

1. A memorial scholarship administered by the Yutan Education Foundation.
2. Purchase of library books, CD Roms, school supplies and equipment, with the approval of the school principal. Donated books may include a book plate, and equipment may include an engraved plate no larger than two by six inches. Wording on the plates will be limited to, "Donated In Memory Of," or "In Memory Of", and the student's legal name and dates of birth and death. Any engraved plate will be removed at the end of ten years and offered to the parents or guardians.
3. Monetary funds designated to a particular school activity or department. The use of funds, will be approved by the principal.
4. Plantings on school grounds (trees, shrubs, perennials). The type and placement of the planting will be approved by the school principal. Such plantings, may be accompanied by the moveable granite ground marker no larger than twelve by six inches. The engraving on the marker will be limited to the student's legal name, dates of birth and death, and the words, "In Memory Of" or "Planted In Memory Of". The marker will be moved, when necessary, as the planting grows and will be removed after ten years and offered to the parents or guardians.

UNACCEPTABLE MEMORIALS

Not acceptable are memorials that:

1. May alter the conduct of a regular school instructional day.
2. Alter school activities or the school activity schedule.
3. Require the retirement or discontinued use of school property.
4. Infringe on the separation of church and state.
5. Require the use of public funds for purchase, development, or maintenance.

Any memorial plaque or name plates in existence at the time these guidelines are adopted, whether in compliance with these guidelines or not, will be removed ten years after the death of the student involved and offered to the parents or guardians.

Parents or guardians of deceased students are encouraged to inform the school of any change of address so the school may return plaques, markers, and name plates to them as stipulated above.

EMERGENCY PROCEDURES/EMERGENCY DRILLS/RESOURCES

STANDARD EMERGENCY PROCEDURES

These procedures should be reviewed frequently by School Crisis Response Team members and practices should be conducted with staff and students.

EMERGENCY EARLY DISMISSAL. On occasions when an emergency early dismissal for weather-related or other reasons is required, these procedures should be followed:

- (a) Decision on early dismissal (Superintendent or designee).
- (b) Contact radio/TV stations (Superintendent or designee).
- (c) Contact bus drivers (Transportation Supervisor).
- (d) Contact parents/emergency contacts (secretaries/aides). Per administrative decision.
 **Effort made to contact parent/emergency contact for each elementary student.
 **Effort made to contact rural high school parents/emergency contacts with priority on contacting those of bus riders and junior high students.
- (e) Notify staff. Inform teachers of dismissal time and have them survey students as to their means of transportation home. Notify Office of students who do not have a safe means of getting home.
- (f) Designate places for students to remain pending parental pick up (Principals).
- (g) Cancel after-school practices and activities (Activities Director).
- (h) Designate core staff to remain on duty until all students are safely home. Determine when school routine will resume (Superintendent).

EMERGENCY ASSEMBLY PROCEDURES: Emergency Assembly procedures will be used when it is necessary to quickly assemble all students/staff in a single location within the building.

- (a) An announcement will be made of the need for emergency assembly (i.e., all students and staff report to a specific location) will be made over the intercom, via telephone, or via hand-delivered message brought by an adult. Coded messages will NOT be used.
- (b) Staff will escort their classes to the designated emergency assembly area and take attendance immediately. Account for all absent students.
- (c) Students in hallways are to attach to the nearest class and proceed to the assembly area. They are then to report to their teacher.
- (d) At the assembly area, teachers and students are to remain in their groups until further instructions are given.

- (e) FIRE DRILLS. (Conducted twice in the first two weeks of school year and ten times total for the year.)
- (a) The signal is a continuing alarm. Principals are responsible for setting off the alarm.
 - (b) Teachers are to ensure that all students know in advance the exit route for evacuation and teachers should have in mind a secondary evacuation route in case the primary route is impassible or presents a safety hazard.
 - (c) Teachers/staff are to ensure that all students evacuate the building safely. Once students are assembled outside, teachers should take attendance and account for all absent students.

TORNADO DRILLS. (Conducted twice, one in the fall and one in March/April.) Tornado drills are designed to place students and staff in a predetermined safe interior part of the building where damage from a tornado will be minimized. Avoid exterior walls, windows, doors, and other glass.

- (a) The signal is a continuing alarm. Principals are responsible for setting off the alarm.
- (b) Teachers/staff will escort their students to their predetermined location and immediately take attendance. Account for all absent students.
- (c) Students are to remain quiet and take a "duck and cover" protective position.
- (d) Administrators should circulate throughout the school to provide assistance and instructions during the drill.

Emergency Resources

The two key resources in any emergency are the Building Emergency Kit which is to be located in the custodian's office in each school building and the First Aid Manual which is included at the very end of the plan binder.

BUILDING EMERGENCY SUPPLIES The supplies for each building will be kept in the principal's office. To include:

- (a) A complete district safety/security plan.
- (b) Identification vests (at least 10) of a distinctive color for School Crisis Response Team (SCRT) members.
- (c) A heavy duty flashlight with extra batteries.
- (d) A small, battery-powered AM/FM radio with extra batteries.
- (e) A current enrollment/staff list for the building (see building's secretary or aide monthly for an updated version).
- (f) A whistle.
- (g) Poster board (at least two sheets) for signs as well as pencils, pens, and colored markers.
- (h) A clipboard with paper, scissors, adhesive tape, stapler, large paper clips and such other office supplies as may be desired.
- (i) An extra copy of the list of emergency phone numbers from this plan.
- (j) A small first aid kit (same as school bus first aid kits) and at least 2 body fluid clean up kits.
- (k) Non-Latex gloves (plastic).
- (l) Eye wash solution.
- (m) At least 2 hand towels and one small blanket.
- (n) A small set of hand tools including hammer, pliers, adjustable wrench, screwdriver, knife.
- (o) Drinking Water
- (p) Blankets (from Fire Dept.)
- (q) Pillows & cots

Safe Pupil Transportation Plan

BUS / VEHICLE EMERGENCIES

A. BUS BREAKDOWNS.

1. Send for help and contact the school. Factors to consider in deciding whether to go for help or to wait are weather, distance, the age of the students, etc.
2. Protect the bus from traffic, place reflectors, flares, etc.
3. Organize the scene; reduce panic; use student helpers.
4. If weather is good, keep students at the scene and wait for another bus to come for you; if weather is too bad for that, send kids with passersby you know (keep track of who goes with whom) or lead them to the nearest shelter.
5. Assist in notifying parents.
6. Prepare a report for yourself and the administration.

B. FIRE/TORNADO WHILE DRIVING.

1. Find a safe place, evacuate the bus, and move students to safety as rapidly as possible.
2. Organize the scene and use student helpers. Take attendance.
3. Check for injuries and apply first aid.
4. Send for help, using your judgment on weather, etc.
5. When help arrives, injured students should be taken to the nearest hospital or turned over to emergency personnel. Let emergency personnel decide who can return to school and who needs observation or medical care.
6. Keep track of who goes with whom.
7. Assist in notifying parents.
8. Prepare a report for yourself and the administration.

C. VEHICLE ACCIDENTS INVOLVING SERIOUS INJURY.

1. **CALL 911** ---- then organize the scene and use student helpers. Take an accurate roll.
2. Check for injuries and apply first aid. Use good judgment as to your training and limitations in rendering medical aid.
3. Send for help, using your judgment on weather, etc. Contact school and emergency personnel as rapidly as possible. Administration and other school personnel need to go to the scene of the accident to identify and comfort students.
4. Designated individuals need to be available in the school office to answer inquiries with written response (Both buildings)
5. Keep students at the scene if possible; if they must be transported by passersby, have them taken to the nearest hospital. Keep track of who goes with whom.
6. Unless otherwise directed by emergency personnel, all students involved should be taken to the nearest hospital to be checked.
7. Do not talk to the news media or allow students to do so. The school will be represented officially by the Superintendent or his/her designee. Refer questions to them unless instructed otherwise.
8. Arrange for parents of the injured students to be contacted; arrange for uninjured students to contact their parents in an orderly manner.
9. Make a detailed report for yourself and for the administration. Fill out accident reports for injured students as appropriate.

INTRUDER IN THE BUILDING GUIDELINES

1. The first person to notice that an intruder, which is someone with a weapon, appears upset, or is out of control, should notify the building principal or superintendent by whatever means they have at their disposal.
2. The office personnel will make a preplanned intercom statement: **“Staff members please secure your rooms”**. It is imperative at this point that you make sure that all of your doors and windows be locked. Office personnel will call 911 at that time if it is appropriate, and will also notify the central office of the situation. Staff should make sure that they have their staff ID with them from this point forward so that emergency personnel can easily identify who you are.
3. Teachers should not allow any students to leave the classroom until an Administrator unlocks each door and then gives the “all clear” or if administration advises them to move to another area. Students should be seated against a wall so that they are not visible from doors or windows.
4. Teachers must immediately take an accurate count of the students in their room, and report any missing students to the office via phone or intercom.
5. Personnel that do not have children in their classroom, or special area, at that time need to monitor the hallways and direct any students to a safe area. Once the hallways have been cleared, and it is safe to do so, those personnel should report to the office for further instructions. At this time we will make sure that if a lock down is necessary, that all exterior doors will be locked, and access to the building will be limited.
6. If the building needs to be evacuated, you will be advised in person by an Administrator, the evacuation process, and where we are evacuating to.
7. If the situation passes you will be advised by the administration to return to your regular classrooms, or arrangements will be made to have the students picked up by their parents from the evacuation area. If this is the case, no student is to leave without direct person-to-person contact with a parent who shows a photo ID and signing a pick-up release slip.
8. An administrative team member, or their designee, will become the liaison to police, fire, or rescue personnel.
9. Those assigned to answer the phones are not to give out any information unless so directed by a member of the administrative team.
10. Refer all media contacts to the Office of the Superintendent.
11. Pre-plan any messages before contacting families of students and staff that are directly involved in the incident.
12. Contact the Crisis Team so they may assist students and staff in dealing with the aftermath.

Note: If the building is to go into a lock-down due to an external danger, all exterior doors will be locked and teachers will be notified that all students are to remain within the confines of the building. School Administration will determine at what point the lock-down will be terminated, and that message will also be conveyed to the staff at the appropriate time.

BOMB THREAT PROCEDURES

1. Upon receipt of a bomb threat, the person receiving the call will attempt to:
 - A. Prolong the conversation. **DO NOT HANG UP THE PHONE.**
(Use another phone to call authorities)
 - B. Identify background noises and any distinguishing voice characteristics.
 - C. Ask the caller for a description of the bomb, where it is and when it is due to explode.
 - D. Dial *69
2. The person receiving the threat will notify the principal.
3. Alert 911.
4. The principal will, in consulting with 911, decide whether to make a preliminary search or to evacuate the building.
5. The principal will notify the superintendent's office.
6. Inform staff and students of the bomb threat and any immediate directions; for example, remain in their rooms until an all-clear is given or directions to evacuate.
7. Ask staff to make a visual observation of their classroom/work area and inform them not to open cabinets, doors or move objects. If anything suspicious is found, **DO NOT TOUCH IT!** The bomb can be almost anything from a bundle of dynamite, to concealed or ordinary objects (briefcase, toolbox, pieces of pipe, etc.). You will be searching for something that doesn't belong in the classroom/work area.
8. Check absentee list and on each absentee from class at the time the threat as received. Account for all students, check halls and restrooms.
9. Let the police/fire department conduct the search.
10. Meet with the police/fire department and search team to decide on the procedure for checking the building.
11. If at any time the threat is determined to be valid, use standard fire drill procedures with any necessary modifications to evacuate the building. Evacuate at least 300 feet from the building.
12. Plan for an alternative location if needed due to prolonged search or inclement weather. (Bus barn, '65 Building, Lutheran Church, or elementary and high school gyms).
13. When building is reported to be safe, resume whatever schedule is needed and debrief staff and students.
14. If a written threat is received, copy the contents and protect the original message (plastic or other covering) to preserve fingerprints and other identifying marks.
15. Use the Bomb Threat Checklist, page 17, to gather helpful information.

BOMB THREAT CHECKLIST

Time _____ Date _____

Do not hang up. Use another phone to call police.

Record the exact words used by the caller.

Ask:

What time is the bomb set for? _____

Where is the bomb? _____

What does the bomb look like? _____

Why are you doing this? _____

Who are you? _____

Evaluate the voice of the caller:

Man _____

Accent _____

Woman _____

Speech impediment _____

Child _____

Intoxicated _____

Age (approx) _____

Other _____

Background noise:

Music _____

Conversation _____

Children _____

Machine noise _____

Typing _____

Traffic _____

Airplanes _____

Other _____

Person receiving threat will immediately notify the principal.

Call received by _____

*69 to identify number _____

CHEMICAL SPILL/TOXIC FUMES

If spill/fumes occur **outside** the school building:

- Establish contact with administration personnel.
- Keep students inside.
- Close windows.
- Establish contact with police, fire and health department.
- Be prepared to evacuate the building.
- If students are outside, move upwind.
- Don't step in spilled materials.

EVACUATION/ALTERNATIVE SCHOOL LOCATIONS

Although it is highly unlikely, some crisis situations may require that school be evacuated and the students be relocated. If emergency personnel determine that the building will be unsafe for some time:

- Notify administrative personnel.
- Make arrangements for the transportation of special needs students.
- Keep the media informed of evacuation/relocation plans so parents will have accurate information.

Yutan students will be escorted to St. John's Lutheran Church for check in and dismissal.

SAMPLE LETTER TO PARENTS

YUTAN SCHOOLS

TO: Parents and/or Guardians of Yutan School Students
FROM: Stanford Hendricks, Superintendent of Schools
RE: Emergency Procedures for Yutan Schools

The Yutan School District has developed a Crisis Response Plan that is designed to minimize danger to anyone occupying a school should an emergency occur. Our main objective is to attend to the health and welfare of your children in the event of a crisis.

In most emergencies your children will remain and be cared for at the school he/she attends. In the rare event of an emergency affecting the school your child attends that prohibits re-entry to the building (such as a broken gas or water main, a fire or toxic chemical spill), all students will be escorted to the St. John's Lutheran Church. Junior and Senior high students may be dismissed to return home for the day. Elementary students' parents will be contact regarding dismissal procedures.

We ask that you follow this procedure if you hear of any school emergency:

1. **TURN ON YOUR RADIO OR TELEVISION.** We will keep the media informed of any emergency.
2. **PLEASE DO NOT TELEPHONE THE SCHOOL.** We have limited phone lines. These must be used to respond to the emergency.
3. **PLEASE DO NOT COME TO THE SCHOOL UNLESS REQUESTED TO PICK UP YOUR CHILD AT SCHOOL.** Any emergency involving your child's school may mean emergency vehicles and workers must be able to get to the building. If the emergency necessitates relocation of staff and students you will be informed via the media.

PLEASE GLUE THIS INFORMATION INSIDE THE COVER OF YOUR PHONE BOOK.

FACILITATION QUESTIONS

If the announcement is made by the classroom teacher, the following facilitation questions may assist teachers in processing the crisis event with the students. Examples include:

1. I'm having lots of mixed feelings about this. What were your thoughts when you heard the announcement?
2. Do you plan to talk to adults at home about this? Who are the adults outside of school you can discuss this with?
3. If you have experienced losses in your own lives, how are you feeling now? Where are places you can go to discuss these feelings?
4. What can you do to help your classmates at times like this?
 - Ask questions and share experiences, ask them if they would like to tell you about it.
 - Talk about how you feel too - be human.
 - Note: Most applicable for the elementary setting. Following the death of a student, provide classmates an opportunity to remove some possessions, thus providing closure. Rearrange the seating, keep the student's desk in the room. A crisis team member may follow the schedule of the student, including sitting in the empty desk (five minutes to the whole period). This provides an outlet for the students' feelings, or this may create a dialogue between the two adults.
 - Reminder: Near holidays, when making cards or gift, remember that some students have two dads and two moms—allow them to include dead parents.

POTENTIAL SUICIDE CHECKLIST

Suicide threats must always be taken seriously and intervention should be immediate. The safety of students is the guiding principle to follow in deciding what to do. Some students are not in suicidal crisis, but are troubled. The counseling and/or administrative staff should involve the family in seeking help for the student. School staff should not take on the responsibility of long-term counseling or treatment of a suicidal student.

- How lethal is the method?
- How available is the means?
- Has there been a previous attempt?
- Ask about feelings of anger and depression (crying, sleeplessness, loss of appetite, hopelessness)
- Ask about losses (deaths, family changes, peer relationships).
- Ask about history of chemical use.
- Ask whether the student has made final arrangements (giving away of possessions, saying goodbye).

Request from the student a promise that he/she will not engage in suicidal behavior for a specified period of time (one day, two days, a week, etc.) e.g. “No matter what happens, I will not kill or harm myself accidentally or on purpose, at any time.” Give the student your phone number(s) where you can be contacted at any time. Many students seriously considering suicide refuse to make that kind of commitment. Put it in writing as a contract with student and staff member signing it. A copy is kept by the staff.

Follow Up:

- Complete the “Report of Suicide Risk” form and send to Counselor.
- Check to be sure that the student has received/is receiving appropriate services.
- Plan for student’s transition back to school.
- Student should have ongoing contact with a counselor or family specialist.
- Brief appropriate staff on student’s status.
- Inform Law Enforcement personnel as needed.

Report of Suicide Risk

Student Name _____

Date _____ D.O.B _____

Address _____ Parent Notified: Yes _____ No _____

Parent's Name _____ Date of Notification _____

Telephone Number _____ Time _____

Staff Members Involved _____

Report Prepared By _____

Presenting Problem _____

Recommendations _____

Results of Parental Contact _____

Action Taken _____

Follow Up Will Be Done By _____

Law enforcement notification _____
