

# School Crisis



MFD RESCUE 1

MATFIELD GRAVES COUNTY  
AMBULANCE  
ADVANCED LIFE SUPPORT

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# *It Can Happen Anywhere*

- *Small Rural Community*
- *Challenge of a New Position*
- *The Unthinkable Happened*
- *Dealing With the Unthinkable*

# It's a Matter of Facts

- In America on a daily basis
  - 15 children are killed by guns (5,475 a year)
  - 13 children are victims of homicide
  - 6 commit suicide
- Leading causes of death under the age 19
  - Accidental ( such as auto accident)
  - Homicide
  - Suicide
- Fewer than 1% of deaths happen on school grounds

# More Facts

- According to the Department of Education
  - 3 million children are attacked each year at school
- Each month
  - 12% of secondary teachers are threatened with harm
  - 5,200 teachers are physically attacked at school

# Why in the Mid '90s a Refocus on School Safety

- “It couldn’t happen here...”
  - Geography of the schools
  - Demographics of the schools
  - Type of offenders
- Media – 24/7
  - Cable and satellite
  - CNN, MSNBC, FOX News
  - Internet access to news

## School-Related Violent Death Summary Data

<i>School Year</i>	<i>Total Deaths</i>
<b>2008-2009</b>	<b>13</b>
<b>2007-2008</b>	<b>3</b>
<b>2006-2007</b>	<b>20</b>
<b>2005-2006</b>	<b>5</b>
<b>2004-2005</b>	<b>28</b>
<b>2003-2004</b>	<b>42</b>
<b>2002-2003</b>	<b>22</b>
<b>2001-2002</b>	<b>6</b>
<b>2000-2001</b>	<b>24</b>
<b>1999-2000</b>	<b>32</b>

<http://www.schoolsafety.us/pubfiles/savd.pdf>

# National Safety Center

<http://www.schoolsafety.us/pubfiles/savd.pdf>

11/12/2008	Dillard High School Fort Lauderdale, FL	Amanda Collette, 15, Female, Student	Shooting	Unknown	Hallway	<input type="checkbox"/>	Victim died from apparent gun-shot wound after being rushed to local hospital in critical condition. Another female student was taken into custody and a gun was recovered.
11/14/2008	Warren Performing Arts Center Indianapolis, IN	Matthen Oskay, 30, Male, Other	Jump	Suicide	On Campus	<input type="checkbox"/>	A janitor found the body of the technical director outside the arts center on the high school campus. It appears that he died from a fall of nearly five stories from the center's roof and described as police to be an apparent suicide.
1/23/2009	Cahokia High School Cahokia, IL	LaShane Whitley, 17, Male, Other	Shooting	Interpersonal Dispute	School Parking Lot	<input type="checkbox"/>	Former student was shot to death on a Friday night in the school parking lot of the school gymnasium
2/3/2009	Oakton Elementary School Evanston, IL	Aquan Lewis, 10, Male, Student	Hanging	Suicide	Bathroom/Locker Room	<input type="checkbox"/>	Student was found unresponsive on the floor of the bathroom from apparent suicide. It is believed that stepped onto the toilet seat and fastened his shirt collar to the stall door hook. He was found at about 3:00 in the afternoon and died early the next day.
3/9/2009	Fort Pierce Westwood High School Fort Pierce, FL	Torenda Youngblood, 16, Male, Student	Shooting	Unknown	Bus/Bus Stop	<input type="checkbox"/>	Authorities say the 16-year old student was fatally shot at a bus stop while on his way to school.
5/5/2009	Canandaigua Academy Canandaigua, NY	Thomas Kane, 17, Male, Student	Shooting	Suicide	Bathroom/Locker Room	<input type="checkbox"/>	Teen shot himself with a sawed-off shotgun in the school bathroom. Police found an elaborate scheme for an attack at his school in his journal.
6/24/2009	Aplington-Parkersburg High School Parkersburg, IA	Ed Thomas, 58, Male, Teacher	Shooting	Unknown	Athletic Field/Gym	<input type="checkbox"/>	24-year old former high school football player, Mark Becker, walk into the school's weight room at about 8 am and fatally shot his former coach several times with a handgun. School was not in session but student football players were present.

**DEATHS BY STATE**

	0	CT	3	IN	1	MN	12	NJ	10	PA	28	WA	17
AK	2	DC	9	KS	2	MO	11	NM	2	SC	8	WI	2
AL	10	DE	1	KY	6	MS	7	NV	3	TN	14	WV	2
AR	6	FL	23	LA	5	MT	1	NY	21	TX	33	WY	1
AZ	5	GA	18	MA	16	NC	7	OH	7	UT	4		
CA	91	IA	2	MD	5	NE	2	OK	2	VA	3		
CO	20	IL	13	MI	11	NH	1	OR	3	VT	1		

CBSNEWS.com

INTERACTIVE: GUNS IN AMERICA

## U.S. School Shootings



**Sept. 21, 2007:**

Two students were shot and wounded, one seriously, at Delaware State University, and the campus was locked down as police searched for a gunman.

The students were shot near the Memorial Hall gymnasium around 1 a.m., according to a news release on the university's Web site.

A female student appeared to have suffered serious wounds. A male student's wounds were not as serious and he was hospitalized in stable condition.

Delaware State Website

# What ifs...

- Sniper shoots from woods toward your playground?
- Chemical spill on the road out front?
- Person enters building and does not stop at office; could he/she have a weapon?
- Do students know what to do if they are in a bathroom and lockdown is called?
- Crisis happens during lunch?
- CPR person is a classroom teacher and CPR is needed?
- Earthquake after 3:00 and cafeteria workers are gone?
- Large Disaster and at school for 2 days (home plans?)
- Tornado and parent comes to take child home to trailer in the path of tornado
- What do you say to the Media if they ask you an ordinary question?

# What Can We Do?

- Plan
- Look at Data
- Try to be  
prepared
- Train
- Where do we  
start????



# What are some of the characteristics of a weak school or district plan?

- No standardized format
- Lack of consistency between schools
- Lack of consistency and coordination between school plan and district plans
- Lack of interaction among state, regional and local partners
- Lack of training for school personnel
- Plans are not critiqued and/or tested on a regular basis
- Lack of after action reporting and documentation

# New Challenges Schools Face...

## New Challenges

- Pandemic/Infectious Diseases
- Terrorist Attacks
- Chemical/Biological/Nuclear/Explosive Venues
- Business Continuity Planning (how do we continue to meet our business demands-payroll, insurance, building maintenance, etc.)
- Continuity of Operations Planning (how do we continue to carry out our educational mission)
- Workplace Violence
- Parent Reunification Policies
- Media Relations (the role of the Public Information Officer)
- After Action Review Reports
- Documentation of Effort
- Bullying
- School Related Cyber Crimes (bullying, theft, etc...)
- Even Ordinary School Visitation
- Field-Trip Safety and Child Protection
- Non-Custodial Parent Procedures

# Seven Broad Sections

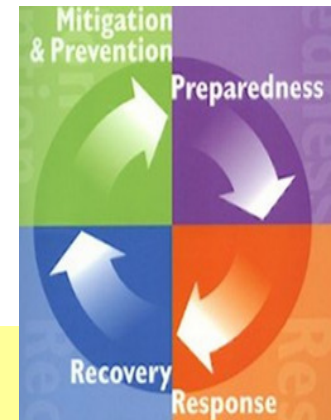
*School Emergency  
Response Plan and  
Management Guide*



DISTRICT OF COLUMBIA

- Preparedness
- Executive Support
- Emergency Response Plan
- Response Protocols
- Recovery
- Prevention Protocols
- Appendices

# Preparedness




- Preparedness is the process of **deciding what you will do in the event of an emergency, before the emergency actually occurs.** The activities under this heading ready schools and school districts to rapidly respond in a coordinated manner.
- Preparedness involves the **coordination of efforts** between the local school district, individual **schools and the community at large.**
- (I am adding) **Practice...Practice...Practice...**

# Preparedness -Resources

Preparedness

- Existing safety plans
- Security and safety-related district policies;
- Buildings floor plans
- Local evacuation route maps
- Community and school crime reports
- Known safety and security concerns
- Logs of police calls for service
- Student and faculty handbooks
- Disciplinary files
- Input of safety concerns

# Preparedness - Stakeholders

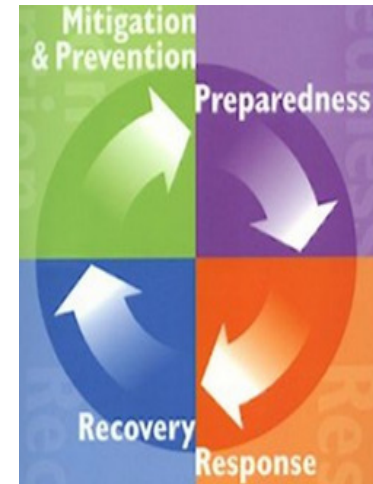


Preparedness

- School executives, **(adding all school personnel)**
- Health, welfare, business and civic leaders,
- Law enforcement officials
- Parents and students, Mental health providers,
- Juvenile justice, city and county government,
- Church leaders,
- Corrections, emergency management, fire department, and emergency medical services
- The media

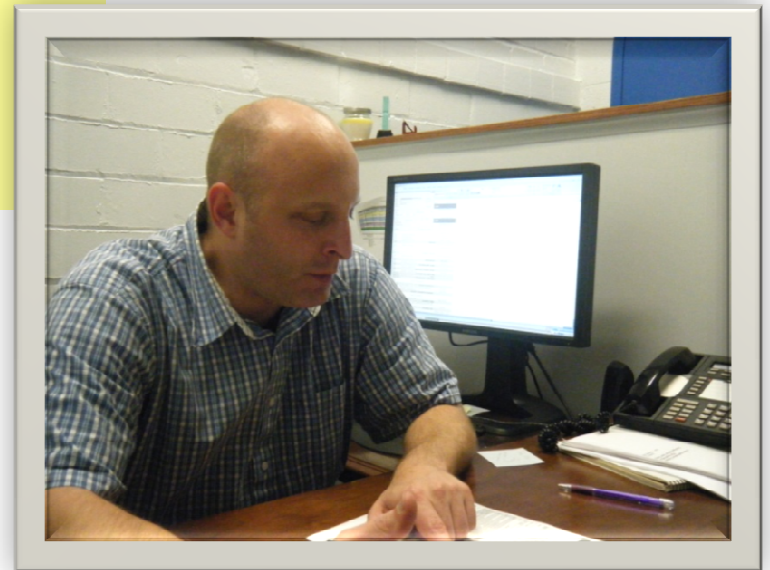
# Response

- ➔ Response is the process of implementing appropriate actions while an emergency situation is unfolding. In short, responding means “**doing what you planned to do.**”
- ➔ In this phase, schools/districts mobilize resources needed **to handle the emergency at hand.**



# Mitigation

- ➔ **Mitigation** is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented



# Examples

## Mitigation

- Conduct a Safe School Assessment
- **Threat Assessment**
- Review discipline referral data for trends (collect data)
- Conduct regular safety checks or Hazard Hunts (building and grounds walk through)
- Communication protocols for staff, students, caregivers and the community at large
- Pandemic Flu preparations
- Limited access policies
- Anti-bullying, anti-violence programs
- Pro-social skills curriculum
- Wellness activities (**Counseling Programs**)
- Bolting bookshelves to the wall, Hazard hunts, etc...

# Emergency Response Protocols

- From **Bomb Threats to Terrorism**
- Specific actions to address a given situation
- These are located in **Section 4**



# Universal Emergency Procedures

- ▶ Universal Emergency Procedures refers to a set of clear directives that may be implemented across a number of situations. For example, **Evacuation** is a procedure that may apply in emergencies such as a fire, a bomb threat, or an interior gas leak. Building occupants would not necessarily need to know the specifics of the emergency; they simply need to know to *evacuate* immediately upon issuance of an administrative decision. **(Find chart in Section 4, pg 11)**
- ▶ There are six basic procedures which can be utilized in responding to various emergencies:
  - ▶ **Evacuation**
  - ▶ **Alert Status**
  - ▶ **Severe Weather Safe Area**
  - ▶ **Shelter in Place**
  - ▶ **Lockdown**
  - ▶ **Drop, Cover, and Hold**

# Levels of Emergency

## ➤ Level I- School

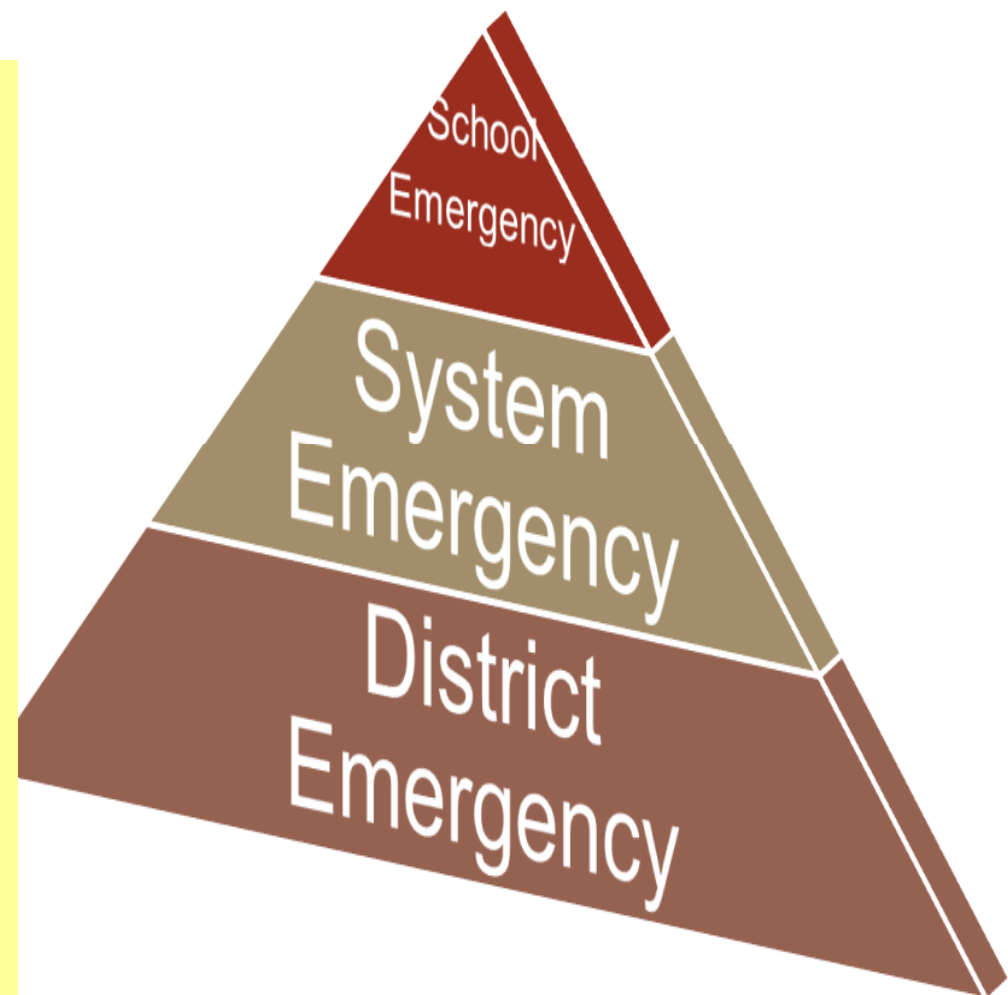
- Allergic Reaction
- One class/building

## ➤ Level II- System

- Major fire
- More than one site

## ➤ Level III- District

- Earthquake
- Multiple sites



# Moral Responsibilities and Legal Aspects (Needs to be in staff handbook)

- **Schools are a vital community resource.**

- >School personnel have moral and legal responsibilities to all students in their care.

- >Each school is responsible for students during day-to-day operations.

- >After a disaster, schools may serve as the gathering place for hundreds of people who live or work nearby.

- **In most cases, teachers and staff members will be required to remain at school until they are released by the Principal, Superintendent, Chancellor, or LEA specific leader.**

- >This responsibility to students in a disaster should be covered in each individual's employment contract.

- >This policy recognizes the school's obligation to keep students safe.

- >Just as school personnel will rely on other members of the community to open blocked roads, repair utilities, and perform rescue work, etc., community members will rely on schools to care for children in their care.

# Legal Aspects

- ➔ School officials with decision-making authority that neglect or avoid taking disaster safety precautions, may be found **personally** and **financially liable for damages, injuries and deaths**



# Creating the School Plan

## Section 3 Emergency Response Plan

- Step 1: the principal oversees the formation of the **School Emergency Response Team (SERT)**
- Usually about 5-11 members in size
- Remember redundancy

# Steps for SERT Formation

## ➤ Steps

- Staff Skills Inventory
- Ask for Volunteers for the Team
- Make sure all areas of need are covered by team members
- Hold team meetings (fill vacancies as needed)
- Start to develop School Plan
- Conduct Formal Presentation to School Staff (Annually)
- Monthly Team Meetings, review protocols, data, issues
- Hold practice exercises, table tops, functional practice, etc...
- Practice, Assess, Review and Revise the Plan
- Build in Redundancy

# Staff Skills Inventory

Staff: As part of the development of our School Emergency Response Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Management Response Plan in order to be fully prepared for an emergency situation should one arise.

NAME: \_\_\_\_\_ ROOM \_\_\_\_\_

## I. Emergency response:

Please check any of the following areas in which you have training or expertise:

First aid

CPR

Emergency medical

Search & rescue

Hazardous materials

Media relations

Counseling/mental health

Firefighting

Incident debriefing

Explain or clarify items checked, if needed \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**II. Special Considerations:** Please check and list special skills or resources you feel would be an asset in an emergency situation.  
Explain items checked:

Multilingual, list language(s) \_\_\_\_\_

Experience with disabilities \_\_\_\_\_

Ham radio or CB radio experience \_\_\_\_\_

Knowledge of community resources \_\_\_\_\_

Other knowledge or skills \_\_\_\_\_

Other knowledge or skills \_\_\_\_\_

Title	Role, Responsibility
<b><u>Incident Command:</u></b> <b>Principal</b>	Responsible for development of school's plan and overall management of emergency situations; establish/manage Command Post; activate ICS; determine strategies to implement protocols and adapt as needed
<b>*<u>Public Safety Liaison:</u></b> <b>SRO or Teacher</b>	Develop working knowledge of local/regional agencies; serve as primary on-scene contact for outside agencies assigned to an incident; assist in accessing services when need arises; document activities
<b>*<u>Occupant Accounting Coordinator:</u></b> <b>AP or Guidance Counselor</b> <i>(Operations)</i>	Analyze school staffing to develop a Occupant Accounting and Release Plan (accounting from individual teachers to Occupant Accounting and Release to Command Post); implement plan in an emergency; develop and maintain Occupant Accounting Worksheet to document activities
<b>*<u>Facility Access Coordinator:</u></b> <b>Chief Custodian</b> <i>(Operations)</i>	Monitor site utilities (electric, gas, water, HVAC); shut off only if danger exists or directed by IC ; assist in securing facility (locking gates and perimeter doors, posting yellow caution tape as needed, etc.); establish secondary toilet facilities in event of water or plumbing failure; request needed supplies from Logistics; document activities
<b>*<u>Triage Coordinator:</u></b> <b>Nurse</b> <i>CPR/First-aid trained designee, if the nurse is not available (Operations)</i>	Establish medical triage with staff trained in first aid; provide CPR and conduct CPR training; provide/oversee care given to the injured; distribute supplies (gloves, bandages, etc.); request additional supplies from Executive Support Team; establish and maintain first-aid supply box; develop plan to address management of student medications/treatments; document activities

Title	Role, Responsibility
<b>Media Liaison:</b> <b>Language Arts or</b> <b>English Teacher</b> ( <i>PIO</i> )	Develop relationship with local media representatives; prepare media releases; establish media center near Command Post; coordinate information with IC and EST; document activities
<b>Community Liaison</b> <b>School Secretary</b>	Communicate with parent groups and parents on the Release Plan; collaborate with the Occupant Accounting Coordinator to properly identify parents and adults identified as emergency release personnel; document activities
<b>Counseling Coordinator:</b> <b>Guidance Counselor</b> <i>(Operations)</i>	Provide and access psychological first aid services for those in need (working with Operations: Medical); access Crisis Teams, coordinate local/regional providers for ongoing crisis counseling for students, staff and parents; document activities
<b>Supplies Coordinator:</b> <b>Teacher/Cafeteria</b> <b>Manager</b> ( <i>Logistics</i> )	Establish and maintain —School Emergency Response Team Toolbox   (batteries, etc); coordinate access to and distribution of supplies during an emergency; monitor inventory of supplies and equipment; coordinate the rationed distribution of food and water (prolonged emergencies); document activities
<b>Transportation</b> <b>Coordinator: AP or</b> <b>Teacher</b> ( <i>Logistics</i> )	Establish emergency transportation of students and staff through established procedures; coordinate pickup locations; document activities
<b>Floor Wardens: If</b> <b>applicable – Not a</b> <b>Teacher</b> ( <i>Operations</i> )	Upon activation of an alarm or universal emergency response floor wardens should quickly tour their assigned floor and alert all occupants of the appropriate response. Particular attention should be paid to isolated offices and individuals needing special assistance. Report status and use of Areas of Refuge to the IC.

# Universal Procedures

## A. Evacuation

(For use when conditions outside are safer than inside)

**When the announcement is made or alarm is sounded:**

- Close windows and doors; do not lock
- Be alert to and assist any student with a disability if needed
- Bring Emergency Procedures Guide and student roster
- Evacuate students quietly and in an orderly fashion (Follow posted directions.)
- Report to your designated area and take attendance
- Check for Injuries
- Hold up Emergency Procedures Guide to indicate:
  - Red Side Out** – Need assistance/student missing
  
  - Yellow Side Out** – Have additional students
  
  - Green Side Out** – All students accounted for
- Report any missing students to the principal
- Be alert for further instructions
- Return to building only after the building principal or fire department gives the —"all clear" signal

# Universal Procedures

## **B. Alert Status** (For use in securing access to the building, usually in a community emergency event) **When the announcement is made:**

- Secure the facility by locking all doors from the inside. (*Do not chain any doors.*)
- Inform staff of —Alert Status.
- Inform students of —Alert Status in an age-appropriate way.
- Post staff near the front entrance of the building to allow individuals to enter and exit with identification
- Conduct classes and activities within the building in a normal manner.

# Universal Procedures

## C. Lockdown (For use to protect building occupants from potential dangers in the building or outside.) **When the announcement is made:**

- Students are to be cleared from the halls immediately and report to nearest available classroom.
- Assist those needing special assistance.
- All windows and doors should be closed and locked, and no one should leave for any reason. Display Emergency Procedures Guide cover in door window to indicate the following:

**Red Side Out** – Need Assistance/Help

**Green Side Out** – No Assistance Needed/All Clear

- Cover all room and door windows if possible.
- Stay away from all doors and windows; move students to interior walls and sit on floor.
- Shut off lights.
- BE QUIET!
- Wait for further instructions.
- Document attendance.

# Universal Procedures

**C1. Shelter-in-Place** (For use in external gas or chemical release) When the announcement is made follow the Lockdown Procedure with the additions below:

- Close and tape all windows and doors, and seal the gap between the bottom of the door and floor using coats, blankets, or rugs.
- Turn off heating, ventilation, and air conditioning systems.

# Universal Procedures

## **D. Severe Weather Safe Area** (For use in severe weather emergencies) **When the announcement is made or alarm sounded:**

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous).
- Occupants of portable classrooms shall move to the main building to designated safe areas.
- Take student roster for student accounting.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.
- Close all doors.
- Take attendance.
- Remain in safe area until the —"all clear" is given.
- Wait for further instructions.

# Universal Procedures

## **D 1. Drop, Cover & Hold** (For use in earthquake or other imminent danger to building or immediate surroundings) **When the command DRÖP is given:**

- **DRÖP** – to the floor, take cover under a nearby desk or table and face away from the windows.
- **COVER** – your eyes by leaning your face against your arms.
- **HOLD** – on to the table or desk legs, and maintain present location/position.
- Assist those needing special assistance.
- Wait for further instructions.

# Planning Guidance for Unique Circumstances

- Pgs 11-17 provide for special circumstances
- If your building has a unique issue check these pages for guidance
- Special needs are addressed here, also



# Visitor Screening Policy

## ALL VISITORS

Upon entering this building, you must report immediately to the administrative office to receive authorization to be on the premises.

Only individuals having school-related business to conduct will receive authorization to remain in the facility. Any unauthorized entrant is in violation of Section 22-3102 of the DC Code and will be criminally

prosecuted for noncompliance

# Use Checklist:

- ➔ Keeps you organized
- ➔ Everyone will be on the same page

## Checklist for Plan Development

Under the direction of the principal or his/her designee, each school must complete this Checklist according to its unique needs and circumstances.

- Has each School Emergency Response Team member become familiar with this *School Emergency Response Plan and Management Guide* and the procedures outlined in this Guide?
- Complete the following:

	<u>FORM</u>
• SERT Assignments	A
• Command Post Locations	B
• Staff Skills Inventory: <i>Response Planning</i>	C
• Teacher Survey: <i>Students Needing Special Assistance</i>	D
• Classroom and Building: <i>Hazard Hunt</i>	E
• Assembly Area: <i>Outdoors</i>	F
• Alternate Building Location: <i>Walking Distance</i>	G
• Alternate Building Location: <i>Requiring Transport</i>	H
• Occupant Accounting and Release Procedures	I
- Create a School Emergency Response Team *Go-Kit* using the checklist provided.
- Adopt *Visitor Screening Policy* consistent with local policy.
- Adopt *General Dismissal Procedures* consistent with local policy.
- Review *Emergency Protocols—Section 4* and the *Safety and Security Protocols—Section 5*; make necessary modifications for school-specific needs (using feedback from Staff Surveys and Emergency Team input, local or district phone numbers and titles, etc.).
- Review and update Evacuation Sites—Fire evacuation location as well as secondary locations at 500 feet.
- Review Lockdown plan for each room of building.
- Review and update *Severe Weather Safe Area* for each room of building.
- Review the *School Emergency Procedures Guide* and the *School Emergency Response Plan*.
- Distribute a copy of the *School Emergency Procedures Guide* to all staff members; tell them to keep the Guide visible in their classrooms and offices at all times.
- Establish a schedule and procedures for orientation, training, and practicing each of the Universal Responses (Accountability, Section 3; Unit 2).
- Submit a copy of the School Emergency Response Plan on the web-based application, through the DC Emergency and Safety Alliance Website (<http://esa.dc.gov>), for system use by September 1 of each year.
- Place a copy of the Plan in SERT Go-Kit.
- Conduct drills and exercise the Plan as required.

# Forms Provided

- FORM A. SERT Assignments
- FORM B. Command Post Locations
- FORM C. Staff Skills Inventory: *For School Emergency Response Planning*
- FORM D. Staff Survey: *Students/Adults Needing Special Assistance (Including Visitors)*
- FORM E. Classroom and Building: *Hazard hunt*
- FORM F. Assembly Area: *Outdoors–Standard Evacuation.*
- FORM G. Alternate Building Location: *Walking Distance*
- FORM H. Alternate Building Location: *Requiring Transport*
- FORM I. Student Accounting and Release Procedures
- Student Emergency Information
- Occupant Accounting Worksheet
- Emergency Student Release Form
- School Emergency Response Team Go-Kits

# Templates

## Unit 2—School Emergency Response Plan Template

- Cover Page: *Emergency Response Plan*
- Emergency Response Team: *Assignments*
- Command Post Locations
- Occupants Needing Special Assistance: *Master List*
- Building “Hazard Hunt”: *Master List and Mitigation Plans*
- Assembly Area: *Outdoors, for Standard Evacuation*
- Alternate Building Location: *Walking Distance*
- Alternate Building Location: *Requiring Transport Occupant*
- Accounting and Release Procedures
- Emergency Response Plan: *Accountability Orientation and Training Schedule*
- Drill Schedule and Log

# Recovery



- **Recovery is the process of assisting people with the physical, psychological and emotional trauma associated with experiencing tragic events.**
- **Recovery is also utilizing a “Business Continuity Plan” or a “Continuity of Operations Plan” to return to normal operations as soon as possible.**

# Recovery Action Steps

- ➔ Plan for recovery in the preparedness phase (*both short term and long term*)
- ➔ Assemble the crisis “recovery” team
- ➔ Return to the “business of learning” as quickly as possible
- ➔ Schools and districts need to keep students, families, and the media informed
- ➔ *Plan for the media to be there...*
- ➔ Focus on the building, as well as people, during recovery



# Recovery Action Steps Cont...

- Provide assessment of emotional needs of staff, students, families, and responders
- Provide stress management during class time
- Conduct daily debriefings for staff, responders, and others assisting in recovery
- Take as much time as needed for recovery
- Remember anniversaries of crises
- Evaluate



## Highlighted Action Step "Business of Learning"



- Business Continuity Plan and/or Continuity of Operations Plan
- Identify, in advance, who has responsibility for closing schools or sending students/staff to alternative sites
- Identify succession plans
- Ensure systems are in place for rapid contract execution **(MOAs if you need off site buildings)**

# Lesson Learned

## Recovery

- Pre-negotiate contracts for transportation, food, construction and other district needs
- Provide care for the “care-givers” during and after crisis events
- Implement a system to manage receipt of donations
- Establish locations for storing and strategies for delivering
- Determine what donations will be accepted –for example, gift cards

Adapted from: Emergency Management for Schools November 15, 2006

U.S. Department of Education

Office of Safe and Drug-Free Schools

# Your D.C. Resources

<http://esa.dc.gov>

District of Columbia

MAYOR FENTY DC GUIDE RESIDENTS BUSINESS VISITORS GOVERNMENT FOR KIDS

GO

**For Schools**

Schools must provide a safe and orderly learning environment for every child. They have the responsibility to plan for the safety and welfare of the students in their charge. In keeping with the "One City, One Plan" concept, the following resources are to aid in developing an individualized emergency response plan for your school.

**Participating Schools**  
Request emergency management materials.  
**Request Materials**

- School Emergency Response Plan and Management Guide
- Emergency Telephone Numbers
- Universal Emergency Response Procedures
- Emergency Response Protocols
- Emergency Response Plan – Response Aids
- Sample Letters and Editable Documents
- Recovery Protocols
- Emergency Response Plan - Planning Aids
- Flipchart – School Emergency Procedures Guide
- Request Emergency Management Materials (Flipcharts and Guides)
- Emergency Response Team Go-Kit
- Executive Support Team – Planning Aids
- Prevention
- H1N1 Planning Aids and Information

**School Emergency Response Plan and Management Guide**  
The School Emergency Response Plan and Management Guide establishes the framework for creating, reviewing, or updating the emergency and crisis response plans for participating school buildings in the District of Columbia.

- Introduction\*
- Section 1 – Preparedness\*
- Section 2 – Executive Support\*
- Section 3 – Emergency Response Plan\*
- Section 4 – Response Protocols\*
- Section 5 – Recovery\*
- Section 6 – Prevention Protocols\*
- Section 7 – Appendices\*

Main  
REMS Grant  
For Schools  
For Parents & Community  
For Agencies  
Online Training  
Resources

After Action Report  
Injury Report  
Property Loss Damage Report  
Request Materials

# Resources

# [www.kysafeschools.org](http://www.kysafeschools.org)



**HOME** | **SAFE SCHOOL ASSESSMENTS** | **RESOURCES** | **EMERGENCY PROCEDURES** | **HANDOUTS** | **TRAINING** | **UNIVERSITY RESOURCES**

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Friday, October 09, 2009

### School Safety Issues

- Bullying
- Cyber Bullying
- Sexting
- Internet Safety
- Suicide
- Choking
- Parent Aggression
- Classroom Management
- Behavior Management
- Drug Abuse

### Alternative Education

- Annual Reports
- Bus Safety

## Kentucky Center for School Safety

During the fall and as **October** arrives the **Safe School Conference** and **Safe Schools Week** are in the forefront of our minds. The signing of Safe Schools Proclamations by government officials and students taking pledges against bullying and cyber bullying are just a part of the activities planned to enhance Safe Schools Week across Kentucky. Faculty, staff and students are building life-long relationships that will help support the students through their school years.

The **Kentucky Center for School Safety** staff is committed to providing training, resources, information and research. In today's society, school safety is a daily issue that ranges from classroom management to school incident command for crisis situations. This website is available for **planning, training or emergency assistance**. **Let us assist, as your schools plan and practice good school safety procedures.**



### Pulaski Elementary Educate to Prevent Girl Relational Aggression

Sixty-four 5<sup>th</sup> grade girls at Pulaski Elementary School in Pulaski County were given the V.I.G. treatment for a day. The Very Important Girls day was organized by Pulaski Elementary counselor Sue Stickley as a way to educate girls about relational aggression and promote connectedness [details...](#)

- ### Hot Topics
- » Drug Testing in Ky Schools and Map of 92 Districts
  - » Student Cell Phones
  - » Common Issues in School Assessments
  - » School Shooters
  - » Parental Behavior in Kentucky Schools
  - » Security in Schools
  - » Safe Schools Week-Article
  - » Cyber Bullying
  - » Endorsement in School Safety

- ### What's New
-  [Ky Center for School Safety on Twitter ...](#)  
[twitter.com/KCSSnews](http://twitter.com/KCSSnews)
  - » [Map-Sex Offenders in Local Area](#)
  - » [KIP Survey Website](#)
  - » [Safe School Data](#)
  - » [Indicators of School Crime](#)



KENTUCKY CENTER FOR SCHOOL SAFETY



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Tuesday, September 23, 2008

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### School Safety Issues

- Bullying
- Cyber Bullying
- Gangs
- Internet Safety
- Suicide
- Choking
- Parent Aggression
- Classroom Management
- Behavior Management
- Conflict Resolution
- Drug Abuse

### Alternative Education

### Annual Reports

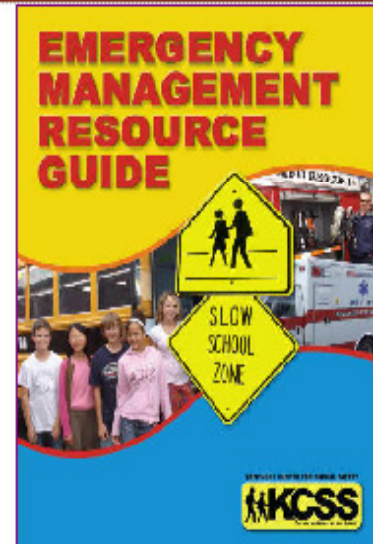
### Conferences

### Discussion Groups

### DJJ Work Adj Model

## Emergency Management Resource Guide

More so now than ever before, schools are faced with ongoing challenges. They must be prepared for a wide-range of emergency situations from natural disasters to threats of violence. Although schools may have established **procedures** for dealing with many emergency situations, many do not have these protocols collected in a coordinated, concise manner that are reviewed annually. The ***Emergency Management Resource Guide*** (full text pdf) is designed to assist during the planning stage both at the school and district levels.



### Emergency Procedures

#### Emergency Procedures Checklist

##### Universal Procedures

- Evacuation
- Reverse Evacuation
- Severe Weather Safe Area
- Shelter In Place
- Lockdown
- Drop, Cover and Hold

#### Emergency Response Continued

- Bus Accident
- Chemical Hazardous Spill
- Death or Serious Illness
- Earthquake
- Fire
- Gas Leak
- Hostage Situation

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### What's New

- » Map-Sex Offenders in Local Area
- » KIP Survey Website 2007
- » Safe School Data 2007
- » Indicators of School Crime and Safety: 2007
- » Map of School Shootings - CBS News

### Items of Interest

» Latest Discussion on:

# Can We Ever Feel Safe?

- Ignorance is not bliss!
- Implement Programs, Counseling, Build Relationship between Staff/Students
- Due Diligence
- Be Prepared
- Practice