

GCSD#1



CRISIS RESPONSE MODULE





The *lockdown* Response Action is used when a violent life threatening person is **inside** the school, suspected of being in the school or on school grounds. The purpose of a *lockdown* is to hide as many students and staff behind locked doors in as little time as possible. The key to remembering what to do in a lockdown is “locks, lights, out-of-sight!”

Everyone is empowered to initiate a *lockdown* - often times it is too late to take action if waiting for an official announcement. During the initial moments of a school violence incident the official call for a *lockdown* may not have occurred, or may not have been heard by everyone. Staff should be trained to evaluate their best option through an assessment based on sights, sounds, and activities.

During *lockdown*, teachers and students may be locked in a classroom for a long period of time. Classrooms are encouraged to prepare Go-Kits as part of their Crisis Preparedness planning. A Go-Kit is a portable collection of emergency supplies and information that may be classroom or school specific. When preparing a Go-Kit, schools should consider their specific needs (i.e., population, climate, facilities and resources). Go-Kits may come in the form of backpacks, buckets or a large duffel bag on wheels that can be easily transported. Minimum recommendations for Go-Kits include the following: attendance sheet, emergency status card (Red Card and Green Card), storage in secure and readily accessible locations.



LOCKDOWN ACTION STEPS

- Locks, Lights, Out-of Sight**
- Move away from the noise.
- Hide behind a barrier.
- Get behind a locked door – Once a door is locked it will remain locked.
- Consider self evacuation – Exit the school and get to a safe place. This may be off campus at a nearby business or someone’s home.
- Protect lives as necessary.
- Upon arrival at a safe location – Notify District Administration.



THE FOLLOWING ACTIONS SHOULD BE TAKEN TO LOCKDOWN THE SCHOOL:

- Notify all students, staff and visitors, including individuals who are outside. This may be done via:
 - Intercom
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
 - Announce “lockdown: locks, lights, out-of-sight”
- Students and staff who are outside should **NOT** come into the school. They should move to a safe location away from the school and notify district administration upon their safe arrival.
- Leave exterior doors as they are – do not expose staff to additional danger to lock or unlock exterior doors.



TEACHERS ARE RESPONSIBLE TO:

- Secure students and staff inside of a classroom, office, or closet.
- Move into internal rooms if available. This creates additional distance and protective barriers from the threat.
- Lock all interior doors and windows.
- Check the side room doors and windows if there is a partition wall.
- Turn off the lights.
- Remain quiet.
- Notify 911 and have students turn cell phones to silence mode.
- Recommend a pre-determined message for students to call or text parents/guardians from secured area to control inaccurate information.
- Hide in a safe place.
 - Out of the line of sight from hallway doors or windows.
 - Sit/lay on the floor.
 - Exterior walls are best if out of the line of sight and further away from the threat.
 - Under a window is okay if necessary.
 - Concrete or brick construction is the greatest barrier.
 - Avoid interior adjoining walls.
- Do not evacuate unless the threat of fire is eminent.
- Do not answer the door for anyone. Only law enforcement or school administration have authority to release the lockdown and will have a key to unlock classroom doors.**

DO NOT ANSWER THE DOOR FOR ANYONE!

Law enforcement or school administration who have the authority to release occupants from a *Lockdown* will have a key.



LOCKDOWN: FACILITY RELEASE

Lockdown: Facility Release (*Evacuation following a Lockdown*)

An actual *lockdown* will end when law enforcement and/or authorized school administration unlocks the door. Law enforcement will instruct to either evacuate or inform that the *lockdown* has been lifted and to wait for further instructions. Evacuation should always be conducted in an orderly fashion.



LOCKDOWN: FACILITY RELEASE ACTION STEPS

- Door will be unlocked by law enforcement or school administration.
 - No announcement will be made.
 - Do not open the door for anyone.
 - Law enforcement or authorized school administration needing access will have a key.

- Follow the specific instructions given:
 - Everyone remain calm – do not panic, listen to instructions.
 - Leave belongings behind – students may take what fits within pockets.
 - Teachers and students form a line at the door.
 - Teacher in front takes the Go-Kit.
 - Hold hands with the person in front of and behind.
 - Walk, do not run – proceed to the next officer and follow directions.
 - Verbal directions and/or hand signals may be used.



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:



At the Final Evacuation Location:

- Take attendance and account for students.
- Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class.



Use Card system at assembly area:

- **GREEN CARD** if no assistance is needed.
- **RED CARD** if assistance is required.



EVACUATING THE SECURED AREA WITH LAW ENFORCEMENT AUTHORIZATION



Do not leave the classroom secured area until law enforcement authorization is provided at the classroom door. Only law enforcement and/or school administration have the authority to release the lockdown.



Exit classroom with teacher and students holding hands, forming one line, teacher leading students to safe location as directed by law enforcement. Initiate appropriate response actions for special needs, infants and teen parents.



Only items that can fit in pockets should be taken when exiting the classroom/school.



LOCKOUT/SECURE PERIMETER

The *lockout/secure perimeter* Response Action is used when there is a threat **outside** of the school (i.e., criminal activity in the surrounding neighborhood). When *lockout/secure perimeter* is called, students are brought inside, exterior doors and windows are locked, with no outside activities being conducted. *lockout/secure perimeter* is typically called for by law enforcement or the District Administration. The goal is to ensure all students, staff, and visitors are securely inside the building and the threat is kept outside.



LOCKOUT/SECURE PERIMETER ACTION STEPS

- The principal or designee will notify all students, staff and visitors. This may be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
- Announce “*lockout/secure perimeter*: Students, staff and visitors, the school is in a Lockout/Secure Perimeter situation. Please bring everyone inside and secure the outside access doors and windows.” Repeat.
- Office staff or custodian will lock exterior doors and windows.
 - Prior to locking the doors, check to ensure students, staff and visitors that are outside have entered the school.
 - Remind teachers to check all classroom exterior doors and windows to ensure that they are closed and locked.
- The principal or designee will check on the welfare of students, staff and visitors regularly and assist with any immediate needs. This can be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
- Office staff will monitor the phone to assure that emergency updates are received and non-essential use is minimized. Updates should be passed on to everyone within the school. This can be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
- School/district administrator and/or law enforcement has the authority to release a Lockout/Secure Perimeter.



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Remain calm — Listen, follow instructions and do not panic. Business as usual may continue or school administrator may direct teachers/students to a different location in the school.
- Make sure all students follow instructions.
- Bring individuals that are outside into the school.
- Close and lock exterior doors and windows. Close blinds if safe to do so.
- Take attendance. Identify students who are missing. Report missing or additional students to administration.
- Continue to follow instruction until the all clear is given or updated instructions are provided.
- Resume classroom/school activity.
- Stay inside until notified that the danger is over.
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.
- School/district administrator and/or law enforcement has the authority to release a Lockout/Secure Perimeter.



EVACUATION

EVACUATION

The *evacuation* Response Action is called when there is a need to move students, staff and visitors from one location to another within the interior or exterior of the school. The decision to evacuate may be based on information provided by law enforcement, fire department or from a school administrator. Types of evacuations include:

- (1) **Evacuation On-Campus** — interior or exterior relocation.
- (2) **Evacuation Off-Campus** — relocating to a location off school grounds.



EVACUATION ON-CAMPUS ACTION STEPS

- The principal or designee will notify all students, staff and visitors. This may be done via:
 - Fire alarm
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
 - Announce “*evacuation*: Students, staff and visitors please evacuate the school and move to (location / inside/outside the school). If activities are going on outside please move to _____.”
- Office staff and custodians assist in an evacuation .
- Administrative staff review assembly areas and immediately respond to **RED CARDS** to determine the nature of help needed .
- School Incident Commander meets with arriving first responder to brief, coordinate and transfer command .



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Remain calm — Listen, follow instructions and do not panic.
- Have students exit single file.
- Use primary exit routes unless passage is unsafe .
- Take Go Kits.
- Move students from the crisis area to a designated safe assembly area . Remain in this area until instructed to return to the school or relocate.
- Take attendance . Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class.
- Use card system at assembly area —
 - **GREEN CARD** if no assistance is needed .
 - **RED CARD** if assistance is required .
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.
- Initiate appropriate response actions for special needs, infants and teen parents.



EVACUATION OFF-CAMPUS



EVACUATION OFF-CAMPUS ACTION STEPS

- The principal or designee will determine if an evacuation should be ordered based on information from local law enforcement, fire official and/or a school administrator.
- The principal or designee will notify all students, staff and visitors. This may be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
 - Announce “*evacuation*: Students, staff and visitors please evacuate the area and go to (location away from the school).”
- Identify staff and student transportation needs:
 - School buses
 - Staff and student vehicles
 - Consider special needs evacuees, with equipment such as wheelchairs, walkers, etc.
- Follow district administration procedures to request needed transportation.
- Follow preplan primary or secondary routes to safe location.
- Implement Controlled Release.



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Remain calm — Listen, follow instructions and do not panic.
- Have students exit single file.
- Use primary exit routes unless passage is unsafe.
- Take Go Kits.
- Move students from the crisis area to a designated safe assembly area. Remain in this area until instructed to return to the school or relocate.
- Take attendance. Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class.
- Use card system at assembly area —
 - **GREEN CARD** if no assistance is needed.
 - **RED CARD** if assistance is required.
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.
- Initiate appropriate response actions for special needs, infants and teen parents.
- Implement Controlled Release.

SHELTER



The *shelter* Response Action is used when conditions outside are unsafe due to community event/incident, weather, such as snow storm or severe thunderstorm and the best means of protection is to take shelter within the facility. The *shelter* Response Action may be necessary in a chemical emergency, tornado, or other weather related emergency.

Three types of Shelter Response Actions:

Shelter General – Used for a multitude of hazards such as weather or other unsafe conditions on the exterior of the school. Based on the type of incident, the instructions can range from staying inside and continuing normal activities, or moving to a specific section of the school.

Shelter during a tornado – Used when a tornado warning has been issued for the immediate area.

Shelter during a Hazardous Materials Incident – Used when a hazardous substance is present; either in the school or in close proximity to the school.



SHELTER GENERAL

SHELTER GENERAL



SHELTER GENERAL ACTION STEPS

- The principal or designee will determine if Shelter should be ordered based upon information from law enforcement, fire official or district administration.
- Upon request, staff will assure all windows and exterior doors are closed and locked; shut down HVAC systems.
- The principal or designee will notify all students, staff and visitors. This may be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
 - Announce “*shelter*: Students, staff and visitors, please move to (location within the school), if activities are going on outside please move inside the school to _____, and resume all activities.”
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.
- The principal or designee will check on the welfare of students, staff and visitors regularly and assist with any immediate needs. This can be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Remain calm – Listen, follow instructions and do not panic. Business as usual may continue or school administrator may direct teachers/students to a different location in the school.
- Make sure all students follow instruction.
- Take attendance. Identify students who are missing as well as students who may not be assigned to the class but sheltered with the class.
- Report missing or additional students to administration .
- Continue to follow instruction until the all clear is given by the school administrator/designee .

SHELTER TORNADO



When a tornado is imminent, there is only a short amount of time to make life-or-death decisions. Advance planning and quick response are the keys to surviving a tornado. Initial actions should be to take cover “down, in, and under.” “Down” is the lowest floor of the school, “in” is the most internal location, and “under” is under sturdy furniture.



SHELTER: TORNADO ACTION STEPS

Office staff will monitor the National Oceanic and Atmospheric Administration (NOAA) Weather Alerts and provide situation updates to the principal or designee.

- “tornado **WATCH**” is issued by the National Weather Service when tornadoes are possible in the immediate area. Remain alert for approaching storms. This is the time to listen to the radio or television for further developments. When a Tornado Watch is announced, it means **conditions are present for a tornado**.
- “tornado **WARNING**” is issued when a tornado has been sighted or indicated by weather radar. **take shelter immediately**. Keep a radio or television tuned for further information.

The principal or designee will notify all staff and students of a Tornado Watch and request that everyone re-enter the school and remain inside. **Staff and students occupying mobile classrooms will move into the main school when a Tornado Watch has been issued.**

The principal or designee will announce “**Shelter for a tornado**” if a Tornado Warning has been issued. **direct staff and students to identified Tornado shelter areas.**

The best practice is “down, in and under.”

- Under stairways, or interior restrooms are good choices.
- Small interior rooms on the lowest floor and without windows.
- Hallways on the lowest floor away from doors and windows.
- Rooms constructed with reinforced concrete, brick or block with no windows and a heavy concrete floor or roof system overhead.
- Protected areas away from doors and windows.

Unsafe areas include areas that are covered with a flat, wide-span roof, such as auditoriums, cafeterias, gymnasiums or an area with several windows.

Office staff will take information from teachers to account for everyone.

- Document who is working in the facility and who has taken shelter. This should include students, staff and visitors (contractors, substitute teachers, parents/guardians, etc.) [Maintaining a sign-in log for outside visitors works well for tracking purposes.]



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Remain calm — Listen, follow instructions and do not panic.
- Move to designated tornado shelter location .
- Make sure all students follow instruction .
- Take attendance . Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class .
- Report missing or additional students to administration .
- Continue to follow instruction until the all clear is given or updated instructions are provided .
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers .

During a tornado warning avoid areas such as auditoriums, cafeterias and gymnasiums that are covered with a flat wide span roof and areas with several windows.

SHELTER HAZMAT INCIDENT



Many types of hazardous materials are shipped daily throughout Wyoming. Chemical emergencies can occur nearly anywhere chemicals are used, stored, or transported from one place to another. One of the emergency instructions that may be given to lessen the risk of a hazardous material exposure is to *shelter*. This is a precaution focused on maintaining a safe environment while remaining indoors. Information to Shelter for a hazardous material spill may come from first responders via local law enforcement, fire officials, school administration or general media.



SHELTER HAZMAT INCIDENT



SHELTER: HAZMAT INCIDENT ACTION STEPS

External:

- Staff Will:
 - Assure windows and exterior doors are closed and locked.
 - Shut down all HVAC systems.
- Office staff will be kept up-to-date by local law enforcement, fire officials or district administration .
- Office staff will disseminate information that has been provided by law enforcement, fire officials or district administration .

Internal:

- Isolate spilled/released material.
- Report the hazard to appropriate school principal, or designee and district administration .
- Identify and isolate potentially contaminated persons.
- Notify 911, principal or designee, SRO/ security .
- In coordination with appropriate authorities, determine the need to Evacuate or Shelter.
- Initiate Lockout/Secure Perimeter Response Actions.
- Be prepared to provide responders with Material Safety Data Sheets (MSDS).
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.

Internal & external:

- The principal or designee will notify all students, staff and visitors . This may be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
- Announce “shelter: Students, staff and visitors, please move to (location within the school), if activities are going on outside please move inside the school to _____, and resume all activities .”
- The principal or designee will check on the welfare of students, staff and visitors regularly and assist with any immediate needs . This can be done via:
 - Intercom
 - Messenger
 - Telephone/cell phone
 - Two-Way Radio/Walkie-Talkie
- The principal or designee will provide information to the district administration, parents/guardians or any other media (PIO) as deemed appropriate . This may be done via e-mail, phone, text message or media release (PIO).
- Initiate Controlled Release .



TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Remain calm — Listen, follow instructions and do not panic.
- Make sure all students follow instruction.
- Bring individuals that are outside into the school.
- Close and lock windows.
- Take attendance. Identify students who are missing as well as students who may not be assigned to the class but evacuated with the class.
- Report missing or additional students to administration .
- Continue to follow instruction until the all clear is given or updated instructions are provided by the school administrator/ designee .
- Resume activity.
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers.
- Stay inside until notified that the danger is over.

ADDITIONAL RESPONSE ACTIONS

There are several Additional Response Actions that should be considered when a particular Response Action (Lockdown, Lockout/Secure Perimeter, Evacuation, Shelter) is ordered. These Additional Response Actions include:

- Parent/Guardian Notification
- Controlled Release
- Media Management
- Death Notification

Plans for these Additional Response Actions should be formalized and practiced in order to result in an effective and coordinated emergency response. Countywide procedures for these Additional Response Actions are described in the following pages.

Parent/Guardian Notification Overview

In a crisis, it is critical to provide parents/guardians accurate information pertaining to a crisis as quickly as possible. In some instances, ensuring the accuracy of information may result in a delay of information getting released. Many methods of communication are relied on to get accurate information to parents and community members in a timely manner. The methods include web sites, local media and rapid call auto dialer systems. Each district will determine procedures for contacting parents/guardians who have students being directly impacted by the crisis.

Parent/Guardian Responsibilities during a Crisis

During a crisis, parents/guardians should be advised to remain close to a phone, computer or media source in order to receive the most accurate information in a timely manner. To facilitate this process, it is extremely important that parents/guardians maintain current contact information on file with the school.

Many parents will feel the need to respond to the school at first notice of any crisis. This can result in unintended negative consequences. For example, when parents/guardians arrive at schools during a crisis, the district is forced to reassign resources dedicated to student safety to help manage parents arriving at schools. Districts should educate parents on these procedures/issues as part of crisis preparedness.

Parent/Guardian Reunification with Student

Although districts aim to reunite students with parents/guardians as soon as possible during times of crisis, this may not be able to occur during or even immediately following a school or community crisis. Districts will work in conjunction with police and fire agencies to determine when it is safe to reunite students and parents/guardians. In some cases, if the safest option is to keep students in schools while a crisis is being managed in the community, the reunification process could be delayed several hours in order to ensure students are not placed in a harmful situation. Once it has been determined that it is safe to allow reunification to occur, the details of will be communicated to parents/guardians via web sites, local media and rapid call auto dialer systems.

Parents/guardians can be prepared for the reunification process by bringing the items specifically requested by the website and/or the auto dialing system to the reunification site. A minimum requirement of photo identification will most likely be necessary at these events. This information will be shared with parents/guardians via the communication methods outlined previously.

PURPOSE

The purpose of the Controlled Release is to establish a procedure and set of options for **large scale events** that can be utilized by Goshen County school districts in handling student to parent/guardian reunification from the school or from an off-site location. Implementation considerations by school staff or Incident Commander have also been provided when an “off-site” evacuation has been ordered.

In **smaller scale events**, when the full Controlled Release procedures are deemed not necessary, schools may find it helpful to modify standard dismissal procedures in order to maximize student and staff safety. Possible modifications to standard dismissal procedures include:

- Time of dismissal (late or early).
- Means of transportation (change in allowable means for safety reasons).
- Availability of exits (use of some exterior doors or driveways rather than others).
- Partial dismissal (dismissing different student groups at different times).

DEFINITIONS

Controlled Release: Procedure implemented by school districts for student/parent/guardian reunification if the school is evacuated or closed due to a hazardous situation (i.e., hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, school violence, bomb threat, terrorist attack or other local hazard). This process may occur on-site or off-site.

Modified Dismissal: Releasing students from school in a way that differs from standard procedures in one or more ways, but that does not require the level of attention to student/parent/guardian reunification as a full Controlled Release.

Reunification Site Director: Person responsible for implementing the procedure for the controlled release of student to parent/guardian at the designated site location.

PREPAREDNESS PROCEDURES FOR CONTROLLED RELEASE:

1. Student emergency information rosters should be updated at least twice a year.
2. Each class will have its current roster stored in every classroom in an area easily identified by both teachers and substitutes.

CONTROLLED RELEASE PROCEDURES DURING A CRISIS:

In an emergency, schools must establish a safe area for parents/guardians to go to pick up students. This area must be away from the immediate crisis and the student’s assembly area. In a typical release the following steps will be followed:

- A. Schools will implement notification procedures to notify parents/guardians of the emergency.
- B. Parent/Guardian will report to the Parent/Guardian check-in area and give the name of the child.
- C. Picture I.D. will normally be required by the person in charge to ensure the person requesting the child is a match to the name on the emergency release card.
 - The schools may choose to rely on students to confirm the identity of the person coming to pick them up and ask students brief follow-up information rather than require identification to be presented.

CONTROLLED RELEASE

D. A runner will go to the student assembly area, or classroom and get the child requested by the parent/guardian or adult. The runner will escort the student back to the pick-up area.

- Schools may use an alternate method of reunifying the student to the parent/guardian. Some methods include: grouping students either alphabetically by last name or by grade level and locating parents/guardians to the corresponding area to pick up the child; utilizing a line of sight approach where the student would be released from the assembly area and go to the location of the parent/guardian, while designated personnel watch them to ensure the student arrives safely to the destination.

E. Parent/Guardian will be asked to sign a form indicating they picked up the child. The date and time will also be indicated on the pick-up form (See example from Pilot Program in Appendix).

- The schools may utilize a tracking form (to be completed by the parent/guardian prior to entry of the scene) that can be divided into sections and disseminated to district personnel at various checkpoints to ensure the child is being picked up by the appropriate person.

F. If the child is in the first aid/medical treatment area, the parent/guardian will be directed to that area for reunification with the child.

G. Counselors, when available, will be located close to the first aid area in the event counseling services are needed.

OTHER CONSIDERATIONS FOR CONTROLLED RELEASE:

- Shortly after the incident, the media will have a presence on the campus. The PIO, part of the command staff operating under the Incident Command System, will deal with the media. However, it is important that parents/guardians be sheltered from media representatives.
- Translators may need to be available at various checkpoints.
- Ensure special needs students and staff are assisted. Request help if needed.
- Some parents/guardians will refuse to cooperate with the student/parent/guardian controlled release process. This situation can be diminished, to some degree, if parents/guardians are informed about the Controlled Release procedures before the disaster or emergency occurs. Parents/Guardians should be reminded that the safety of the students is the utmost priority in the school. It is a good idea to include this material in the student handbook distributed at the beginning of the school year.
- Parents/Guardians may be emotional when arriving at the school. Plan to make counseling available to deal with these issues.
- Other resources to utilize if necessary; Red Cross, victim advocates, Community Reach Center, district administrative staff, local/county emergency management personnel.

CONTROLLED RELEASE ACTION STEPS

- Establish Command Post and Reunification Site Director.
- Secure site and establish a student assembly area for arriving students and staff away from waiting family members.
- Check identification of all non-uniformed personnel who arrive to assist.
- Establish a Parent/Guardian check-in area for parents/guardians to sign-in and to check identification.
- Establish a parent/student controlled release area where students will be escorted to meet the parent/guardian and sign out.
- Establish a victim assistance area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents/guardians .
- Establish a media staging area and notify the school media liaison of the location .
- Implement the controlled release of students .

TEACHERS/PARAPROFESSIONALS ARE RESPONSIBLE TO:

- Take the class roster, phone lists and emergency Go Kits.
- Remain calm and keep students together.
- Take attendance. Identify students who are missing, students who may not be assigned to the class.
- Deliver attendance list to the Reunification Site Director upon arrival.
- Immediately report any injured or missing students to school administration.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Director upon arrival. If requested, provide assistance with staffing the site.
- Bilingual teachers/paraprofessionals will assist with the translation of information to non-English speakers

Goshen County Crisis response module

Many family members of a loved one killed report that the most traumatic moment of their lives was when they were informed of the death. Surviving family members frequently remember specific details of who was present, exact words that were used, clothing attire, and physical characteristics of the informant. Therefore, it is critical to ensure death notification is handled appropriately.

In any occurrence of a death of a student, staff member, or visitor on school property or during a school sponsored event, local law enforcement may have a primary role to investigate the incident. If the death is not the result of a criminal activity, law enforcement is still an excellent resource that may be consulted in handling the tragedy. Throughout Goshen County, law enforcement agencies have Victim Advocates or Chaplains that are trained in death notifications. School districts may have counselors who have received training and have experience in death notification as well.

RESPONSIBILITIES FOR DEATH NOTIFICATION:

- Primary responsibility for death notification is a team consisting of a law enforcement officer and a victim advocate or chaplain.
- Secondary consideration by the school district would be to have a school representative present during the death notification forming a unified and compassionate front.
- School administration is responsible for the immediate removal of student information from the school database system.

IN DELIVERING A DEATH NOTIFICATION, THERE ARE SIX OBJECTIVES:

1. To make a clear statement about death.
2. To provide help with managing details.
3. To assist in notifying other family members and friends.
4. To obtain medical help, if needed.
5. To assist the bereaved if they are in shock.
6. To make referrals to other service providers who can help them.

RELEASE OF DECEASED'S INFORMATION:

Releasing of names will only occur through the coordinated efforts of the PIO as assigned by the Incident Commander or through the Unified Command structure, once there is confirmation that appropriate notification to the immediate family has been made.

Media inquiry into the death of a person on school property will be intense following a traumatic event. Coordinating the release of information to the media between the law enforcement PIO and the school district PIO is critical.

- Prior to releasing any names of a deceased person to the media, releasable information shall be authorized by the Goshen County Coroner's office and should be coordinated with the Goshen County District Attorney's Office.

HAZARD SPECIFIC RESPONSE GUIDE

The Hazard Specific Response (HSR) Guide describes key points to follow at the classroom and district level based on a specific hazard type. The HSR Guide is alphabetized by hazard and divided into the three columns. A description of the content of the three columns is listed below:

(1) SRP* Options – This column provides the classroom level response to emergency events that may occur at school. The appropriate SRP option will be implemented based on the announcement of a specific Response Action (i.e., Lockdown, Lockout/Secure Perimeter, Shelter, and Evacuation). Classroom teachers should be trained in the SRP and follow the instructions listed in their classroom level guide.

(2) Key Points – This column identifies the key points administrator’s should ensure are occurring in response to a particular hazard.

(3) Additional Response Actions – This column lists the Additional Response Actions that may apply to the specific hazard. They may include: Parent/Guardian Notification, Controlled Release, Media Management, and Death Notification. Plans for these Additional Response Actions should be formalized and practiced in order to result in an effective and coordinated emergency response.

Please note – no guide can address all possible situations – if an action is required, but not listed, act immediately with safety for all as the primary objective.

*The Standard Response Protocol (SRP) was created by the “I Love U Guys” foundation, <http://iloveuguy.org>



ACTIVE SHOOTER

ACTIVE SHOOTER



SRP Options

- Lockdown – “Locks, Lights, Out-of Sight”
- Evacuate – Self-Evacuation

Key Points

- Consider safety first.
- Lockdown of all interior doors.
- Announce “Lockdown: Locks, Lights, Out-of-Sight .”
- Do not be concerned with “exterior” doors .
- Do not answer the door for anyone. Only law enforcement or school administration have authority to release the lockdown and will have a key to unlock classroom doors .
- Have a contingency plan to deal with media inquiries.

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media



BLIZZARD WARNING

BLIZZARD WARNING



SRP Options

- Shelter

Key Points

- Follow instructions provided by the school administrator .

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media

BOMB THREAT



SRP Options

Key Points

Additional Response Actions



Shelter



Evacuate — on site:
minimum of 1,000 feet

Bomb threats by Phone

(see appendix):

- Keep the caller on the line. Write down exactly what was said and note any speech characteristics and note any identifiable background noise .
- Notify 911, principal or designee, SRO/Security Specialist.

General threat:

- Staff may be asked to return to the school to search work areas and report anything suspicious to the school administrator.

threat in Writing

- Preserve any written threat for law enforcement .

If the decision is to evacuate:

- Notify District Administration.
- The evacuation must proceed as a fire drill; do not announce that it is a bomb threat.
- Minimum of 1,000 feet.
- Do not evacuate to the school parking lot as a secondary bomb precaution .

- Parent/Guardian Notification
- Controlled Release
- Media

BOMB THREAT



FIRE



SRP Options

Key Points

Additional Response Actions



Shelter



Lockout/Secure Perimeter



Interior Fire
Evacuate

- Notify 911, principal or designee, SRO/Security Specialist.
- Follow facility evacuation response actions .
- If evacuated, do not re-enter school until released by fire officials.

- Parent/Guardian Notification
- Controlled Release
- Media

FIRE








HAZARDOUS MATERIALS

HAZARDOUS MATERIALS



SRP Options

-  Shelter
-  Evacuate — On Site
-  Evacuate — Off Site

Key Points

- Notify 911, principal or designee, SRO/Security Specialist.

Internal Exposure threat

- Isolate spill area.
- Follow facility evacuation response actions .
- Identify and isolate potentially contaminated people (students & staff) .
- If evacuated, do not re-enter school until released by fire officials .

External Exposure threat

- Close windows.
- Shut off heating and air-conditioning (HVAC) .
- Consider Lockout/Secure Perimeter response actions .

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media





INTRUDER/SUSPICIOUS PERSON

INTRUDER/SUSPICIOUS PERSON



SRP Options

-  Lockdown — “Locks, Lights, Out-of-Sight”
-  Lockout/Secure Perimeter

Key Points

- Notify 911, principal or designee, SRO/Security Specialist.
- Contact intruder/suspicious persons in a non-threatening cautious manner .

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media

KIDNAPPING



SRP Options

Key Points

Additional Response Actions



Lockdown — “Locks, Lights, Out-of-Sight”



Lockout/Secure Perimeter

- Notify 911, principal or designee, SRO/Security Specialist.
- Provide physical description of suspect, vehicle, and direction of travel, weapon involved, and known injuries .
- If staff or student witnessed the kidnapping or was the person that initially reported the incident, ensure that the staff or students are immediately available at the administration office to meet with law enforcement.
- Ensure all “school information” concerning parental custody is available for law enforcement.
- If evidence (suspect coat, weapon, note, blood, etc), use best judgment to secure these items. Leave the items alone and secure the area until law enforcement arrive .
- Coordinate with law enforcement in the notification to parents/legal guardian .

- Parent/Guardian Notification
- Controlled Release
- Media

KIDNAPPING





SUSPICIOUS PACKAGE

SUSPICIOUS PACKAGE



SRP Options



Shelter



Evacuate – Off Site

Key Points

- Notify 911, principal or designee, SRO/Security Specialist.
- Do not touch device/package.
- Evacuate people from the immediate area .
- Review and follow the section under Bomb Threat as circumstances dictate . If the decision is to evacuate follow appropriate response actions .
- When a suspected or actual explosive device is located, decision-making and crisis management responsibilities shift from school administrator to emergency response agencies . Law enforcement personnel will take over control of the site at this point and will utilize unified command in which the school administrator may participate in decision-making .
- If a suspected explosive device is discovered, or if an explosion actually occurs and structural damage indicates the need, gas and electricity should be turned off at the main valve or switch to minimize the possibility of fire or explosion . (Note: School administrators should know where all utility shut-off points are located .)

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media



TORNADO

TORNADO



SRP Options



Shelter

Key Points


- Follow instructions provided by the school administrator .

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media

VIOLENT INCIDENT: OFF CAMPUS





| SRP Options | Key Points | Additional Response Actions |
|--|---|---|
| <ul style="list-style-type: none">  Lockout/Secure Perimeter | <ul style="list-style-type: none"> • Lockout/Secure Perimeter • School staff initiates Lockout/ Secure Perimeter response actions. • Close blinds/window coverings. • All exterior doors locked. • Learning environment continues. • Lockout/Secure Perimeter may be cancelled by the school/district administrator after the violent incident off campus has been resolved and students and staff not at risk. Law enforcement is not required to cancel the Lockout/ Secure Perimeter. • Have a contingency plan to deal with media inquiries. | <ul style="list-style-type: none"> • Parent/Guardian Notification • Controlled Release • Media |

VIOLENT INCIDENT: OFF CAMPUS



VIOLENT INCIDENT: ON CAMPUS



| SRP Options | Key Points | Additional Response Actions |
|--|--|---|
| <ul style="list-style-type: none">  Lockdown – “Locks, Lights, Out-of-Sight”  Lockout/Secure Perimeter | <ul style="list-style-type: none"> • School staff initiates lockdown response actions. All interior doors locked. • Announce “Lockdown: Locks, Lights, Out-of-Sight.” • Open blinds/window coverings, if safe. • Lockdown may only be cancelled by law enforcement. • Have a contingency plan to deal with media inquiries. | <ul style="list-style-type: none"> • Controlled Release • Parent/Guardian Notification • Media |

VIOLENT INCIDENT: ON CAMPUS







WEAPON ON CAMPUS

WEAPON ON CAMPUS



SRP Options

-  Lockdown – “Locks, Lights, Out-of-Sight”
-  Lockout/Secure Perimeter

Key Points

- Notify 911, principal or designee, SRO/Security Specialist.
- School administrator/SRO/Security Specialist may make contact with the subject immediately if it is in the best interests of students/staff.
- Students/staff with the information about the weapon should be available to meet with law enforcement .
- If the alleged weapon is not on the suspect, conduct an administrative school search of locker, backpack, or other areas the subject could hide a weapon .
- Search of vehicle may involve law enforcement obtaining voluntary consent or warrant depending on circumstances .
- Depending upon the nature of incident, lockdown or Lockout/ Secure Perimeter may be initiated .

Additional Response Actions

- Parent/Guardian Notification
- Controlled Release
- Media

