

REDACTED COPY

EMERGENCY OPERATIONS PLAN



BARBOUR COUNTY SCHOOLS

*Regional Education
Service Agencies*

RESA

• seven •

A powerful engine for education

TABLE OF CONTENTS

Table of Contents	2
Emergency Color Code Chart	3
Introduction	5
Record of Changes	6
Emergency Operations Plan – General Guidelines	7
Emergency Preparedness Profile	19
Code Red Alerts – Lockdown	20
Code Yellow Alerts – Precautionary Lockdown	63
Code Blue Alerts – Medical Emergency	66
Code Orange Alerts – Evacuation	69
Code White Alerts – Weather	122
Code Green Alerts – All Clear	138
Appendix A – Succession of Authority	139
Appendix B – Students Who Require Special Assistance	140
Appendix C – Emergency Provisions & Memorandum of Understanding	141
Appendix D – School Response Team	143

EMERGENCY COLOR CODES

CODE RED

LOCKDOWN

STUDENT INSTRUCTIONS

- Shelter in **PLACE**
- Instruction **STOPS**
- Classroom **LOCKED – DO NOT OPEN THE DOOR FOR ANYONE**
- **COVER** any glass on doors & windows
- Remain **QUIET**
- **LISTEN FOR CODE GREEN and PASSWORD**

REASON

- Immediate threat involving possible bodily injury

CODE YELLOW

PRECAUTIONARY LOCKDOWN

STUDENT INSTRUCTIONS

- Shelter in **PLACE**
- Instruction **CONTINUES**
- Classroom **LOCKED**
- **LISTEN FOR CODE GREEN and PASSWORD**

REASON

- An isolated incident that does not impose an immediate danger to the entire student population.

CODE BLUE

MEDICAL EMERGENCY

STUDENT INSTRUCTIONS

- **STAY** in classroom
- **CLEAR** hallways
- Classroom **LOCKED**
- **SIT & WAIT** for instructions

REASON

- Medical emergency for any student or adult in the building.

CODE ORANGE

EVACUATION

STUDENT INSTRUCTIONS

- **EVACUATE** building a minimum of **300 feet** from building to identified safe zones **AWAY** from parking lot entrances and exits.
- **TEACHERS** take attendance log to check student head count.

REASON

- Danger within the building infrastructure that poses immediate threat to student/teacher well-being and safety.

CODE WHITE

WEATHER-RELATED ALERT

STUDENT INSTRUCTIONS

- **CASE-BY-CASE** basis
- May involve evacuating to safe zones outside building or school-wide dismissal.

REASON

- Any weather-related emergency, such as flooding, high winds, snow, severe thunderstorm, tornado, loss of power, etc.

CODE GREEN

ALL CLEAR

STUDENT INSTRUCTIONS

- **LISTEN** for **PASSWORD** to accompany Code Green announcement.
- Then, **RESUME** regular schedule.

*Regional Education
Service Agencies*

RESA

• seven •

A powerful engine for education

RESA 7 Emergency Operations Plan – Color Code Alerts

Quick reference only. Always refer to your flip chart.

REDACTED COPY

INTRODUCTION

This Emergency Operations Plan for Barbour County Schools must be considered as a work in progress. It will be subject to ongoing annual review and revision. This document will, however, serve as a solid foundation for future plans.

This plan is modeled on the emergency operations plan developed by Harrison County Schools. The professionalism and generosity of that fine school system is very much appreciated and gratefully acknowledged.

Please note: RESA 7 has used a variety of county resources to plan and develop this plan for all twelve of its county school systems. While provided as a blueprint for the county school systems to utilize, no responsibility lies with RESA 7 in the event of any emergency of any kind in any county.

REDACTED COPY

RECORD OF CHANGES

* For use at annual review meetings. Please document any changes made to this plan.

Change Number	Date of Change	Tab Numbers	Date Entered	Signature of Person Making Change

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN (EOP)

I. PURPOSE

A. Protection (Mission)

The Barbour County Board of Education is dedicated to assuring that all students and employees are prepared to react to emergency situations in a reasonable and responsible manner, thus insuring that the highest level of safety in the event of a natural or man-made emergency or disaster can be achieved.

B. Procedures (Goals/Objectives)

1. to provide emergency preparedness, response instructions, information, and guidelines to protect the safety and well-being of students and staff at the time of an emergency
2. to protect the safety and welfare of students and staff
3. to provide for a safe and coordinated response to emergency situations
4. to protect the Board of Education facilities, properties, and records
5. to enable the county to restore normal conditions with minimal confusion in the shortest time possible
6. to expect the unexpected

C. Roles and Responsibilities

1. to define the roles and responsibilities of the school district, principals, and staff
2. to define emergency functions and assign emergency duties

D. Coordination

To provide interaction, coordination and cooperation between school sites and county efforts with the Barbour County Office of Emergency Services

II. SITUATION AND ASSUMPTIONS

A. Barbour County Schools are subject to the following natural hazards: dam failure, earthquakes, floods, hurricanes, tornadoes, blizzards, ice, snow and other weather.

B. Barbour County Schools are subject to the following man-made disasters: accidents, acts of vandalism/terrorism, bomb threats, civil unrest, fires, hazardous materials accidents, hostage situations, nuclear incidents, shootings, and violence.

- C. Barbour County Schools and its employees are familiar with the Emergency Operations Plan and will execute their assigned duties and responsibilities, that assistance may be needed and that if so - assistance will be available
- D. Emergency Operations Plan users (and others) foresee that some improvisation or modification may become necessary.

III. CONCEPT OF OPERATIONS

A. Basic Policies

The responsibility of the Barbour County Schools is to protect life, process and property from the effects of hazardous events. The Superintendent has the primary responsibility for emergency management activities. When emergency/disaster exceeds the school board's capability to respond, assistance will be requested from the county, state and/or federal government.

B. Phases of Emergency Management

In keeping with the nationwide strategy of the Integrated Emergency Management System (IEMS), this plan is concerned with all types of emergency situations and how they may develop, be prevented, and finally resolved. Accordingly, this plan accounts for activities before, during, and after operations. Remember, any of the p may, and often do, occur concurrently, especially during long term and/or widespread emergency situations.

1. MITIGATION - Mitigation activities are those designed to either prevent the occurrence of an emergency, or long-term activities to minimize the potential effects of an emergency, including locating and identify potential hazards.
2. PREPAREDNESS - Preparedness activities, programs, and systems are those that exist before an emergency and are used to support and enhance response to an emergency or disaster. Planning, training and exercises are among the activities conducted under this phase.
3. RESPONSE - Response activities and programs are designed to react to the immediate and short term effects of an emergency or disaster. It helps to reduce casualties and damage and to speed recovery. Response activities include direction and control, warning, evacuation, and other similar operations.
4. RECOVERY - Recovery is the phase that involves restoring systems to normal. Short term recovery actions are taken to assess damage and return life support systems to minimum operations standards. Long-term recover actions may continue for many years.

C. DIRECTION AND CONTROL

1. Barbour County School District

- a. In the event an emergency should occur, the County Superintendent or designee may implement this Emergency Operations Plan and take such other action as might be required to protect the interests of the school district.
- b. The County Superintendent, by request of the West Virginia Department of Education, will consult with and serve as liaison between the public and basic and higher education institutions concerning emergency response activities. Assistance will be provided to the private school systems through implementation of the emergency management procedures outlined within the Barbour County Schools Emergency Operations Plan (EOP).
- c. All schools within the Barbour County school system shall be made available to state, county, and local officials for emergency planning and exercise purposes and actual service at mass care facilities in the event of an emergency evacuation.
- d. Provision is made in district contracts that all school bus and transportation vehicles (owned or leased) by the Barbour County school system shall be made available to state, county, and local officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.

2. DISTRICT SCHOOLS

- a. Each school within the Barbour County school system, in cooperation with their municipal and county Office of Emergency Services, shall develop a plan, in consonance with this county plan, listing more specific procedures, responsibilities, duties and precautions to be followed in event of natural or man-made disasters or emergencies.
- b. School principals or designee will implement their plan in the event of any local emergency or disaster that may endanger students, faculty, staff, and premises.

3. BARBOUR COUNTY

The county commissioners will exercise coordination and control of the response to any county-wide emergency through their executive organization, the Barbour County Office of Homeland Security and Emergency Services (O.E.S.)

4. STATE OF WEST VIRGINIA

The West Virginia Office of Emergency Services, in consultation with the Department of Education will coordinate decisions relative to school operations during major emergencies and disasters affecting two or more counties within the state.

D. SUCCESSION OF AUTHORITY

1. Barbour County Schools
 - a. Succession of authority in the Barbour County school system is:
 1. Superintendent
 2. County Emergency Operations Director
 3. County Emergency Operations Coordinator
 4. Principals
2. Schools
 - a. Each school within the county will establish a succession of authority in order of sequence and provide that information to the county.

E. EMERGENCY CONDITIONS

1. Limited Emergency where a potential hazard has reached a dangerous level and could affect the safety within a school.
2. Full Emergency where a potential hazard has increased to exceed public safety levels deemed acceptable the Office of Emergency Services.

F. TYPES OF PROTECTIVE ACTIONS

1. Sheltering in place

Action by a specific school to take advantage of the inherent protection against violent winds, hazardous material accidents, and weather by remaining indoors, away from doors and windows, in basements, or in reinforced protective shelters during the danger period.
2. Evacuation
 - a. Limited – by specific school in response to a local emergency such as a fire, flood, etc.
 - b. General – by county, i.e., the entire school populations (students, faculty and staff) within the county.
3. Modified Operations – delayed opening, early dismissal, delayed closing, and cancellation of classes.

G. POLICY GUIDELINES

1. Barbour County Schools
 - a. Advisement - The Superintendent will provide for communication and advisement to the school board.
 - b. Update of Plans and Training - The Superintendent will provide for at least a biennial review and updating of this plan and for prescribed training of staff and faculty.
 - c. Succession of Authority - Actions and responsibilities of staff and faculty will be carried out under the prescribed administrative chain

of authority and the respective school plan for succession of authority. **(Please see Appendix A)**

- d. Interagency Actions - Actions by the staff and faculty of the county schools will be coordinated with other agencies that are affected by the emergency.
- e. Supplies, Equipment, and Facilities
 - 1. County school supplies, equipment and facilities will be used for the welfare of students and staff. To the degree possible, a record will be maintained for accountability after the emergency has terminated.
 - 2. Responsibility for school supplies, equipment, and facilities shall not be relinquished unless appropriately authorized either by affirmative action by the Board of Education or by official direction of higher authority in accordance with provisions of this Emergency Operations Plan.
- f. Official in Charge - One or more of the persons listed will generally be present for duty when classes are in session.
- g. Primary Responsibility - The primary responsibility of the Principal is to provide for the protection, safety, and welfare of their students and staff.
- h. Drills and Exercises – Provide prescribed training of staff and faculty on emergency plans, procedures, and duties; orientation of students on emergency procedures and responsibilities; and periodic safety drills in accordance with approved rules and regulations and as set forth in the specific school Emergency Operations Plan.
- i. Accountability for Students - In case of an evacuation, each student group (e.g., home room class) will be accompanied by school officials (e.g., home room teacher, classroom teacher, or member of the staff).
- j. Special Requirements - Provide for the special support of students having physical or other limitations. **(Please see Appendix B)**
- k. Official in Charge - One or more of the persons listed will generally be present for duty when classes are in session.
- l. Applicability - All policy guidelines of Barbour County Schools apply.

IV. ORGANIZATION AND RESPONSIBILITIES

A. Organization

- 1. Emergency Situations – In emergency situations, the day-to-day organization of the Barbour County Superintendent and Board of Education will serve as the basis for operations.

2. Day-to-Day Duties - Emergency duties assigned herein parallel or complement day-to-day duties.

B. Responsibilities

1. Limited Emergency

a. Superintendent

1. receives notification from within the county school of an incident, or
2. receives notification from the Barbour County Office of Emergency Services,
3. reviews situation and determines course of action to be taken,
4. ensures that "risk" schools and "host" schools are notified,
5. briefs county staff on situation and course of action to be taken,
6. establishes communications with the Barbour County Office of Emergency Services and schools, Amateur Radio Emergency Service/Radio Amateur Civil Emergency Service (ARES/RACES), establishes supplementary communications.
7. Monitors Emergency Alert System stations or one of the affiliate EAS stations.

b. Director of Transportation

1. ascertains availability of buses and drivers,
2. reviews traffic control points requirements for school entrance and exit roads. Notifies local police of situation and assistance needed.

c. Business Manager - reviews procedures for recording overtime work hours, accounting for emergency expenditure of supplies, and reports.

d. Coordinator of Nutritional Services - notifies cafeteria personnel of the situation. Coordinates special needs with food suppliers.

e. Manager of Facilities – review of building plan and operation. Utilize shut offs, etc.

f. School Principal

1. reviews emergency plans, notifies staff and faculty, and briefs them on course of action to be taken.
2. reviews procedures for limited evacuation and general evacuation,

3. reviews procedures for clearing and securing buildings
4. reviews procedures and prepares for continued supply of medicines for students with special needs.

2. Full Emergency

a. County Superintendent

1. Determines need to escalate preparedness to Full Emergency condition when responses to the emergency are locally controlled.
2. notifies school principals and chairperson of school board, in that order,
3. notifies “host” school principals in case general evacuation becomes necessary,
4. maintains communications with Barbour County Office of Emergency Services, and
5. advises Barbour County Board of Education on status of operations.

b. Director of Transportation

1. notifies bus operators to move buses to schools in preparation for evacuation
2. establishes Traffic control Points (TCPs) at school entrance and exit roads. Notifies local police, requests assistance as needed.
3. issues evacuation route strip map to each bus driver, and staff and faculty members evacuating by private vehicle.

c. Business Manager - records overtime work hours, prepares to purchase any emergency supplies needed and maintains a record of expenditures.

d. Facilities Manager - receives notification of emergency, briefs facilities management staff maintains com with Superintendent's office. Evaluates situation and assists in determining course of action to be taken.

e. School Principal

1. receives notification, briefs school staff and faculty,
2. directs protective action deemed appropriate in case of sudden occurrences such is tornadoes, fires, etc.,
3. reports limited or general evacuation to the county superintendent, as appropriate,
4. initiates bus convoy to “host” school, if appropriate. Reports arrival to Superintendent,

5. reports status to parent and “host” school
6. releases homeroom and back-up teachers when all in their student group have been released to parents,

7. specifies in the school Emergency Operations Plan, the responsibilities delegated to the following members:
 - assistant principal(s)
 - faculty members
 - school nurse(s)
 - administrative assistants
 - custodians
 - cafeteria personnel
 - students

V. ADMINISTRATION AND LOGISTICS

A. Administration

1. Barbour County Board of Education
 - a. records of expenditures and obligations will be recorded by the Chief Business Official
 - b. schools submit records of expenditures and obligations to the Chief Business Official
2. Host school
 - a. submits records of expenditures and obligations incurred as a result of the evacuation to the Chief Business Official, Barbour County Board of Education
3. Parents
 - a. shall be informed on the contents of this plan as well as the specific School Emergency Operations Plan.

B. Logistics

1. Agreements and Understandings
 - a. County schools are responsible for development of reciprocal agreements with other schools for provision of “Host” facilities, and understandings with commercial firms for the provision of emergency supplies. **(Please see Appendix C.)**
 - b. Should a county school’s resources prove to be inadequate for an emergency operation, their unmet needs should be provided through an agreement with a neighboring county school. **(Please see Appendix C.)**
2. Unmet Needs

- a. During an emergency, in which all local county school resources have been expended, unmet needs will be reported to the Barbour County Office of Emergency Services
- b. Unmet needs determined during the planning phase should be reported by the school to the county Office of Emergency Services so that they may be provided for in the county plan.

VI. AUTHORITY AND REFERENCES

A. Authority

1. West Virginia School Code
2. West Virginia Office of Emergency Services Code Chapter 15, Article 5 as amended
3. Public Law 93-288, Federal Civil Defense Act as amended

B. References

1. The Harrison County Emergency Operations Plan (EOP), 1995
2. City of Weirton, West Virginia
3. West Virginia Department of Education, School Emergency Planning Guide
4. The State of West Virginia Emergency Operations Plan (EOP), West Virginia Office of Emergency Services

VII. GLOSSARY OF TERMS

Words, phrases, abbreviations, and acronyms relevant to emergency management should be defined. Many terms in emergency management have special meanings, so it is important to establish precise definitions. Such definitions allow the users of the Emergency Operations Plan to share an understanding of the plan.

- A. **Access Control Points (ACP)** - Manned posts established primarily by school officials or municipal police, established around the perimeter of the school or on roads leading into it when it is evacuated or occupants are taking cover.
- B. **Amateur Radio Emergency Services (ARES)** - An Amateur Radio Relay League (AARL) sponsored organization used to provide emergency communications outside the provisions of RACES
- C. **Emergency Alerting System (EAS) Announcements** - Official announcements made at the county level for the specific purpose of providing information, instructions or directions from the County Commissioners, or their designated official representative, to the permanent and transient residents of the county. Announcements are made over the legally designated EAS network. EAS announcements at the state levels are made only when they are applicable statewide. Priorities for EAS announcements are specified in law; first priority to the federal

government, second priority to county governments, and third priority to state governments. Restriction on use of EAS announcements does not preclude appropriate use of newspapers, radio and television for public information statements.

- D. **Emergency Management** – The judicious planning, assignment and coordination of all available resources in an integrated program of prevention, mitigation, preparedness, response and recovery for emergencies of all kind, man-made, natural sources or enemy attack,
- E. **Host Schools** - Fixed facility suitable for providing emergency lodging of students that have been evacuated from their regular school.
- F. **Public Information Statements** - Public announcements made by Barbour County Board of Education or county official spokesperson via newspapers, radio or television to explain government actions being taken to protect the public in the event of any public emergency. The purpose of the announcement is to provide accurate information, prevent panic and counteract misinformation and rumors. Reference to the emergency situation itself will be made only in the context of the reasons for governmental actions, and not to provide detailed information about it.
- G. **Radio Amateur Civil Emergency Service (RACES)** - An organization of licensed amateur radio operators that serves the Emergency Management Agency during emergencies.
- H. **Radiological Emergency Response Procedures (RERP)** - Detailed incident response procedures developed by the state and its agencies and county emergency management agencies in coordination with W.V.O.E.S.
- I. **Risk School** - Those schools located within and endangered area wherein continued habitation may result in loss of life or injury.
- J. **Sheltering** - The act of using existing structures as a means for protection. Examples are: move to hallways, subterranean areas, or windowless areas; and huddle under desks and tables.
- K. **Traffic Control Points (TCP)** - Manned posts established at critical road junctions along evacuation routes for the purpose of controlling or limiting traffic. TCPs are also used to control evacuation movement when an emergency situation requires it.
- L. **Unmet Needs** - Capabilities and/or resources required to support emergency operations but neither available nor provided for at the respective county board of education or specific school.

VIII. TRAINING AND EXERCISES

A. Training

1. **Specific Trainings Required:** Annual training sessions on the emergency operations plan duties, and related procedures will be conducted for:

- a. Barbour County central office staff & Superintendent
- b. Administrative personnel
 - 1. NIMS – IS-700, IS-100SCa and IS 200b
- c. School Response Team (teachers, service personnel, custodial staff) **(Please see Appendix D)**
 - 1. NIMS—IS-700, IS-100SCa and IS 200b
- d. County transportation and maintenance personnel
 - 1. NIMS—IS-700, IS-100SCa and IS 200b
- 2. Fire safety training
 - a. All school faculty and staff
- 3. First aid/CPR training
 - a. All school faculty and staff
- B. Exercises and Disaster Drills
 - 1. The Barbour County schools participate in exercises as follows:
 - a. National Weather Service (NWS) sponsored exercises
 - b. West Virginia Office of Emergency Services and the _____ County Office of Emergency Services sponsored exercises.
 - c. School off-site drill
 - d. Fire evacuation drills as required by State of West Virginia
 - e. Earthquake drills
 - f. Every school, in coordination with their county Office of Emergency Services, shall conduct at least one disaster type drill annually.

IX. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

- A. West Virginia Department of Education has overall responsibility for the enforcement and coordination of county school planning, preparation and execution of plans concerning emergency operations.
- B. School principals will coordinate the development and maintenance of the schools emergency operations plan. The plan will be updated as necessary and reviewed at least annually.
- C. This Emergency Operations Plan will be executed upon order of the School Superintendent or authorized representative. Specific school Emergency Operations Plans will be ordered and executed by the school principal or authorized representative, who in turn will notify the School Superintendent of his/her actions.
- D. Basic distribution of the Barbour County Board of Education Emergency Operations Plan is one copy, except as noted.
 - 1. President, Barbour County Board of Education
 - 2. Office of the Superintendent

3. County Emergency Operations Director/Coordinator
4. School principals
5. Local municipalities

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EMERGENCY PREPAREDNESS PROFILE**

Planning/Practice

- Every school and office site has an emergency plan in place. Evacuation poster in place and evacuation routes posted
- Regular emergency drills are held in schools – documented duty time, place, evacuation time
- Monthly updates to schools regarding emergency issues and topics as needed

Training

- Every school has a School Response Team trained in emergency procedures and first aid/CPR
- Team shares information with staff members at their schools
- Staff developed and refined in their school emergency plan
- Key support staff trained in crisis intervention
- Classes in first aid being offered personnel

Supplies

- Schools should have access to a three (3) day supply of water for students and staff
- Schools have search and rescue equipment
- Schools have storage containers for emergency supplies
- Schools/offices have emergency first aid kits to serve children and staff
- Schools/offices have emergency guidelines and reference guides

Emergency Communications

- County has an emergency communications system designed to allow schools to report status during an emergency period.
- Schools have hand-held radios for on-campus communication
- County has a Ham Radio Club capable of communicating throughout the county (agreements)
- County is hooked directly into the Barbour County Office of Emergency Services
- School buses have a wide area communication system for emergency use
- County-wide pager system in place.

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
SCHOOL EVENT EMERGENCY**

CODE RED

Definition: Emergencies that occur before, during or after school when students are present, including during a school sponsored event. This includes personal injury, illness, accidents, suspected criminal activity, and other incidents which pose an immediate threat to personal safety. Administrator/faculty member in charge shall have sole responsibility for complying with the steps outlined. If additional faculty/staff are available, they may be assigned one or more of the duties.

Pre-planning for School Event

1. Arrange for on-site security (police officers) for school spectator events.
2. Arrange for on-site Emergency Medical Service personnel for athletic events that have an increased potential for injuries.
3. Insure that communications equipment is available and in working order, e.g., public address systems, portable two-way radios, cellular phones.
4. Insure adequate staffing for event.

NOTE: In the event that the school facility has been rented for an event, insure that all safety criteria has been referenced and a contract required by the School Board has been signed.

Steps of Action Should Emergency Occur

1. Provide necessary immediate first aid
2. Contact required emergency assistance, e.g., police, fire and Barbour County Office of Emergency Services through 911, if not immediately available
3. Secure immediate area if criminal activity is suspected
4. Restore calm among students and others in attendance
5. Assist Emergency Services Personnel as needed
6. Notify school and/or Superintendent
7. Contact parent(s)/guardian(s) of involved student(s).

Phone numbers:

Superintendent	_____
Director of Public Information	_____
Director of Transportation	_____
Secretary (Home)	_____
Principal (Home)	_____
Barbour County Emergency Services	911
Hospital:	

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

ASSESSMENT OF THE SCHOOL CRISIS

In order to effectively manage a school emergency, some determination must be made by the Superintendent and/or Principal as to the magnitude and intensity of the situation so that appropriate resources can be mobilized. Barbour County Schools uses a four-level system for this purpose.

Considerations to be used in determining crisis:

- Degree of life threat and/or danger
- Amount of loss (family, friends, classmates)
- Immediacy of crisis
- Duration of trauma
- Amount of damage or destruction to possessions, homes, or community
- Potential for further crisis
- Exposure to death and destruction
- Amount of moral conflict, e.g., controversial issues
- Individual(s) affected (victim, perpetrator, witness)
- Number affected by trauma
- Possible long-term effects
- Degree of "rumor" potential in media coverage

Level 1: Essentially a day-to-day crisis which will be handled by the school administration and/or the Crisis Intervention Team as needed. Any doubt concerning the level of the crisis at any time during or after the onset of the crisis will be resolved in cooperation with the Superintendent or his designee. Where only notification is required, the school will use an appropriate communication format determined by the urgency of the situation, e.g., telephones, fax, letter, etc.

Level 1	Notification to Central Office Required
Student fights or disruptions	No, unless extensive
Heavy vandalism (property damage)	Yes
Accidents involving students or staff needed	Yes, if medical treatment
Disruptive intruders	Yes, if law enforcement
Lost or runaway students	Yes
Fire	Yes
Utilities cut off	Yes
Bomb threat	Yes
Death of student	Yes
Death of faculty or staff member	Yes
Kidnapping by unauthorized parent	Yes
Weapons on campus	Yes
Sexual assault	Yes
Others	

Level 2: Essentially a school or area crisis which will include involvement of at least the Central Office, the school teams, and possibly the School Response Team of Barbour County of Emergency Services and other government agencies as required. **Immediate notification of the Superintendent is required.**

Level 2:

- Series of school fights
- Serious accidents at school or off-campus
- Disruptive intruders
- Violence with weapons on campus where crime or personal injury results
- Lost or runaway students
- School fires
- Death of student(s) or staff at school
- Extended utilities cutoff
- Kidnapping
- Explosion
- Assault of faculty or staff member
- Sexual assault
- Catastrophic illness
- Others

Levels 3 and 4: Essentially a full-blown crisis will require the assistance of the School Administration, Central office, School Response Team, and the involvement of law enforcement, Barbour County Office of Emergency Services, and other appropriate government and community agencies as required. **Immediate notification to the Superintendent is imperative!**

Levels 3 and 4:

- Natural disaster (tornadoes, etc.)
- Serious accident (multiple or serious injury)
- Suicide or homicide, or attempts of, student or staff during school day or on school property
- Traumatic national disaster, i.e., death of the President of the United States
- Poisoning or chemical spills
- Bombs, explosions
- Hostage situations
- Others

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
DEATH OR SERIOUS INJURY ON CAMPUS BY VIOLENCE**

CODE RED

Whenever a student, staff member, or visitor on campus is injured by violent action, the following procedures should be followed.

1. Notify Barbour County Office of Emergency Services by 911
2. Determine injuries and provide first aid, as necessary.
3. Notify Central Office
4. Restore calm by having students either stay in class or return to class.
5. Assess extent of situation by determining who was involved or committed the act. Identify witnesses and secure area.
6. Follow emergency procedures for communication of information to staff and students, evacuation (if necessary) and media plan.
7. Call Barbour County Crisis Intervention Team for necessary counseling or other trauma reduction activities.

Signals: Use Public Address System – Code??

1. Access the scene
 - Is it safe?
 - How many victims?
 - Mechanism involved in accident?
 - Safe exit route for vehicles and foot traffic?
2. Address life threatening injury
 - Airway (head tilt; chin lift)
 - Breathing (rescue breathing)
 - Circulation: pulse at neck (compressions)
 - Direct pressure to severe hemorrhage or to nearest blood vessel
 - Move head/spine injured only if in imminent danger (e.g., fire)
3. Notify Principal and Central Office
 - Contact Emergency Services
 - Contact parent or guardian
4. If trained personnel are available, call on them to assist in life saving care.
5. Dial nurse at home school (keep office list of on-site personnel with emergency medical training).

Roles:

Principal - Supervises care of sick or injured or delegates in larger numbers

Secretary - Communicates with Emergency Services and legal guardians

Custodian - Set up/monitor traffic pattern - Isolate scene from intruders Assists teachers and others administering first aid assuming, no building or mechanical emergency exists.

Teacher - Stays with students, assess first aid needs and take roll

Staff- Helps with communication to parents and first aid support.

Phone Numbers

Barbour County Emergency Services	911
Poison Control Center	_____
Nurse	_____
Superintendent	304-457-3030
Director of Facilities	304-457-3030

When calling 911, expect to be asked

- Nature of incident?
- How many victims?
- Where are you (address)?
- Is (are) the patient(s) unconscious, not breathing or bleeding severely?
- Who is the caller?
- How do emergency vehicles get there?
- What is the phone number?
- Is there a crime involved?
- Where is the suspect and was there a weapon?
- What and where is the weapon?
- Any anticipated complications, e.g., fire spreading toward gas storage?
- Any on-site emergency service professionals?

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
DEATH OR SERIOUS INJURY ON CAMPUS
CHECK LIST**

Room Number _____

Check-Off:

Initial

_____ 1. **Dial 911** or direct someone to do so _____

Provide the following information

_____ Building address, including nearest cross street(s) _____

_____ School or site name _____

_____ Exact location within the building _____

_____ Your name and phone number _____

_____ Nature of the emergency _____

DO NOT HANG UP UNTIL ADVISED TO DO SO BY DISPATCHER.

_____ 2. Notify the County Office that an individual has been injured and an ambulance has been called. _____

_____ 3. Ask someone to dispatch a first aid/CPR trained employee to the victim. _____

_____ 4. Stay calm. Keep victim warm with a coat or blanket. _____

_____ 5. Do not move the victim unless there is danger of further injury. _____

_____ 6. Do not give the victim anything to eat or drink. _____

_____ 7. FAX incident report to County Office before the end of the work day. _____

REPROTECTED COPY

BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
SCHOOL EMERGENCY DIRECTION AND CONTROL

Being prepared for the proper reaction to all emergency situations is a shared responsibility of all school board employees. Each school should have in place an organizational support structure for emergencies.

EMERGENCY PROCEDURES ASSIGNMENT RESPONSIBILITIES

The building principal should assign responsibilities to a broad group of personnel as well as providing back up for each role; in case of a crisis that involves the office, e.g., Principal, Assistant Principal, Team Leader, non-classroom teachers, staff members, custodian, and secretary.

1. Emergency Preparedness Directors: Principals
 - a. Organize and formulate the basic preparedness plan
 - b. Familiarize all personnel with the plan implementation
 - c. Direct the plan operation
 - d. Secure and organize the resources needed for implementation and operation
2. Emergency Preparedness Coordinators: BARBOUR _____
 - a. Assist the director in all aspects of plan organization and implementation
 - b. Coordinate the various resources involved with plan implementation
 - c. Assist with communications
 - d. Provide in-service training for personnel and students
3. Emergency Communications Coordinator: BARBOUR _____
 - a. Keep current listings of the availability of outside resource persons
 - b. Maintain communications through various means available during emergency periods
 - c. Coordinate all communications
4. Emergency Personnel Coordinator: BARBOUR _____
 - a. Coordinate and communicate the plan and operation to all personnel
 - b. Assign tasks and responsibilities
 - c. Coordinate the personnel and pupil training preparedness
5. Emergency Food Supplies Coordinator: BARBOUR _____
 - a. Maintain inventory of supplies on hand in relation to preparedness plan requirements
 - b. Be familiar with all school utilities and central control locations
 - c. Maintain inventory of supplies and equipment available.

6. Emergency Transportation Coordinator: BARBOUR_____
 - a. Be knowledgeable of school bus drivers, routes, and the alternatives
 - b. Coordinate emergency alert to all school bus drivers and/or substitutes
 - c. Know availability of equipment and personnel
7. Emergency First Aid Coordinator: BARBOUR_____
 - a. Assume position of CPR/First Aid Team Leader
 - b. Be familiar with and knowledgeable about supplies on hand
 - c. Provide instruction and coordination for first aid services
 - d. Direct all first aid activities
8. County Emergency Community Coordinator:BARBOUR_____
 - a. Be familiar with the equipment, supplies, and services available within the community
 - b. Coordinate town services and assume responsibility for directing community related emergency coordination during non-school hours
 - c. Help to familiarize the community with the Emergency Management Plan

RESPONSIBILITIES OF ALL SITE PERSONNEL

All board employees assume the status of a Disaster Service Worker in the event of a declared emergency and are subject to assignments to emergency response roles.

Pre-Emergency

1. Be familiar with your role as a disaster Service Worker in the event of a declared emergency
2. Review and be familiar with the Site ECP, emergency procedures, and specific emergency assignment
3. Attend disaster orientation training when possible
4. Be familiar with emergency communications methods and procedures
5. Participate in emergency drills and training

Emergency

1. Implement Emergency Procedures as dictated by the situation
2. Report to assigned duty station when notified, or when the emergency situation obviously requires it
3. Implement emergency assignment using applicable checklists and procedures, as dictated by the situation
4. Maintain a log of emergency actions, including time and activities.

Post-Emergency

1. Analyze the emergency response to determine what did and did not work well
2. Participate in site after-action critique as appropriate
1. Recommend changes to the Site and District Emergency Operations Plans as needed
2. Restock emergency supplies

Instructional Staff

Instructional staff is responsible for annual completion of the following.

1. Present instruction to students about emergency preparedness plans for the site and student responsibilities in case of a major emergency
2. Keep the grade book and attendance sheets readily accessible at all times in order to check attendance in the event of evacuation
3. Participate fully in fire and evacuation drills
4. Have planned activities for students for use during periods of confinement during a disaster situation

Site Directors

Site directors are responsible for annual completion of the following

1. Be familiar with all duties and responsibilities of the site coordinators
2. Updates the site's EOP by the last day of September each year and submits a copy of the plan to the District Emergency Preparedness Coordinator
3. Assign employees to roles and responsibilities as members and alternates for disaster service workers, taking into consideration the skills and abilities and normal functions of employees
4. Ensure that all employees are familiar with the Site EOP and are trained in emergency response and preparedness roles and responsibilities
5. Establish a schedule for fire and evacuation drills and provide a copy of the schedule to the Superintendent's office.
6. Update the list of employees who are trained in first aid, CPR, the use of fire extinguishers, and search and rescue
7. Update as necessary the site floor plan showing evacuation routes and the location of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves
8. Ensure that emergency procedures are posted in each classroom and in cafeterias and employee lounges
9. Update the list of any disabled students or employees or those who may need evacuation assistance or other special assistance.
10. Test the site warning system and ensure that the system's signal(s) is recognized and understood by employees and students
11. Conduct an inventory of all emergency supplies and equipment and coordinate with the District Emergency Preparedness director to replace used or outdated supplies and equipment
12. Maintain a list of emergency phone numbers in a readily accessible location

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

HOSTAGE SITUATION PROCEDURES

CODE RED

If a situation should arise where one or more persons hold students or staff hostage on the campus or in the school, the following precautions and procedures should be considered.

1. Notify Barbour County Office of Emergency Services (911) and Central Office immediately.
2. Using the "Code Red" signal via intercom, or messenger notify teacher to move classes of students or groups of students away from the hostage situation.
3. Gather all facts regarding the situation for the police. Keep notes on times, any communications from the person holding the hostage, and other witness information.
4. Provide law enforcement with floor plan of school with any assistance necessary by the school's custodian(s).
5. Work with the Central Office and law enforcement to determine next steps.
6. Work with Public Information to prepare statement for media. Put media plan into effect.

Phone numbers:

Office of Emergency Services	911
Superintendent	304-457-3030

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

HOSTAGE ARMED/DANGEROUS INTRUDER SITUATIONS

Checklist

- _____ Contact the police – 911.
- _____ Secure all classroom areas to prevent intrusion
- _____ Notify Superintendent.
- _____ Instruct staff to keep all students in their present areas, unless otherwise directed by the police, via P.A. system.
- _____ No school personnel should circulate through building.
- _____ Instruct person answering the phone to direct all requests to Central Office.
- _____ Keep telephone lines open for police use - pay telephones as well.
- _____ Keep maps of the building and grounds available in more than one area of the facility. (i.e., Main Office and Custodians' Office)
- _____ Identify individuals familiar with the building to assist the police in locating and isolating the intruder.
- _____ Prepare written memo for staff and parents.
- _____ Complete and submit School Response Team report.
- _____ Schedule follow-up programs for students and staff to review security plan.
- _____ Call emergency staff meeting.
- _____ Counseling

PRINCIPAL'S ROLE

- _____ 1. Contact the police. Hostage-taking or endangering the safety of others is criminal offenses.
- _____ 2. Secure all classrooms. The more closely contained the intruder can be kept, the less the danger there is to others and the easier it is for the police to apprehend the individual.
- _____ 3. Notification:
 - The Superintendent's Office should be contacted as soon as possible
 - The Central Office will handle all media and community inquiries.
 - Keep staff well informed. A School Response Team, identified for the school, can effectively deliver information to the other staff members so your time can be used for other actions/decision.

- The Transportation Department will provide buses for evacuation of students to a safer location or to their homes. Transportation will notify the Superintendent of the need for this dismissal.
 - The students will be able to deal with the situation by being informed of the facts as soon as possible, rather than receiving their “facts” through rumors.
 - The other schools should be given the basic information as soon as possible since siblings/neighbors will quickly learn of the disturbance.
 - The parents of the school community will need to learn about the safety of their own children, to be informed where to pick them up if needed, and to learn the real facts to reduce the rumor factor.
 - After the crisis is over, the Central Office may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
4. Staff to keep students in present areas! Students should not be released for any reason until told to do so by the police.
 5. No personnel circulating! For the same reason as #4, all staff should be protected from involvement in the crisis where possible.
 6. Telephone answerer: Prepare a statement to be read by the individuals who answer the telephones. Instruct them that any further inquiries should be made to the Central Office. Give them the telephone number for the caller to call.
 7. Keep phone lines open! The police and other public safety personnel will need access to the phones with highest priority. Even the pay phones need to be available to the police.
 8. Maps in more than one location: School maps will be most helpful to the police in locating the intruder and planning strategies for the apprehension. More than one area should house current maps in case the intruder has “holed up” in the area where the maps would usually be found.
 9. Identify persons familiar with the facility: Persons familiar with the entire building should be available to discuss the interior room arrangements, etc. These individuals should be available at the chosen school map location away from the scene.
 10. Written memo for staff and parents: As soon as the immediate crisis/danger is over, the staff and parents will need to know, not only what occurred, but why you took the action you did.
 11. Serious Incident Report: Complete and submit School Response Team Report within twenty-four hours.
 12. Follow-up activities: Guidance counselors, as well as Pupil Personnel Services, can provide counseling for students and staff.
 13. Call emergency staff meeting.

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

CODE RED

LOCKDOWN

Definition

Situations may arise where the entire school facility must be made secure prohibiting entry from the outside. Such situations may include impending threats to students or personnel, non-custodial parents attempting to pick up a child, and unlawful activities happening within the community

Action Steps

1. All personnel are to receive training in preparation for a lockdown situation.
2. All personnel are to be assigned lockdown responsibilities and be provided with copies of their particular responsibility checklist.
3. All personnel are to be issued keys and other necessary equipment to secure the doors and windows listed within their area of responsibility (door chains, panic bar clamps, etc.).
4. All personnel are to be trained to implement the lockdown plan when the message "CODE RED" is announced over the intercom.
5. All students are to be trained not to open and/or unlock any doors or windows during a Code Red occurrence.
6. The lockdown is to be maintained until a "CODE GREEN" signal is announced, followed by a password for "all clear".

Any order to lockdown must be considered a serious situation and given immediate attention. Regardless of the source for ordering a lockdown order, legal officials should be contacted and advised of any threatening situation.

TO BE PERFORMED IN THE EVENT OF A LOCKDOWN DIRECTIVE

The plan and a copy of this checklist shall be attached to a clipboard or other means shall be located next to the main office exit to the hallway. The office package shall include a master copy of all checklists.

The normal assignments are noted in the checklist. Should all persons not be present, the principal or a designee shall assign the specific tasks to another person or perform all the tasks themselves.

The origin of the lockdown directive may be internal or external. However, regardless of the source, the lockdown should be implemented immediately.

**PRINCIPAL(S)/COUNSELOR(S)
LOCKDOWN CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Initiate the lockdown alert when the need arises and/or a directive has been received.	_____
_____	2. Sound the alarm by announcing over the intercom or informing each employee that a "CODE RED" (lockdown) is being implemented.	_____
_____	3. Repeat the "Code Red" alarm until assured that all employees have been informed and appropriate actions have been taken.	_____
_____	4. Check to make sure personnel and students who may be outside are notified and return quickly to the building or other designated area.	_____
_____	5. Check to determine if any classes are on a field trip. If so, contact the Director of Transportation and request that the driver is informed of the lockdown situation. Also, a decision must be made about the need to redirect the returning bus to an alternate location or to hold in place. Location: _____ where?	_____
_____	6. Inform 911 that a lockdown has been initiated. Seek assistance if necessary. NOTIFY the superintendent's office.	_____
_____	7. Maintain and monitor the lockdown action until cessation of the emergency.	_____
_____	8. Announce the "CODE GREEN" upon the cessation of the emergency situation followed by a password for "all clear".	_____
_____	9. Advise the Superintendent's Office, Director of Transportation's Office and any legal authorities necessary that the lockdown alert has concluded.	_____

**LOCKDOWN
OFFICE STAFF/SECRETARY
CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Assist the principal or designee as necessary.	_____
_____	2. Secure office doors and windows, (close and lock).	_____
_____	3. Assist with communications, intra-school/intra-county, and with emergency personnel as directed by the principal or designee.	_____
_____	4. Keep the Superintendent's Office abreast of developments as they occur.	_____
_____	5. Respond to telephone inquiries as they occur.	_____
_____	6. Assist with the event secession activities when it occurs.	_____
_____	7. Record event, time, date, place, activities-provide second at end of event.	_____

REDACTED COPY

**LOCKDOWN
TEACHER/AIDE
SUBSTITUTE TEACHER
CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Immediately have all students return to the classroom and their seats.	_____
_____	2. Lock and secure all doors and windows.	_____
_____	3. Close all blinds and drapes. Place paper over all window openings not covered.	_____
_____	4. Check the roll to account for all students present that day.	_____
_____	5. Report any missing students to the office by first checking the hallway and sending the names by messenger.	_____
_____	6. Instruct students to remain seated during the lockdown.	_____
_____	7. Warn the students not to unlock or open any doors and/or windows without permission.	_____
_____	8. As well as possible, resume the regular classroom activity being conducted at the time of the alert.	_____
_____	9. Maintain lockdown until the "Code Green" has been given.	_____
_____	10. Following the "Code Green" signal, unlock the doors and windows and reset the blinds and drapes as desired.	_____
_____	11. Remove any paper coverings over windows.	_____
_____	12. Resume the regular classroom routine.	_____

REMOVED COPY

**LOCKDOWN
CUSTODIAN(S)
CHECKLIST**

Custodian's Name BARBOURBARBOURBARBOUR_____

Checklist	Responsibilities	Initials
-----------	------------------	----------

Secure/lock all doors and/or windows in your areas of responsibility listed as follows:

Doors:

1. All outside entrance doors
2. _____
3. _____
4. _____
5. _____

Windows:

1. _____
2. _____
3. _____
4. _____
5. _____

Upon cessation of the event, unlock the doors and windows. Assist the principal as necessary.

A checklist should be completed for each custodian. If a custodian is not working at the time of the incident, another custodian must complete the responsibilities of that custodian.

The locking of all outside doors and windows must be completed as quickly as possible.

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

OFF-CAMPUS EMERGENCY - - PRE-PLANNING

Definition: Emergencies that take place off school grounds while students are on a school-sponsored activity.

Pre-trip Planning

Pre-planning is an essential element of trip preparation. The following steps must be completed prior to the off-campus trip.

1. Field Trip Request Form completed and approved
2. Participant roster with bus assignment (include chaperones and teachers).
3. Computer-generated address, phone number, and other emergency information for each student.
4. Name tags for each participant going on the field trip.
5. Itineraries, routes, and schedules the bus will use in traveling to and from the destination.
6. Computer-generated list of emergency contacts with telephone numbers for each. These should include building principal (home and work), secretary (home and work), superintendent, public information, and bus garage. A complete packet of this information will be compiled for the building principal, each teacher going on the trip, and each bus driver.
7. Bus drivers will be trained in first aid procedures.
8. Identify each accompanying adult with medical training.

OFF-CAMPUS EMERGENCY - STEPS OF ACTION

Includes personal injury or illness, automobile or bus accident

Definition: Emergencies that take place off school grounds while students are on a school-sponsored activity.

Steps of Action

Upon the occurrence of an off-campus emergency, the school personnel will take the following steps.

1. Assist in identifying students who require first aid.
2. Perform first aid in life-threatening emergency.
3. Contact Barbour County Emergency Services by calling 911
4. Contact principal, who will notify Barbour County Schools Central Office.
5. If it is necessary to stay with the injured individual, assign supervisory responsibilities to alternate personnel.

Roles:

Teacher:

1. Assist in identifying injured individuals
2. Contact building principal and keep lines of communication open with frequent updates.
3. Stay with injured individual and assign supervisory responsibilities to an accompanying chaperone.

Principal:

1. Contact superintendent, bus garage, Barbour County Crisis Response Team, Central Office, and parents with emergency notification.
2. Receive and disseminate frequent emergency updates to individuals listed above.

Assistant Principal:

1. Go to site of accident, if feasible, to assist teachers with supervisory and communication responsibilities.

Phone numbers:

Superintendent	304-457-6030
Director of Transportation	304-457-1289
Principal	_____
School Secretary (Home)	_____
Barbour County Emergency Services	911

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

SHELTER-IN-PLACE

Introduction

Sheltering in place is the most effective first response for emergencies where chemicals may be involved from either a local industrial facility or from a transportation accident. The timelines of sheltering is crucial to success. All personnel and students must fully understand and adhere to this plan

Scope

Schools have inherent problems in assuring effective sheltering. These include us of substitute teachers, key personnel absent from the building during the day, and off-hour use of the facility for both school and non-school activities. The plan will address these potential scenarios.

Accountabilities

The school principal and administrative staff are responsible for seeing that the plan is current and training sufficient to assure timely response will occur. Faculty and support staff is accountable for specific tasks as described herein. Students and visiting public are accountable for adhering strictly to the plan and following the directions of faculty and staff.

Mandatory Requirements

All elements of the plan are mandatory unless otherwise noted. Deviations from the plan or concerns about its implementation shall be brought to the attention of the principal as soon as is practical. Deviations, concerns and the school's response or action shall be documented. Retraining shall be conducted periodically (e.g., one time per year) and whenever there is a substantial change in the plan. Monthly walk-through audits for presence of plans and **checklists** as well as Shelter-in-Place Kits are recommended.

Remember, as with all safety measures, the response should be automatic. Therefore, training and repetition are very important.

Shelter-in-Place

The plan should be implemented immediately upon receiving a directive. At the present time, Barbour County does not have a community siren alert system. Therefore, the school alert will be by telephone (Board Office or 911 Center), radio, or emergency alert pager. All personnel shall understand to implement the plan without hesitation. Further direction may be forthcoming, but personnel should not wait. The activation of the alert system shall be sufficient to cause immediate action.

Community Shelter-in-Place Alert

Unlike a volunteer fire department's variable siren, the community alert to Shelter-in-Place is a constant siren of about three (3) minutes in length. This may be repeated several times. The all clear signal to discontinue the Shelter-in-Place activities is a variable siren that may be repeated several times. **(can schools hear sirens?)**

Basic Shelter-in-Place Principles

- Post the “Shelter-in-Place” notices on the main entrances.
- Using an internal signal, alert the school of the Shelter-in-Place directive. If the intercom is not usable, a bell signal or one long (15 seconds) and 3 short bells should be used. (Training)
- Make sure all windows and doors are closed.
- Turn off all air conditioners and ventilation systems immediately.
- Cover with sheet plastic any windows that open and other ventilation sources such as window air conditioners,
- Using duct tape, seal all doorways. Wet towels can be used to seal the bottom of doorways.
- Report as quickly as possible to the designated sheltering site.
- Perform necessary head-counts. Report anyone missing to the school office.

Plan Locations

Each faculty and staff member shall have a copy of the plan readily accessible. Copies shall be maintained as follows.

- In classrooms, they shall be posted conspicuously along with the checklists so that substitutes and non-regular guests will be readily capable of identifying the plan.
- In the cafeteria, gymnasium, cultural center and commons area that may be used by non regular guests.
- In the Principal’s office.
- In any other area of the facility that may be used for sheltering.

BARBOUR COUNTY BOARD OF EDUCATION SHELTER-IN-PLACE

TO BE PERFORMED IN THE EVENT OF A SHELTER-IN-PLACE DIRECTIVE

The plan and a copy of this checklist shall be attached to a clipboard or, using another means, shall be located next to the main office exit to the hallway. The office package shall include a master copy of all checklists.

The normal assignments are noted in the checklist. Should all persons not be present, the principal, or a designee, shall assign the specific tasks or themselves perform all the tasks.

PRINCIPAL(S)/COUNSELOR(S) CHECKLIST

Check-off	Responsibilities	Initials
_____	Initiate the school-wide Shelter-in-Place alert when directive is received.	_____
_____	Close all windows in the office area and turn off all ventilation.	_____
_____	Tune in the radio Emergency Alert System (EAS) or local TV station.	_____
_____	Coordinate and oversee all activities.	_____
_____	Assign alternative Shelter-in-Place sites within the facility if necessary.	_____
_____	Assign a person to monitor Emergency Alert System	_____
_____	Have needs communicated to County Office or _____ County Emergency Services - 911.	_____
_____	Inspect/check building seals for integrity and thoroughness.	_____
_____	Order the breaking of seals when cessation of emergency is received.	_____
_____		_____
_____	HVAC systems off	_____

**BARBOUR COUNTY BOARD OF EDUCATION
SHELTER-IN-PLACE**

**OFFICE STAFF/SECRETARY
CHECKLIST**

Check-off	Responsibilities	Initials
_____	Assist Principal or designee as necessary	_____
_____	Maintain EAS radio communications, especially if necessary to move from the office to an alternate Shelter-in-Place site within the building.	_____
_____	Assist with communications; intra-school, intra-county, and with emergency personnel.	_____
_____	Secure office items, such as petty cash, attendance records, and student emergency information and student medications.	_____
_____	Relocate the attendance records, student emergency information, and student medications to an alternate Shelter-in-Place if necessary.	_____
_____	Coordinate the process of accounting for all students and personnel following the event. Report any missing individuals to the administrators.	_____
_____	Keep records of events, date, time, etc.	_____

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION SHELTER-IN-PLACE

TEACHER/AIDE or SUBSTITUTE TEACHER/AIDE CHECKLIST

Teacher's checklist to be performed in the event of a Shelter-in-Place. A copy of the Emergency Operations Plan and Shelter-in-Place Checklist shall be posted along with a pencil on the wall next to the main classroom exit.

Teacher: _____

Room Number: _____

Check-off	Responsibilities	Initials
_____	Check roll, report missing students to the principal.	_____
_____	Move students to alternate site: (optional)	_____
_____	Location: BARBOURBARBOUR _____	_____
_____	Before leaving, do the following.	_____
	a. Close all windows and turn off all ventilation, air conditioners and lights.	
	b. Tape/seal door opening.	
	c. Proceed with students to alternate location.	
	d. Check roll, report any missing student to the Principal as soon as practical.	
	e. Proceed with safety measures listed below.	
_____	Close all windows and turn off all window ventilation and air conditioners.	_____
_____	Tape and plastic seal all windows that open or allow ventilation.	_____
_____	Tape and seal doorways.	_____
_____	Supervise students during incident.	_____
_____	Upon cessation of Shelter-in-Place, return students to classroom or outside, as directed.	_____
_____	Unless absolutely necessary, the use of media (TV/radio) is not recommended in the area where students are being sheltered. The principal or his/her designee will keep personnel abreast of the incident information as it becomes available.	_____

**BARBOUR COUNTY BOARD OF EDUCATION
SHELTER-IN-PLACE**

COOKS CHECKLIST

Checklist to be performed in the event of a Shelter-in-Place directive.

A copy of the plan and the checklist shall be posted with a pencil on the wall next to the interior kitchen exit.

PREPARATION CHECKLIST

Check-off	Responsibilities	Initials
_____	Maintain food supplies sufficient to serve at least one meal and a snack not requiring cooking.	_____
_____	Maintain bottled water supplies sufficient for one day.	_____
_____	Maintain paper/plastic utensils sufficient for serving at least one meal and snack.	_____

EVENT CHECKLIST

_____	Shut down all HVAC units a. heating b. ventilation c. air conditioning d. hood vent unit(s)	_____
_____	Close and tape/seal all outside windows	_____
_____	Close and tape/seal all outside doors.	_____
_____	Turn off stove, oven, dishwasher, and any other kitchen equipment.	_____
_____	Secure all foods that are in preparation.	_____
_____	Fill sinks with water for later use.	_____
_____	Report any missing kitchen personnel to the principal or his/her designee.	_____
_____	Remain at kitchen station for further orders.	_____

**BARBOUR COUNTY BOARD OF EDUCATION
SHELTER-IN-PLACE**

CUSTODIAN CHECKLIST

Checklist to be performed in the event of a Shelter-in-Place incident.

Copy of the plan and the checklist shall be posted along with a pencil at the custodial office or another designated location.

Check-off	Responsibilities	Initials
_____	Shut down all central HVAC units.	_____
_____	Turn off other ventilation sources such as fans and air conditioners.	_____
_____	Post the Shelter-in-Place signs on all main entrances.	_____
_____	Lock and tape/seal all designated outside doorways.	_____
	a.	
	b.	
	c.	
	d.	
	e.	
_____	Close and tape/seal all designated hallway windows.	_____
	a. _____	
	b. _____	
	c. _____	
	d. _____	
_____	Report any missing custodial staff members to the principal or his/her designee.	_____
_____	Report to the principal or his/her designee for further instructions.	_____

If more than one custodian is on duty, the tasks should be divided to insure the promptness of completing the tasks.

BARBOUR COUNTY BOARD OF EDUCATION

SHELTER-IN-PLACE

SCHOOL BUS

Should a Shelter-in-Place directive be issued, all bus drivers will be notified and will be placed on Stand-by-Alert until notified otherwise.

Because of our interlocking bus schedules, one area of the county may be directed to Shelter-in- Place, while other areas may be directed to Hold-in-Place until the incident is over.

If either directive is issued, all buses will remain at their location until the Transportation Office issues further directions.

THREAT TO BUS IN ROUTE

Check-off	Responsibilities	Initials
_____	If in route when a Shelter-in-Place directive is issued, the bus should seek shelter at the closest appropriate sheltering facility - school building or community facility.	_____
_____	When in the process of delivering students to the schools, buses may be directed to: return students home (if out of the sheltering area) continue to school(s) deliver students to an alternate site	_____
_____	When in the process of delivering students home, buses may be directed to: return the students to the school(s) continue delivering students home (if out of the sheltering area) deliver students to an alternate site	_____
_____	Drivers should seek shelter along with the students. If in the Shelter-in-Place area, drivers should remain in the school office for further directions. If not at a school site, drivers should notify the Transportation Office of their location by telephone or radio.	_____
_____	Buses should remain sheltering or holding in place until directed otherwise.	_____

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

COMMUNITY SHELTERING OVERVIEW (For Use by Community Emergency Service Personnel)

1. An official from Red Cross or Emergency Services will contact a _____ County Board of Education Administrator to request the use of our facilities for the purpose of Community Sheltering.
2. The Barbour County Board of Education Administrator contacted will implement the Community Sheltering Plan.
 - Communicate with other necessary school personnel
 - See that the designated building is opened
 - Arrange for bus drivers, if necessary, to transport citizens
 - Send emergency supplies to the site
 - Contact food services for assistance
 - Schedule school personnel to provide assistance when and where needed
3. Red Cross officials are to be recognized as the Community Sheltering Directors.
4. A Red Cross representative will register all persons sheltering and work with school personnel to secure needs.
5. A law enforcement officer (state police, sheriff's deputy) is requested to be located at each community sheltering site.
6. No pets will be permitted in the sheltering site with the exception of service animals.
7. By order of state law, the use of tobacco and alcohol is prohibited on school grounds.

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

COMMUNITY SHELTERING

In the event of a natural or man-made emergency, it is very likely that the school system will be asked for the use of our facilities to shelter community members.

If there is a pending emergency, warnings will be given to the public in several ways.

- Emergency service vehicles with loud speakers may announce the warning.
- Cable intercept system may announce a warning over the cable channels.
- Tone alert radio (available in some public buildings)
- Telephone ring down service (available in certain areas)
- Emergency information will be broadcast by the Emergency Alert System (EAS) and updated every 10 to 20 minutes.

Emergency Alert Stations:

	<u>Radio</u>	<u>Television</u>
WHAR	1340 AM	WBOY-TV Channel 12
WVHF	92.7 FM	WDT V-TV Channel 5
WOBG	1400 FM	
WOTR	96.3 FM	
WFBY	106.5 FM	
WSSN	102.3 FM	

Emergency Alert System (EAS) will broadcast emergency weather information as either **Watch** or a **Warning**.

Watch - conditions are favorable for the development of severe storm.

Warning - a storm is already occurring and could become a severe storm.

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

COMMUNITY SHELTERING

WHAT TO DO IF AN EMERGENCY IS DECLARED

- Listen to an Emergency Alert Station for information
- Stay calm
- Stay off the telephone

ACTION TO TAKE

EAS will announce the protective action to be taken depending upon the particular circumstances

Directions may be to:

- Shelter-in-Place
- prepare to evacuate
- evacuate

On the following pages, the Barbour County Schools Emergency Operations Plan presents community checklists for each of the situations listed above.

Should Emergency Services need a facility for Community Sheltering, a Barbour County Board of Education official will be contacted. That person will contact all other school officials needed to implement the Community Sheltering Program.

FACILITIES TO BE USED AS SHELTERS

Elementary Schools - to be used for short-term or long-term sheltering

Board of Education Office - to be used as short-term shelter only, (limited facilities)

Middle Schools - to be used for short-term or long-term sheltering

High Schools - to be used for short-term or long-term sheltering

BARBOUR COUNTY SCHOOLS COMMUNITY SHELTERING

GENERIC SHELTER-IN-PLACE CHECKLIST

Check-off	Responsibilities	Initials
_____	Go to the sheltering location as directed by the Emergency Alert System.	_____
_____	Check in with the Red Cross officials immediately upon arrival.	_____
_____	Go inside the school facility to an area designated by the Red Cross Officials. Remain there until the end of the emergency.	_____
_____	If the emergency involves hazardous materials, you may directed to:	_____
	_____ turn off heating and cooling systems	
	_____ turn off window and other venting fans	
	_____ shut and seal outside windows and doors	
	_____ help set up the sheltering supplies	
	_____ remain inside the school	
	_____ do not leave the facility without first checking with Red Cross officials.	
	_____ follow Red Cross Official's instructions	
_____	When the event has concluded, assist with clean-up.	_____

REDUCED COPY

BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
TERRORIST ATTACK

CODE RED

F.B.I. Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof; in furtherance of political or social objectives.

The main cause of terrorism is the dissatisfaction with a political or social system or policy, and the inability to change it through acceptable or non-violent means. The act of terrorism is usually a means to seek media exposure for a "cause" or as an act of retaliation because of continuing dissatisfaction.

Their perpetrators premeditate acts of terrorism. Terrorists conspire their acts to terrorize and generate an atmosphere of fear. Terrorists use violence or the threat of violence as a means to motivate the public, group or government to make changes whereby their goal(s) can be realized.

There are three (3) main types of terrorist attacks:

CHEMICAL

BIOLOGICAL

NUCLEAR

Chemical Weapons Defined:

Chemical weapons are defined as compounds which produce lethal or damaging effects in man, animal, plant or material. They exist as solids, liquids, or gas and are classified by their effects: nerve, blood, choking or blister agents. Chemical agents are also generally divided into three broad classifications, sometimes referred to as lethal agents, incapacitating agents, and harassing agents. Lethal agents are designed to kill or severely injure, incapacitating agents are designed to disable the victim for at least several hours. These include all of the substances previously mentioned. Harassing agents are designed to force the victim to retreat.

Nerve Agents, such as tabun, sarin, or VX may be absorbed through the skin or the respiratory tract. Exposure causes a disruption of nerve impulse transmissions and in sufficient quantity can cause almost instant death. Full protective clothing and protective breathing masks are required to insure safety. These substances are stored as liquids and may be dispersed as aerosols by explosive charge or aerosol dispenser.

Blood Agents, such as hydrogen cyanide and cyanogen chloride, are generally colorless liquids widely used in the manufacture of commercial chemicals. These agents interfere with cell respiration by obstructing oxygen intake from the blood or by interfering in the exchange of carbon dioxide between the blood and tissues or blood and air in the lungs. The agents attach the body through the respiratory system and can cause almost instant cardiac arrest if inhaled in sufficient quantity. While they work fast, blood agents dissipate quickly. Although readily absorbed through the respiratory tract,

these agents do not normally enter through the skin. A protective breathing mask will provide short term protection. However, these agents tend to saturate charcoal filters. The agent is disseminated by aerosol sprayer or vaporized by explosive charge.

Choking Agents, such as phosgene, cause damage to the tissues of the respiratory system when inhaled or to the unprotected eye. Phosgene has many commercial applications. The use of a protective mask provides protection against phosgene. It is usually disseminated by aerosol spray.

Blister Agents are tissue irritants that can lead to convulsions and death, in sufficient quantities. The most common is mustard gas. In lesser amounts, exposure may cause symptoms similar to severe burns and may result in secondary effects. Research has also identified long-term medical effects, such as cancer. Unprotected contact with the agent will result in transfer of the substance. Full protective clothing and a protective breathing mask are necessary.

Biological Weapons Defined:

Biological weapons are defined as any micro-organism, virus, infectious substance, or toxin, capable of causing death, disease, or other biological malfunction in a human animal, plant, or other living organism. Toxins are poisonous substances produced by living organisms, which, in certain cases, may also be man-made. Biological agents are generally divided into either replicating (infectious) agents, or non-replicating (non-infectious or intoxicating agents). Replicating agents are produced from bacteria, viruses, or fungi. Non-replicating agents are produced from toxins.

For years the dividing line between chemical and biological warfare was clear. Biological agents (toxins) were produced by living things. Chemical agents were not. Today, due to advances in biotechnology, toxins that were formerly only produced by living things can be produced by altered living organisms or chemical synthetic methods in a laboratory setting.

Viruses There are approximately 75 identified viruses that cause diseases in man. The most likely viral agents adopted for use as weapons include yellow fever, tick-borne encephalitis, Japanese encephalitis, dengue, Venezuelan equine encephalitis, chikungunya, o'nyong-nyong, Rift Valley fever, influenza and smallpox. Transmission would most likely be accomplished through aerosol dissemination or the use of a vector (a living organism capable of delivering a biological weapon to a victim, such as fleas, mosquitoes, or rats). Many viruses can be reproduced in a basic medical laboratory utilizing eggs or tissue cultures. Most produce early symptoms such as fever, headache, nausea, and vomiting, following an incubation period. These diseases can be fatal if untreated.

Bacterial Agents include the plague, anthrax, tularemia, brucellosis, and typhoid fever. Most can be produced in a laboratory setting or purchased from medical research firms. Dissemination is most probably accomplished by aerosol or natural dispersal e.g., food contamination. Infection is introduced primarily through the respiratory tract. An incubation period may last from one day to several weeks and the fatality rate for untreated cases may exceed 80%. Water supplies are particularly vulnerable to contamination by strains of certain bacteria. It should be noted that it is extremely difficult to contaminate most municipal water systems. The number of purification and filtering processes built into the system would rid the water of any contamination, Private water supplies and those not subjected to rigorous purification processing are at risk.

Fungal Infections are usually introduced through the respiratory system by breathing infected spores. Fungal infections can be spread through the civilian or agricultural population and are

extremely difficult to detect prior to the first casualty. At this time, there is no known application of fungal infection as a biological agent for a weapon.

Toxins unlike infectious agents, are not capable of natural or unaided reproduction. They are defined as poisonous substances made by living organisms. While such agents generally require an incubation period of a few days prior to illness, some can cause incapacitation or death quickly. Examples of toxin sources are bacteria, plants, and venoms from cobras, scorpions and shellfish. Today some toxins can be reproduced in limited quantities through biotechnology. This may involve the use of recombinant technology (gene splicing).

C/B TERRORIST THREAT INDICATORS

The following should be considered activities indicative of a C/B threat. The presence of same may suggest that a C/B threat is being considered, planned, or has (in the case of biological weapons) already been introduced. Activity on behalf of a group or individual investigation should receive immediate attention.

BIOLOGICAL THREAT INDICATORS:

1. any reference to the terms: "biological, bacteriological, germ, microbe, microorganism, virus, fungi, bug, vaccine, antidote, culture, spores or vector"
2. any reference to the use of toxins, venoms, or poisons in relation to the development or use of weapons
3. any attempt to purchase or obtain information concerning biological cultures or spores from medical or research facilities
4. any information concerning the theft or attempted theft of biological cultures from a university or medical research facility
5. any purchase or consideration to purchase laboratory supplies or specialized medical equipment
6. any attempt to acquire vaccines or medical antidotes against poisons or disease
7. any attempt to acquire any type of protective breathing apparatus and/or protective plastic, rubber, or charcoal impregnated suit - These suits are not needed for biological agents.
8. any indication of the possession, or an attempt to acquire maps, photographs, or other data related to a public water supply
9. any reference to addresses of medical research facilities or mail-order companies
10. any indication of the possession, or attempt to acquire maps, photographs, or other information related to the architectural, building, or security plans of medical research facilities, including universities and private labs
11. any indication of the existence of an unusual infectious disease in a locality where such condition is not prevalent - e.g., anthrax, botulism, etc.
12. any evidence of suspicious medical research activities - e.g., reports of rats, mice, eggs, etc. at an incongruous location; the death of a large number of animals in any locality; or the unexplained presence of medical protective garments, gloves, or face masks
13. any type of explosive device which contains an unexplained powder or liquid substance
14. any attempt to acquire meteorological data.

CHEMICAL THREAT INDICATORS

1. any reference to the terms: chemical agent, blood agent, blister agent, choking agent, mellowing agent, incapacitant, GA, GB, F, GH, VE, VM, or \ (military abbreviations)
2. any reference to the use of oxidizers, bleaches, or other decontaminants
3. Any unexplained attempt to purchase bulk chemicals
4. any indication of an interest in the location of chemical manufacturing, storage, or distribution sites
5. any information regarding the theft or attempted theft of a tanker truck containing hazardous chemicals
6. any purchase or consideration to purchase chemical-related laboratory supplies or equipment
7. any attempt to acquire antidotes against chemical nerve agents, such as atropine and 2-DAM chloride
8. any attempt to acquire any type of protective breathing apparatus and/or protective plastic, rubber or charcoal impregnated suit
9. any indication of the possession or attempt to acquire maps, photographs or other information related to a public water supply, public transportation system or large public facilities
10. any indication of the possession or attempt to acquire maps, photographs or other intelligence related to chemical manufacture, storage, or distribution facilities
11. any unexplained reports of individuals suffering from the symptoms of exposure to chemical agents, such as chemical burns or muscular seizures
12. any indication of unexplained or suspicious chemical accidents or spills
13. any type of explosive device which contains an unexplained powder, solid, liquid, or gaseous substance
14. any attempt to acquire meteorological data

Summary

The overall risk of terrorism has increased worldwide and the United States is not immune from this type of act. Therefore, it is prudent to consider the possibilities of a terrorist attack in any crisis management plan. Most plans anticipate the possibility of injuries. The main difference in other crisis events and a terrorist attack will probably be the larger number of victims.

Terrorism from firearms, explosions, and nuclear, chemical, or biological weapons constitute a threat in our society. Schools will not be the first line of defense for such actions. Out mode of operation will be reactionary in most cases. In all probability an outside agency will sound the alarm indicating the action to be taken. Therefore, one or more of the existing crisis management plans will be implemented:

- BOMB THREAT
- EMERGENCY DISMISSAL/EVACUATION
- LOCKDOWN
- SHELTER-IN-PLACE

Please refer to one of these plans should the need arise.

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

UNWANTED INTRUDER

CODE RED

Definition: Person who has no business on the school premises.

General procedures: Staff to stop strangers, look for Visitor Badge and inquire as to their business in the building; contact office to be sure they have registered.

For information to the faculty, the school needs to establish a coded procedure for the emergency.

Roles

Principal

- Take charge of the situation until, if needed, police arrive to help evacuate students.

Secretary

- Aid in communication with police and superintendent

Custodians

- Aid in evacuation or other activities as principal directs.

Teachers

- Stay with and protect and supervise students, provide first aid, and take roll.

Staff

- Provide first aid, and assist during evacuation.

Phone numbers:

Barbour County Emergency Services 911

Superintendent 304-457-3030

UNWANTED INTRUDER/TRESPASSER

Checklist

- _____ Determine the location of the intruder/trespasser
- _____ Isolate the individual
- _____ Determine the extent of the crisis
- _____ Make reasonable notes for potential court case
- _____ Move other students and staff from area
- _____ Contact police - 911
- _____ Notify Superintendent
- _____ Instruct person answering the telephone to direct all requests to Central Office
- _____ Complete and submit police information for charges
- _____ Prepare a written memo for staff and parents
- _____ Complete School Response Team Report
- _____ Schedule follow-up activities for staff and students, including security plan review
- _____ Call emergency staff meeting

Specifics

1. Contact the police. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.
2. Determine location of the intruder. Use school maps to assist police and staff members in locating intruder.
3. Isolate intruder from rest of building and students
4. Determine extent of the crisis:
 - Trespass with no safety hazard may be dealt with through informing the intruder of the offense being committed. If trespasser refuses to leave, wait for police to arrest. If the trespasser has previously been warned (placed on notice) trespass charges may be filed without the arrest of the offender.
 - Trespass with threat to others' safety will require assistance from the police.
 - Trespass charges should be filed.
5. Make notes. Recording what has occurred can provide information important to the police and in subsequent court cases.
6. Move other students/staff. Staff may be asked to keep their students in certain areas, or to keep them out of certain areas. Staff should move students as quickly and quietly as possible when directed to do so.

7. Contact the police. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.
8. Notification:
 - The Central Office will handle media and community inquiries.
 - Keep staff informed of actions. A School Response Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/actions.
 - The Transportation Department can, in extreme emergencies, provide buses for early dismissal.
 - The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts" through rumor.
 - Other schools should be given the basic information as soon as possible by the Central Office since siblings/neighbors will quickly learn of the situation.
 - The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.
 - After the crisis is over, the Central Office may wish to arrange a special press conference to give the media the same information that has been shared with the parents.
9. Telephone answerer: Prepare a statement for the individuals who answer the telephones to read. Instruct them that any further inquiries should be made to the Central Office. Give them the phone number to call.
10. Police information for charges: The police will need to be sure of details from you as well as from others interviewed. Trespassing is a misdemeanor or felony, depending upon the location of the intrusion.
11. Written memo for staff and parents: As soon as the immediate crisis/danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did.
12. School Response Team Report: submit it within twenty-four (24) hours.
13. Follow-up activities: Pupit Personnel Services can provide counseling for students and staff. The building security plan should also be reviewed.
14. Call emergency staff meeting.

Roles

Principal

- Take charge of the situation until, if needed, police arrive to help evacuate students.

Secretary

- Aid in communication with police and superintendent

Custodians

- Aid in evacuation or other activities as principal directs.

Teachers

- Stay with and protect and supervise students, provide first aid, and take roll.

Staff

- Provide first aid, and assist during evacuation.

Phone numbers:

Barbour County Emergency Services 911

Superintendent 304-457-3030

REDACTED COPY

**BARBOUR COUNTY SCHOOLS
EMERGENCY OPERATIONS PLAN
WEAPONS ON CAMPUS**

CODE RED

Checklist

- _____ Assess the situation
- _____ Notify police
- _____ Gather information
- _____ Isolate individual or suspect
- _____ Do not use force or touch the person or weapon
- _____ Remain calm
- _____ Tell another administrator what the situation is
- _____ Use emergency signal to notify teachers of the threatening situation and have teachers keep students in classroom until all is clear.
- _____ Notify Superintendent
- _____ Refer media questions to Central Office
- _____ Call emergency staff meeting

Specifics

1. Assess the situation
2. Notify police. Provide as much information as possible. Be prepared to act as a resource and liaison between school and police. If necessary, have a map of the school available for police.
3. Gather as much detailed information as possible. Try to determine:
 - location, identity and detailed description of individual
 - location and description of weapon
 - any pertinent background information on individual, including possible reason for carrying a weapon.
4. Isolate individual or suspect. If weapon is in a locker or elsewhere, prevent access to it.
5. Confer with police when they arrive. They will advise you how they intend to proceed.
6. If interaction with the individual is imminent, do not use force or touch the person or weapon. Avoid sudden moves or gestures.

7. Remain calm. Try not to raise your voice - but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
8. Be certain that at least one other administrator or designee is aware of the situation, but limit information to staff and students on a need to know basis.
9. Notify Superintendent
10. Use emergency signal to notify teachers of the threatening situation and have teachers keep students in classroom until all is clear. (Code RED)
11. Refer media questions to Central Office
12. Call emergency staff meeting.

Weapons

Source: National School Safety Center, 1995

Handling a Weapon-Wielding Student

- Report incident to law enforcement
- Evacuate the area
- Evaluate the perpetrator
- Isolate
- Negotiate
- Remain calm
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, non-intimidating distance
- Avoid abrupt sporadic movements
- Look for a place to dive or jump

REDACTED COPY

BARBOUR COUNTY SCHOOLS EMERGENCY OPERATIONS PLAN

CODE RED

SHOOTINGS/WOUNDINGS/ATTACKS

Checklist

- _____ Assess the situation
- _____ Call 911.
- _____ Use emergency signal - all students and staff are to stay in classrooms, secure the door, and stay on the floor.
- _____ Establish a command post with several telephones available. (Call on local lines)
- _____ Implement first aid procedures until rescue service arrives.
- _____ Notify Superintendent's Office.
- _____ Keep a written log of events.
- _____ Prepare a written memo for staff and parents.
- _____ Implement necessary follow-up activities.
- _____ Call emergency staff meeting.

Steps of Action

1. Notify the police and other necessary emergency staff - 911
2. Determine if the perpetrator is still on premises
3. Be prepared to give description of perpetrator and whether a weapon was displayed
4. Determine number of victims and identify witnesses.
5. The emergency signal to staff and students should convey the seriousness of the situation. Follow-up announcements will be necessary to keep everyone informed. Prepare a general statement of the facts.
6. Establish a command post to handle the load of the School Response Team and to direct the press and concerned members of the community to the Central Office.
7. Implement necessary first aid procedures through trained staff school nurse, nurse's aide, physical education department, and/or athletic trainer. Direct rescue personnel to injured and give any required assistance. Designate staff member to accompany victim(s) in ambulance.
8. Contact Superintendent's Office
9. Identify a place where a log of events is to be kept. Record all significant events, actions, and individuals that are involved.

10. Keep staff informed through a memo or emergency staff meeting. Parents may be informed through a letter sent home with students
11. Follow-up management should be well-delegated. Crisis counseling for students and staff may be needed, and security concerns should be considered. All staff will assist in restoring building to normal state. Reopen school as soon as possible.
12. Call emergency staff meeting.

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

STUDENT RUNAWAY OR ABDUCTION

CODE YELLOW

Definition: Student runs away from the school building during school hours. Student is abducted by a stranger or family member.

Steps of Action

1. Call 911. If abduction, give description of abductor/abductee, make of car, direction of flight.
2. Notify school office and Superintendent's office
3. Contact parents
4. Follow student if it seems appropriate (student runaway)
5. Notify classroom teacher. Get description of student's clothing for the day from teachers.
6. Have picture of child in the office with description of clothing worn.

Roles

Principal

- Follow student if appropriate (student runaway)
- Ensure that all necessary persons are contacted.

Secretary

Notify law enforcement, parents, and Central Office - give information about emergency

Custodian and Staff

- Remain in classroom if appropriate

Phone Numbers

Barbour County Emergency Services - 911

Superintendent – 304-457-3030

BARBOUR COUNTY BOARD OF EDUCATION EMERGENCY OPERATIONS PLAN

UTILITY EMERGENCY PROCEDURE

YELLOW

Failure of one or more of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. The basic county policy governing actions that should be taken is that schools should remain in operation to the extent possible and students will be cared for until regular dismissal time.

Signals: Should building need to be evacuated, follow drill procedure with a verbal announcement on the school public address system followed by manually tripping the fire alarm. In the event of electrical failure and need to evacuate, verbal announcement on bull horn, walkie talkie communication, and visual check of all school areas would be conducted by principal, custodian, and other designated staff.

Steps of action:

Gas Line Break - Top Priority - Call 911

1. During or after school hours, call appropriate gas provider: Dominion Hope Gas - 1-800-934-3187
2. Call Superintendent's office – 304-457-3030
3. If after hours, call principal's home

Electrical Power Failure

1. Call 911 in event of life threatening emergency, e.g., downed power line
2. Call appropriate power supplier: Allegheny Power, 1-800-255-3443 at all hours
3. Call Superintendent – 304-457-3030
4. Call custodial staff or Principal via walkie talkie
5. Call school Facilities Director – 304-457-3030
6. If after hours, call principal's home

Water Main Break or Sewer Break - Top Priority - Call 911

1. During or after school hours, call appropriate Water Company Clarksburg, 623-3711,
2. Call custodian on school intercom system
3. If flooding occurs and pump is needed, call Maintenance Department, 624-3394
4. If after hours, call principal's home

Roles

Principal

- Communicate with staff and students about appropriate procedures

Secretary

- Make necessary phone contacts

Custodian

- Assist principal in inspecting the building

Teacher

- Be responsible for all children - take roll

Phone numbers

Electric Power Break

Allegheny Power Company 1-800-433-7794

Facilities Director - [REDACTED]

Principal's home - [REDACTED]

Gas Line Break

Dominion Hope Gas Company - [REDACTED]

Water Main Break

Water Company - [REDACTED]

Facilities Director - [REDACTED]

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
ACCIDENT/SERIOUS ILLNESS/INJURY/MEDICAL EMERGENCY

CODE BLUE

Definition: Emergency where one or many are sick or injured. Immediate concern is to aid the injured or sick student. Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911. Medical emergencies involving any student or employee must be reported to the office of the Superintendent.

Signals: Use Public Address System

Steps of Action:

1. Access the scene
 - Is it safe?
 - How many victims?
 - Mechanism involved in accident?
 - Safe exit route for vehicles and foot traffic?
 - Safe and immediate entrance for law enforcement and emergency vehicles?
2. Address life threatening injury
 - Airway (head tilt; chin lift)
 - Breathing (rescue breathing)
 - Circulation: pulse at neck (compressions)
 - Direct pressure to severe hemorrhage or to nearest blood vessel
 - Move head/spine injured only if in imminent danger (e.g., fire)
3. Notify Principal and Central Office
 - Contact Emergency Services (if needed)
 - Contact parent or guardian
4. If trained personnel are available, call on them to assist in life saving care.
5. Dial nurse at home school (keep office list of on-site personnel with emergency medical training)

Roles

Principal - Supervises care of sick or injured or delegates to nurses or other medical personnel

Secretary - Communicates with Emergency Services and legal guardians

Custodian - Sets up I monitors traffic pattern - Isolates scene from intruders

Assists teachers and others administering first aid assuming no building or mechanical emergency exists.

Teachers – Stays with students, assesses first aid needs and takes roll

Staff - Helps with communication to parents and first aid support.

Phone Numbers

Barbour County Emergency Services	911
Poison Control Center	_____
Nurse	_____
Superintendent	_____
Director of Facilities	_____

When calling 911, expect to be asked....

- Who is the caller?
- Where are you (address)?
- Nature of incident?
- How many victims?
- Is (are) the patient(s) unconscious, not breathing or bleeding severely?
- How do emergency vehicles get there?
- What is the phone number?
- Is there a crime involved?
- Where is the suspect(s) and was there a weapon?
- Number of suspects?
- What and where is the weapon?
- Any anticipated complications, e.g., fire spreading toward gas storage?
- Any on-site emergency service professionals?
- Description of vehicle leaving school campus?
- Description of suspect(s) - clothing, etc.?
- Direction and mode of travel?

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
ACCIDENT/SERIOUS ILLNESS/INJURY/MEDICAL EMERGENCY**

CHECKLIST

Room Number _____

Check	Off:	Initial
_____ 1. Dial 911 or direct someone to do so.		_____

Provide the following information:

Building address, including nearest cross Street(s)

_____ School or site name	_____
_____ Exact location within the building	_____
_____ Your name and phone number	_____
_____ Nature of the emergency	_____

DO NOT HANG UP UNTIL ADVISED TO DO SO BY DISPATCHER.

- _____ 2. Notify the County Office that an individual has been injured and an ambulance has been called.
- _____ 3. Ask someone to dispatch a first aid/CPR trained employee to the victim.
- _____ 4. Stay calm.
- _____ 5. Do not move the victim unless there is danger of further injury.
- _____ 6. Do not give the victim anything to eat or drink.
- _____ 7. Fax incident report to County Office before the end of the work day.

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
BOMB THREAT AND EXPLOSION PROCEDURES**

CODE ORANGE

Definition: an explosive device either present or alleged to be present in the school or on the premises which may not have exploded.

In the public school setting, bomb threats are usually a hoax perpetuated as a means to disrupt the school day. However, all bomb threats are to be treated as a real danger to the safety of personnel and students.

Signals: Code announced over school intercom system. DO NOT USE FIRE ALARM.

PREVENTIVE MEASURES

1. Closets, storage facilities, and mechanical rooms, access which are ordinarily denied to students and the general public, should be kept locked.
2. Good housekeeping must be maintained to prevent clutter in which an explosive package could be hidden.
3. All school visitors should be directed to the office. Any unauthorized person on the school grounds should be directed to leave. Failure to do so mandates the assistance of law enforcement officials.
4. Report any suspicious package or container to the school administrator(s). NEVER TOUCH OR MOVE SUSPICIOUS ITEM(S).
5. Train all personnel and student office workers who may be the recipient of a bomb threat call on the procedures to be followed.
6. Familiarize all personnel and students with the (Bomb Threat) Evacuation Plan and procedures to be followed.
7. Practice evacuation plans at least annually.

**Steps of Action for Bomb Threats:
PORTABLE RADIOS MUST NOT BE USED
DURING A BOMB THREAT INCIDENT**

1. If a phone threat is made, obtain as many details as possible. Use check list that follows.
2. Principal
3. Notify the Superintendent.
4. Call 911 for emergency assistance.
5. Evacuate the building and move to take role at predetermined area. Location away from building disaster and out of way of EMS.
6. Staff should look for unusual or suspicious noises, devices, or disturbances during evacuation. **Do not touch or move anything that looks suspicious.**
7. Protect face and head from flying debris with arms, books, coats, etc.

BOMB THREAT CALL CHECKLIST

1. When is the bomb going to explode?
2. Where is the bomb located?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you (the caller) place the bomb?
7. Why did you (the caller) place the bomb?
8. What is your name?
9. What is your address (where do you (the caller) live)?

Sex of caller _____ Age _____ Race BARBOUR Length of call _____

CALLER'S VOICE

Calm	Laughing	Lisp	Angry	Crying
Rasp	Excited	Normal	Deep	Slow
Distinct	Ragged	Rapid	Slurred	Soft
Clearing throat	Nasal	Deep Breathing	Loud	Stutter
Cracking voice	Disguised	Accent	Familiar	

If voice is familiar, whom did it sound like? _____

Were there any background noises? _____

Remarks: _____

Person receiving call: _____

Telephone number call received at: _____

SPECIAL NOTE:

When the caller hangs up, **DO NOT HANG UP** your receiver. Quickly push and release the disconnect button to block incoming calls.

Date/Times ____

Check-off	Responsibilities	Initials
_____	1. After the threatening call has concluded and before another call is received ENTER *57 on the telephone keypad. Wait for a confirming message.	_____
_____	2. If your *57 does not operate correctly, call the operator immediately so that an attempt may be made to trace the call.	_____
_____	3. Call the State Police (911), County Sheriff (911) local police (911) or State Fire Marshall Bomb Squad 304-558-2191	_____
_____	4. Inform the police that you have initiated the Telephone Tracer System. Advise the police that they may obtain the number from which the call originated by contacting the Telephone Company Annoyance Center at 1-800-365-5810. The telephone company will only give the number to legal officials.	_____
_____	5. Notify the Principal or designee of the threat	_____
_____	6. Notify the Superintendent's office.	_____
_____	7. Immediately write down all information about the call and caller for later use by the police	_____
_____	8. Assist the principal or designee with the Bomb Threat Plan.	_____

Note: Attempt to remember the exact wording of the threat.

ROLES:

Principal

- Notify School Response Team
- Determine need for evacuation and notify staff accordingly
- Gather information from staff on anything suspicious
- Assess injuries
- Assign auxiliary person to first aid assistance at evacuation site Secretary
- Call emergency numbers (listed below)
- Take emergency card file to evacuation site

Secretary

- * Call emergency numbers (listed below)
- * Take emergency card file to evacuation site

Teacher

- Evacuate students, take roll, and report any suspicious devices, etc.

Custodian

- * Report to principal
- * Secure building by shutting off gas and electricity

Staff

- Report to Principal

Phone Numbers

Barbour County Emergency Services	911
Superintendent	304-457-3030

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
BOMB THREAT**

**ADMINISTRATOR OR DESIGNEE
CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Initiate bomb threat procedures <ul style="list-style-type: none"> a. Announce Color Code by using the intercom to direct personnel and students to assemble at a pre-designated area outside the building and danger zone. b. If information received allows sufficient time, allow students/personnel to obtain coats, etc. during inclement weather. 	_____
_____	2. Notify the Superintendent's office if there is a need to relocate personnel/students to another facility/school or to enact an emergency dismissal of school. Predetermined evacuation site: BARBOUR_____	_____
_____	3. Request that the Superintendent's office notify the media should relocation or emergency dismissal is needed.	_____
_____	4. Facilitate a search of the facility with the assistance of law enforcement, and/or emergency services personnel.	_____
_____	5. Communicate an all-clear signal to the personnel/students should the facility be deemed safe by law enforcement, fire, and/or emergency personnel.	_____
_____	6. Resume regular school program.	_____
_____	7. Communicate the cessation of the bomb threat emergency to the Superintendent's office.	_____
_____	8. Begin an internal investigation of the incident if appropriate as well as an evaluation of the incident procedures and reactions.	_____

NOTES

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
BOMB THREAT
TEACHER/AIDE/SUBSTITUTE CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. When the Color Code is announced via the intercom system, proceed with the instructions for that code.	_____
_____	2. As a class, evacuate the building to a designated safe area, or Designated, area: _____ As a class, evacuate the students from the building and facilitate their relocation to the announced evacuation site. Evacuation site: _____	_____
_____	3. While in the process of evacuation, visually inspect the classroom and evacuation route for any suspicious objects. Report any findings to school, law enforcement, fire and/or emergency services officials.	_____
_____	4. As soon as the class is assembled, check roll and report any missing students to school officials.	_____
_____	5. Supervise students throughout the bomb threat incident	_____
_____	6. Assist with the relocation of students to a "safe" area, evacuation site or with the emergency dismissal procedure.	_____
_____	7. If the incident is brought to a conclusion, return the students to the classroom again check the roll and report missing students to school administrators, and resume the regular school schedule/program.	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
BOMB THREAT
COOK CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Turn off all equipment.	_____
_____	2. If time permits, secure all food that is in preparation.	_____
_____	3. Evacuate the building.	_____
_____	4. While in the process of evacuation, visually inspect the evacuation route for any suspicious objects. Report any findings to school, law enforcement, fire and/or emergency services official.	_____
_____	5. Wait for further directions.	_____

CUSTODIAN CHECKLIST

Check-off	Responsibilities	Initials
_____	1. Ensure that all exits are not obstructed nor locked when people are present in the building.	_____
_____	2. Remove any custodial equipment from the hallways that could obstruct the evacuation route(s).	_____
_____	3. Evacuate the building.	_____
_____	4. While in the process of evacuation, visually inspect the evacuation route for any suspicious objects. Report any findings to school, law enforcement, fire and/or emergency services officials.	_____
_____	5. Wait for further directions.	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
BOMB THREAT – SCHOOL BUS**

THREAT TO BUS IN ROUTE

Check-off	Responsibilities	Initials
_____	1. Upon notification of a threat, the drivers will immediately pull the bus from the highway into the first available parking spot where students can be evacuated to a “safe” area.	_____
_____	2. As soon as possible, implement the School Bus Evacuation Plan.	_____
_____	3. Notify the Transportation Office and/or the Bus Garage of the situation and of the need for an alternate bus. NO RADIO TRANSMISSION.	_____
_____	4. Supervise the students until assistance arrives.	_____
_____	5. Deliver students to their destination using an alternate bus.	_____

THREAT AT SCHOOL SITE

Check-off	Responsibilities	Initials
_____	1. Unless advised otherwise, continue to the school site. (Alternate, Park-in-Place).	_____
_____	2. With the students on board, stop the bus a safe distance from the school and await further directions.	_____
_____	3. Options to be considered by the school and/or Transportation Office: <ul style="list-style-type: none"> a. Retain students on bus until the all-clear is given and students are returned to class, b. Return students to point of origin (home, home school). c. Deliver students to an identified alternate evacuation site. 	_____
_____	4. Wait for further directions or release from the need for additional assistance.	_____

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
CHEMICAL SPILLS/HAZARDOUS MATERIALS**

CODE ORANGE

Definition: Chemicals are a natural as well as necessary part of our existence. However, under certain conditions, chemicals can be poisonous and have harmful effects. Even some common household chemicals that are considered somewhat safe under normal use, such as ammonia and bleach, can create toxic gases when mixed.

Chemical accidents do occur, we usually think of a plant accident or tanker truck accident as the most common type of chemical accident. But in reality, most chemical accidents occur in the home. Most chemical accidents can be prevented when protective measures and safety rules are practiced.

The spilling of hazardous materials near a school could pose a serious threat to the safety of students and staff. Immediate communication with Barbour County Emergency Services, fire, and police is necessary.

The chemical accidents addressed in this plan are those that will have an adverse effect on schools. The main dangers associated with chemical accidents are:

- breathing the chemical(s)
- swallowing the chemical(s) (contaminated food/water or medications)
- coming in contact with the chemical(s) or coming into contact with clothing or things that have touched the chemical.

There are several symptoms of chemical poisoning whether by swallowing, touching or breathing. They include but not limited to:

- difficulty breathing
- changes in skin color
- headache or blurred vision
- dizziness
- irritated eyes, skin, throat
- unusual behavior
- clumsiness or lack of coordination
- stomach cramps or diarrhea

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
CHEMICAL SPILL OUTSIDE OF SCHOOL**

Protective measures are actions that can be taken to safeguard us from harm. In the event of a chemical emergency outside of the school, the response taken will be one of the following.

- WAIT AND SEE / HOLD IN PLACE (await further directions)
- EVACUATION
- SHELTER-IN-PLACE

Signals

3. Tell students/staff what is occurring and why; or
4. Send a note to all staff outlining and explaining the emergency and whether school is to continue as usual or people are to evacuate to another location.

Steps of Action

1. Identify threat to school
2. Communicate with Barbour County Office of Emergency Services
3. Communicate with Central Office
4. Determine whether to maintain school or evacuate building

Roles


Principal - Act as liaison with authorities, central office, emergency officials, and law enforcement.

Secretary - Coordinate communication

Custodian — Shut down all air handlers, air conditioning/heating all ventilating systems

Teachers - Follow directions for continuing school as usual or the evacuation of the building depending on the threat to school safety.

Phone numbers

Barbour County Emergency Services	911
Superintendent	304-457-3030
Nurse	

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
CHECKLIST
CHEMICAL SPILL INSIDE THE SCHOOL**

CODE ORANGE

Chemical spills that may occur within the school usually are of a limited hazard potential and can be safely cleaned up by school or county personnel. However, there may be some spills that are more hazardous and clean up should not be attempted by school or county personnel. Personnel who are knowledgeable of the hazardous materials involved and the particular circumstances of the accident should make the decision related to what approach to utilize for a solution to the problem. **Do not attempt to clean up a chemical spill where the substance has not been identified. Students should never be allowed to clean up spills.**

GENERAL RESPONSE STEPS

EVACUATE AND CONTROL SPILL AREA

Check-off	Responsibilities	Initials
_____	Locate the Materials Safety Data Sheets (MSDS). All personnel and students evacuate the immediate spill area.	_____
_____	Eliminate any fire hazards especially if the spill is flammable or combustible. (Turn off burners, electrical equipment, etc.)	_____
_____	Secure the immediate spill area prohibiting entry. (station a guard, lock doors, etc.)	_____
_____	Alert necessary personnel to the chemical spill. Principal's Office, Superintendent's Office, Maintenance Department, Fire Department, Hazmat Team, etc.)	_____

ASSIST ANY INJURED PERSONS

Check-off	Responsibilities	Initials
_____	Assist anyone that may have been injured as a result of the spill. remove contaminated clothing <ul style="list-style-type: none"> * remove contaminated clothing * flush skin with water * cover person if appropriate * use eyewash and/or safety shower * properly dispose of contaminated clothing 	_____

REDACTED COPY

Call 911 for medical assistance

Complete ACCIDENT REPORT and submit it to
the Board of Education Office.

CLEANING UP THE SPILL (Only for use with minor spills)

Knowledgeable and experienced personnel only should do cleaning up of chemical spills. If you are cleaning up a small spill, make sure that you are aware of the hazards associated with the materials spilled, have the proper protective equipment, and the necessary materials.

NEVER ALLOW STUDENTS TO CLEAN UP SPILLS

Check-off	Responsibilities	Initials
_____	Open windows - turn fume exhaust hood fan	_____
_____	Contain the spill. If available use absorbent clay to stop the spill from spreading.	_____
_____	Mop, scoop, or wipe up the spill using care not to come in contact with the chemical.	_____
_____	Place contaminated clean up material in a plastic bag of other appropriate container and seal for disposal.	_____
_____	Decontaminate the spill area.	_____
_____	Notify appropriate persons that the event has concluded.	_____
_____	Submit a critique of the incident to the Superintendent's Office.	_____
	Turn off HVAC Systems	
	Locate and use MSDS.	

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
CHEMICAL SPILL INSIDE THE SCHOOL**

INHALATION OF SMOKE VAPORS AND FUMES

Check-off	Responsibilities	Initials
_____	Evacuate the area as soon as smoke, vapors and/or fumes become evident. Move to an area of fresh air.	_____
_____	Do not enter the contaminated area	_____
_____	Call 911 for medical assistance	_____
_____	Be prepared to provide medical personnel with the name of the chemical(s) involved.	_____
	Name(s): BARBOURBARBOURBARBOUR_____	
	BARBOURBARBOURBARBOUR_____	

CHEMICAL SPILLS ON BODY

_____	Quickly remove all contaminated clothing and footwear.	_____
_____	Immediately flood the affected body area in cold water for at least 15 minutes. Remember to remove jewelry to facilitate the cleansing.	_____
_____	Cover the victim and properly dispose of contaminated clothing.	_____
_____	Call 911 and get medical attention promptly. Be prepared to identify the chemical(s) involved.	_____
	Name(s): BARBOURBARBOURBARBOUR_____	
	BARBOURBARBOURBARBOUR_____	

CHEMICAL SPLASH IN EYE (S)

Check-off	Responsibilities	Initials
_____	Check for and remove contact lenses	_____
_____	Irrigate the eyeball and inner surface of the eyelid with cool water for at least 15 minutes. Use eyewash or other water source. Forcibly hold the eyelids open to ensure the thoroughness of the wash.	_____
_____	Call 911 for medical assistance	_____

_____ Be prepared to identify the chemical(s) involved. _____
Name(s): BARBOURBARBOURBARBOUR_____
BARBOURBARBOURBARBOUR_____

BURNING CHEMICALS ON CLOTHING

Check-off	Responsibilities	Initials
_____	Extinguish burning clothing by using the stop-drop-and-roll technique, wrapping the victim in a fire blanket, dousing the victim with water; utilize the emergency shower or utilizing the locker room shower.	_____
_____	Remove the contaminated clothing. Be cautious of further damage to the affected area.	_____
_____	Apply appropriate first-aid training procedures -keep victim warm or cool.	_____
	Call 911 for medical assistance.	
	Be prepared to identify the chemical(s) involved.	

INGESTION OF HAZARDOUS CHEMICALS

_____	Identify the chemical ingested.	_____
_____	Call 911 for medical assistance.	_____
_____	Call the Poison Control Center 1-800 642-3625. Do not induce vomiting unless cleared to do so!	_____
_____	Cover the injured person to help prevent shock.	_____
	Be prepared to identify the chemical(s) involved.	
	Name(s): _____	

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
SCHOOL COMMUNICATION

Dealing with Rumors

Establishing reliable communications networks is critical for dealing effectively with a potentially detrimental phenomenon always present in crises: rumors. People are going to talk about an emergency and, when accurate information is not available, rumors begin. Without facts, people begin to speculate and the speculations soon come to be thought of as “facts”. Left unchecked, rumors can become more difficult to deal with than the crisis event. They may create a negative perception of the school’s ability to manage an emergency or, even worse, a belief that the school cannot provide for the safety and well-being of the children. The most effective strategy for combating rumors is to provide facts as soon as possible. Some strategies which may be helpful include the following.

1. Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know (or don’t know and are speculating about) will be passed on. A faculty/staff meeting should be held before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
2. Service personnel who answers the telephone at the school and at the central office must know which information can be shared and which information cannot be shared. They must be kept informed of inaccurate information which is circulating so they can help “correct” misinformation. Designating a few persons to answer calls helps control the circulating of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree or a briefing held especially for identified community representatives directly associated with the school will help spread accurate information.
4. The media can also help control rumors; ask them to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After the immediate crisis has passed, public meetings may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may also be helpful in restoring the community’s confidence in the school’s ability to manage crises and to provide a safe environment.

Voice and Hand Signals

Although not involving “technology”, voice and hand signals (and training staff and students to recognize them) are important instruments of communication in an emergency. Some signals which may be used include:

- *waving arms* - Waving arms back and forth over head means to follow in the direction led by the teacher.
- *palms down* - Moving arms up and down with palms toward the ground will signal students to get down on the ground wherever they are at the time.
- *palms out* - Pushing palms out, moving arms forward and back, will signal the students to stop where they are and to stand absolutely still.
- *waving arms side-to-side* - Moving arms side-to-side in front of body will signal students to move away from the center of the playground and to take shelter toward the edges of the playground.

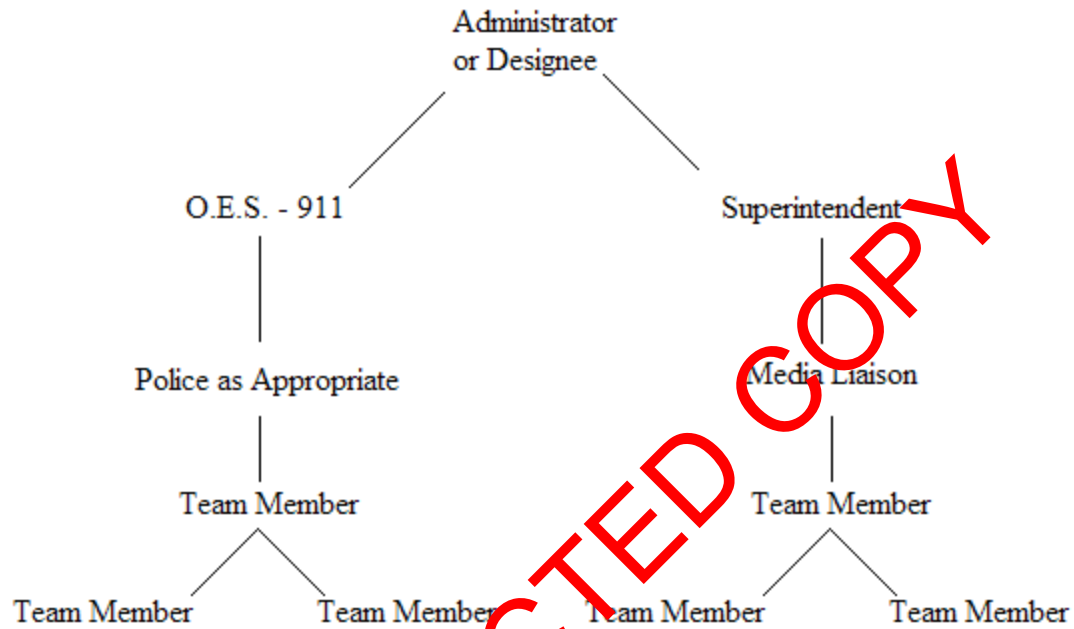
Communications

Communication is a critical part of crisis management. School staff members and students must be told what is happening and what to do. Parents of students and families of staff members must be informed about the situation, including the status of their child or family member. Timely contact with law enforcement and other emergency services is necessary for effective response. School Board members must be kept informed and updated information must be transmitted to central office and to other affected schools. The press must be informed and kept updated. Additionally, groups which are a part of the school community (PTA, advisory councils, etc.) and can assist with getting accurate information into the community are important. This chapter focuses on communication - within the school and school division, with parents and the community, and with the media.

REDACTED COPY

Telephone Tree

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.



COMMUNICATIONS WITH THE MEDIA IN TIMES OF CRISIS

1. The **primary goal** should be to keep the public informed about the crisis while trying to maintain the privacy of students and ensure as little interruption of the educational process as possible.
2. As soon as possible, **prepare a written statement** that gives the basic facts clearly and concisely. Two or three minutes spent writing down some specific points is valuable if there is time, try to anticipate what some of the questions will be and prepare answers. News people will always want to know; who, what, when, where, why, and how. Try them out on your colleagues and see if they have any recurring questions. Use the same facts in dealing with all media so the story is consistent.
3. If news media personnel arrive on campus while students are in class, **guide** their **activities** so they will not disrupt the educational process.
4. **Don't presume** to tell a reporter what is or isn't newsworthy. That decision is made by the reporters and their editors. And never - absolutely never - lie to a reporter. Tell the bad news quickly; get it over with. It may be your only chance to set the record straight. It is vital to establish the division as the best source for information on the crisis. If the media think you're hiding something, they're likely to dig hard for information from other sources and play the story more sensationally - and perhaps less accurately. Protecting and enhancing the division's credibility is important.
5. **Talk conversationally**, or you will inadvertently pitch your voice up and sound strained. If you don't understand the question, say so. Parroting the reporter's question is very dangerous on radio or video tape because the tape can be edited to sound like you concur whether you do or not. Suppose the reporter asks, "How are you handling this terrible shock?" Don't respond, "We are handling this terrible shock by "Instead, respond in your own words to the effect that, "The students are continuing their usual schedules, following a morning assemble where we discussed the situation."
6. **Answer each question and then be silent.** Stick with the statement. Don't embellish it and don't respond to media pressure to chat about it. Just because a TV reporter sticks a microphone in your face or a radio reporter lets the tape run does not mean you have to fill that prolonged silence. Don't worry your pauses will be removed in the editing process. If you are standing for the interview, don't back up, even though the microphone seems to be put down your throat. Plant your feet firmly and stand your ground. Suggest that everyone sit down if you need "space."
7. Remember the **conflict is news**, and reporters often frame their question to bring out the conflict or emotion in a story. Guard your students against such intrusions if grief is involved in the response. (However, if the media wants a student or community viewpoint, it may be well to arrange for them to talk to your PTA president.)

8. If a reporter asks **several questions** at once, say something like, “You’ve asked me several questions here where would you like me to begin?” If a reporter interrupts you before you’ve finished your answer, pause, let the reporter finish, and then continue your answer. Don’t let the reporter get you off track or tell you when you’ve finished your answer. However don’t go into lengthy detail or run off with the interview either.
9. Don’t let a reporter’s friendly sympathetic manner disarm you into giving him/her additional information. Don’t assume any chatty comments are “**off the record**” even if you say they are. Keep in mind that the media aren’t in business to help you with your communication needs: the media are in business to (1) make money and (2) disseminate news. “News” can be defined as any information of interest to the public.
10. Reporters are under constant **deadlines**, but no deadline is so important that it’s worth making an inaccurate statement. If a reporter says he/she has deadline problems, ask how long you have to get the information, and then try to obtain it within that amount of time. Don’t put reporters off: they will only get more insistent and abrasive if you do so.
11. It is best not to answer a query with “**No comment.**” Otherwise, the reporters may report you wouldn’t answer questions or may interpret for themselves why you aren’t answering. Instead, say, “I can’t share that information with you right now, but I will call you as soon as I can release it. (And do call them.) Or say, “I don’t know the answer, but I should have it in an hour. Please call me”. If you can’t reveal information at all, tell the reporters why. **Examples:** Relatives of an injured student haven’t been notified yet, or revealing the identity of a witness would jeopardize an investigation, etc.
12. After you provide the written statement to the media or answer subsequent questions, keep a media **log** of whom you speak to and what you give them, whether it is the basic statement or a subsequent update. This allows you to track which medium received what information.
13. Don’t ask a reporter for **editing rights** or to see the story for approval before it runs. Most news media have specific policies preventing this. Reporters may well interpret these requests as insults or a slight on their competence. Don’t complain to the media if you feel you were treated unfairly. You may simply draw more attention to the crisis. If major story details are inaccurate in a newspaper story, you can ask for a correction. But getting a similar correction in a TV or radio story is more difficult and must involve a giant inaccuracy.

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EARLY DISMISSAL/EVACUATION**

CODE ORANGE

INTRODUCTION

An Early Dismissal/Evacuation Plan must be somewhat of a general nature because of the many variables involved. Emergency situations such as cause, location, size and length of time are determinants that must receive consideration. Pre-planning and logical decisions at the time of the early dismissal/evacuation action will assure the safety of all persons within the school setting.

SCOPE

Several situations could initiate an Early Dismissal/Evacuation action such as:

- a flood/high water,
- a fire within the school,
- a brush or forest fire near the school, a toxic emission from a facility (manufacturing or storage),
- a toxic emission from a transportation vehicle (truck/train/barge),
- a gas/electric/water outage, or
- a weather related incident.

It should be understood that the school transportation system is an interlocking network of routes that connect with one another. An early dismissal/evacuation of one school or area may cause the same action to be implemented in other schools or areas even though they may not be directly involved.

ACCOUNTABILITY

The school principal and administrative staff is responsible for assuring that the plan is current and training sufficient to assure that a timely response will occur. Faculty and staff support is accountable for specific tasks as described herein. Students and visiting public are accountable for adhering strictly to the plan and following the directions of school personnel.

MANDATORY REQUIREMENTS

All elements of the plan are mandatory unless otherwise noted. Deviations from the plan or concerns about its implementation should be brought to the attention of the principal as soon as practical. Appropriate changes to the plan shall be made in a timely manner based upon all input sources. Retraining shall be conducted periodically (e.g., 1 x per year) and whenever there is a substantial change in the plan. Monthly walk-through audits for presence of plans and checklists are recommended.

Remember, as with all safety measures, the response should be automatic. Therefore, training and repetition are very important.

NOTIFICATION

The plan should be implemented immediately upon receiving a directive or on the school's initiative if the situation exists within that school. Outside notification may be received from the following sources.

- the Superintendent's Office - usually a known designee by telephone or radio
- emergency pager system, Barbour County Office of Emergency Services
- community early warning systems
- Emergency Alert System (EAS)
- tone alert radio transmission (weather alert radio)
- cable TV intercept
- law enforcement officials or other emergency response personnel

BASIC EVACUATION PRINCIPLES

Early Dismissal: Usually resulting from adverse weather conditions and/or the disruption of utilities (gas, electric, water)

Notification will be received from or approved by the Superintendent's office when appropriate

The school or schools will be dismissed a uniform amount of time prior to regular dismissal time. (i.e., schools to be dismissed one (1) hour early)

Emergency Evacuation

Usually resulting from a major hazardous materials (hazmat) incident, adverse weather conditions and/or the disruption of utilities (gas, electric, water) or an individual school emergency situation such as a fire.

Notification will be received from the Superintendent's office or the school will initiate and implement the plan as needed. (i.e., fire)

Students and personnel may evacuate the building as with a fire drill, be transported to another location, dismissed and sent home, or returned to the building at the cessation of the incident

PLAN LOCATIONS

Each faculty and staff member shall have a copy of the plan readily accessible. Copies shall be maintained as follows.

- In classrooms - They shall be conspicuously posted along with the checklists so that substitutes and non-regular guests will be readily capable of locating and identifying the plan.
- In the cafeteria, gymnasium, cultural center, and commons area that may be used by non-regular guests.
- In the principal's office.
- In any other area of the facility that may be used by personnel, students, and/or guests.

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EARLY DISMISSAL
PRINCIPAL(S) / COUNSELOR(S)**

CHECKLIST

Check-off	Responsibilities	Initials
_____	1. When a directive is received, notify the faculty and staff of the pending dismissal situation and schedule.	_____
_____	2. Ascertain if all buses have arrived and are awaiting the dismissal.	_____
_____	3. Implement the early dismissal schedule.	_____
_____	4. Notify faculty and staff if their early departure is also permissible.	_____
_____	5. Principal or designee remains at school until all students/buses have arrived home.	_____
_____	6. Secure building before departing.	_____

**EARLY DISMISSAL
OFFICE STAFF / SECRETARY
CHECKLIST**

_____	1. Assist principal or designee where needed.	_____
_____	2. Assist students with parental notification where necessary.	_____
_____	3. Assist with communications. Contact those classes that are on field trips.	_____
_____	4. Assure that the media has been notified and public service announcements are broadcast to inform the public of the dismissal.	_____
_____	5. Secure office items such as petty cash, attendance records, student emergency information and student medications.	_____

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EARLY DISMISSAL
TEACHER / AIDE
SUBSTITUTE TEACHER/AIDE**

CHECKLIST

Check-off	Responsibilities	Initials
_____	1. When notified, assist students with their preparations for dismissal.	_____
_____	2. Check roll, account for all students. Report missing students to the principal(s).	_____
_____	3. Supervise students until the dismissal.	_____
_____	4. Assist with the dismissal process by supervising students as they exit the building.	_____
_____	5. Secure classroom records such as registers and grade books.	_____
_____	6. Assist principal or designer where needed.	_____
_____	7. Remain in work area for further directions.	_____

**EARLY DISMISSAL
COOK
CHECKLIST**

_____	1. Return all food items to proper storage.	_____
_____	2. Secure kitchen area utensils.	_____
_____	3. Turn off all kitchen equipment.	_____
	4. Clean and prepare kitchen area for the next day.	
	5. Remain in work area for further directions	

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EARLY DISMISSAL
CUSTODIAN
CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Prepare exits and walkways for the student dismissal. (i.e., snow removal).	_____
_____	2. Remove any cleaning equipment from hallways.	_____
_____	3. Assist principal or designee as needed.	_____
_____	4. Clean and prepare school for the next day.	_____
_____	5. Remain in work area for further directions.	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EVACUATION PLAN
PRINCIPAL(S) / COUNSELOR(S)
CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Announce color code via intercom system.	_____
_____	2. Coordinate all evacuation activities	_____
_____	3. If necessary, initiate Shelter-in-Place Plan until the evacuation occurs	_____
_____	4. If necessary, assign a person to monitor the EAS broadcast system.	_____
_____	5. Inform personnel of evacuation site location. <ul style="list-style-type: none"> a. sending students/personnel home b. sending students/personnel to another school site outside of the danger area c. sending students/personnel to an alternative site Location: _____	_____
_____	6. Inform Superintendent's Office of evacuation site location (if not county initiated).	_____
_____	7. Do not dismiss those students who walk to school. They are to be transported to the evacuation site.	_____
_____	8. Dismiss students as buses arrive by calling the students a room or bus load at a time over the intercom. (Teachers accompany students).	_____
_____	9. Assign and announce the bus number on which the school service employees will be transported to the evacuation site.	_____
_____	10. Ascertain that the school has been completely evacuated and secured before departing for the evacuation site	_____
_____	11. Coordinate and oversee activities at the evacuation site	_____
_____	12. Upon cessation of the incident, dismiss students and personnel as arranged, or coordinate the return of students and personnel to the school	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EVACUATION PLAN
OFFICE STAFF / SECRETARY**

CHECKLIST

Check-off	Responsibilities	Initials
_____	1. Follow color code instructions when announced.	_____
	OR	
	Assist principal or designee with Level 4 Evacuation Plan Implementation.	
_____	2. Assist with communications; maintain Emergency Alarm System (EAS) communications. (emergency alert pager - battery radio)	_____
_____	3. Secure office items such as petty cash, student emergency information, and student medications	_____
_____	4. Relocate student medications to evacuation site if deemed necessary for extended stay.	_____
_____	5. Relocate student attendance records to evacuation site. (i.e., absence list)	_____
_____	6. Assist students with parental notifications where necessary after relocation.	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EVACUATION PLAN
TEACHER / AIDE
SUBSTITUTE TEACHER / AIDE
CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. When notified, assist students with their preparation for evacuation.	_____
_____	2. Check roll, account for all students. Report missing students to the principal.	_____
_____	3. Take attendance/student records to relocation site (telephone numbers).	_____
_____	4. Supervise students until and during evacuation. Remain with students through relocation effort and until cessation of the emergency incident. Keep students under your supervision together as a unit at all.	_____
_____	5. Await further direction.	_____

REDACTED COPY

**EVACUATION PLAN
COOK
CHECKLIST**

_____	1. Return all food items to proper storage (if time allows)	_____
_____	2. Secure kitchen utensils.	_____
_____	3. Turn off all kitchen equipment.	_____
_____	4. Follow evacuation directive to designated site.	_____

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EVACUATION PLAN
CUSTODIAN**

CHECKLIST

Check-off	Responsibilities	Initials
_____	1. Prepare exits and walkways for the evacuation dismissal. (i.e., snow removal)	_____
_____	2. Remove cleaning equipment from hallways	_____
_____	3. Assist principal or designee as needed	_____
_____	4. Check restrooms for stray students/personnel	_____
_____	5. Secure (lock) building following evacuation	_____
_____	6. Follow evacuation directive to designated site	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN**

**BUS EMERGENCY EVACUATION
BUS DRIVER CHECKLIST**

Check-off	Responsibilities	Initials
_____	A. The driver should choose at least four (4) Pupils to be SAFETY HELPERS on each run. Two of these students should always sit in the front right seat and two should sit in the rear right seat.	_____
_____	1. The two students chosen to be front SAFETY HELPERS are instructed how to push the driver over toward the left side of the bus, should he/she become incapacitated, to keep him/her from falling in the aisle.	_____
_____	a. The students are shown the emergency stop button for the bus.	_____
_____	b. The students are trained how to open the entrance door and lead the other pupils to a safe area.	_____
_____	c. The students are trained to remove the driver from the bus last and only if this can be done safely. (Students from rear may assist.)	_____
_____	d. The students are instructed on how to use the 2 radio to call for assistance,	_____
_____	2. The two pupils in the back of the bus are trained how to operate the emergency door and how to assist pupils to exit the bus safely.	_____
_____	a. During an evacuation exiting by the _____ front door, the two SAFETY HELPERS from the rear are trained to check the seats as they come forward to insure that all pupils have exited safely.	_____
_____	b. The students are trained to bring the safety flares as they exit and set them in the proper locations.	_____

REDACTED COPY

_____ B. PRACTICE DRILLS TO BE CONDUCTED WITH _____
_____ THE SCHOOL SERVED - **Three types of drills:**

_____ **Front Door Only** _____

Used when the rear emergency exit door is not usable such as when the bus has been struck in the rear.

_____ **Rear Door Only** _____

Used when the front door is not usable such as when the bus has been struck on the entrance side or the bus has been turned over on the right side.

_____ **Both Doors** _____

Used when neither door is obstructed such as when a bus is stalled on the railroad tracks or in a precarious position.

_____ C. SOME PRECAUTIONS THAT SHOULD BE TAKEN _____
_____ IN CONDUCTING EMERGENCY EVACUATION _____
_____ DRILLS _____

- _____ 1. Obtain permission from the proper authorities to _____
_____ conduct drills.
- _____ 2. Train the student SAFETY HELPERS before _____
_____ attempting to conduct such drills.
- _____ 3. Make arrangements to conduct such drills in _____
_____ safe areas, preferably on school grounds.
- _____ 4. Plan to use a smooth paved area whenever _____
_____ possible to conduct practice drills.

_____ D. MOVING A STALLED BUS IN A DANGEROUS _____
_____ AREA _____

- _____ 1. Attempt to move the bus by placing it in low gear _____
_____ and using the starter. (cannot be done with
automatic transmissions)
 - _____ a. When the bus cannot be moved, evacuate _____
_____ the bus immediately.
 - _____ b. When a bus becomes stalled on railroad _____
_____ tracks, request by radio that the office
immediately notify railroad officials of the
situation. Evacuate the bus and move
everyone to a safe area at least 100 yards
away. Two competent persons, such as the
driver aide or chaperones, if present, could
be sent down the tracks in each direction to
attempt to flag oncoming rail traffic.

_____ c. Radio bus garage or nearest wrecker service _____
to remove bus from danger area.

E. REMINDERS

_____ 1. All windows in a bus which are mounted in _____
rubber can be kicked out to make an extra
means of escape.

_____ 2. A seat cushion will snap out and make an _____
excellent instrument to knock out windows
should you need to do so.

_____ 3. The first-aid kit and fire extinguisher may be _____
needed at any time, so keep them in proper
condition and ready for use.

_____ 4. Maintain up-to-date student rosters. _____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
BUS EMERGENCY EVACUATION - FIELD TRIPS
BUS DRIVER SPONSOR CHECKLIST**

Check-off	Responsibilities	Initials
EMERGENCY INFORMATION - discussed/demonstrated to all passengers prior to each activity/field trip.		
_____	1. Location and use of the fire extinguisher.	_____
_____	2. Location of the first aid kit.	_____
_____	3. Location of the warning reflectors.	_____
_____	4. Location and use of all emergency exits.	_____
_____	5. How to shut off the engine and set the parking brake.	_____
_____	6. How to open the service door, to include safety releases or manual, air, or vacuum doors, if so equipped.	_____
_____	7. Instruct passengers to keep aisle clear at all times and not to block emergency exits.	_____
EVACUATION TEAM		
_____	1. Before each activity/field trip, an evacuation team shall be identified. (teachers, coaches, etc.)	_____
_____	2. Evacuation team members will sit where they can effectively carry out their responsibilities.	_____
_____	3. Evacuation team assignments:	_____
_____	a. _____	_____
	Driver Assistance - set parking brake, turn off engine, turn on overhead flashers and notify the Transportation Department by radio (or other means).	
_____	b. _____	_____
	Passenger Assistance - lead passengers to a safe location at least 100 feet from the bus along with the first aid kit.	
_____	c. _____	_____
	Two (2) passengers assigned to stand outside the front door to assist exiting.	
_____	d. _____	_____
	Two (2) passengers assigned to stand outside the rear door to assist exiting.	

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
EARTHQUAKE

CODE ORANGE

Definition: Trembling and shaking of the building and grounds, signaling movements in the earth's crust.

An earthquake safety program involves more than just preparing a response plan. It is also an ongoing activity that includes identifying the hazards, conducting drills, as well as involving teachers, parents, and students in developing a plan of action. An effective plan also includes training and classroom discussions to help prepare students for such an occurrence.

An earthquake response plan is based on the following assumptions:

- An earthquake can occur without warning and could occur during school hours.
- Reaction to an earthquake incident must be instantaneous; therefore prior planning and preparation is a necessity.
- An earthquake could cause widespread damage resulting from the ground shaking and other hazards triggered by the earthquake (e.g., fires, and the release of toxic materials).
- Transportation routes, telephone communications, and other utility services could be seriously disrupted.
- Medical, fire, and rescue personnel may be severely overtaxed and could not respond to every emergency within the affected area immediately.
- Schools may have to be self-sufficient for a period of time, capable of relying on their own resources to protect and care for the school population until help becomes available.
- Principals, teachers, and staff members may be required to provide first aid, search and rescue, fire control, and other first-response actions without assistance from outside emergency personnel.

USUALLY THERE WILL BE NO PRIOR WARNING OR SIGNAL FOR AN EARTHQUAKE EVENT. SAFETY PRECAUTIONS MUST BE IMPLEMENTED IMMEDIATELY.

Building evacuation following (not during) an earthquake is IMPERATIVE due to the possibility of secondary hazards, such as explosions and fires. Use of the school's fire drill procedures for this purpose is recommended.

STEPS OF ACTION

Earthquakes strike without warning and the major shock is usually followed by numerous after shocks, which may last for weeks or months. An earthquake's effect on buildings will vary from

building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used.

The major threat of injury during an earthquake is from falling objects and debris, and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, and free-standing partitions and shelves. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops.

1. Give DROP AND COVER command.
2. After shaking stops, check for injuries, and render first aid.
3. If ordered by Site Coordinator, evacuate.
4. DO NOT return to building
5. DO NOT light any fires.
6. Keep a safe distance from any downed power lines.
7. Check attendance whether or not evacuation takes place. Report any missing students to Principal
8. Stay alert for aftershocks.
9. Principal will issue instructions.

SITE COORDINATOR:

1. Determine if Site Emergency Operations Plan should be activated.
2. Assign staff to conduct preliminary damage assessment.
3. Notify Divisional Coordinator/Supervisor of status.

DROP AND COVER PROCEDURE

Inside Building:

1. Get under desk or table or other sturdy furniture with back to windows.
2. If not near any furniture, sit in a corner or with back against a wall away from windows.
3. Drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes and cover ears with forearms.
4. If notebooks or jackets are handy, hold over head for added protection.
5. Stay away from windows, bookcases, or other heavy objects.
6. Maintain position until shaking stops.

Outside Building:

1. Assume DROP AND COVER position in an open space.
2. Maintain position until shaking stops.
3. Move away from buildings, trees, overhead wires, and poles.
4. DO NOT enter building until it is determined to be safe.

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

WHAT TO EXPECT DURING AN EARTHQUAKE

The first indication of an earthquake may be a gentle shaking. Objects such as hanging plants and light fixtures may begin to sway. Or a violent jolt may be felt. A rumbling noise may be heard. The ground may begin to shake violently and it may be difficult to move from one place to another. Although the noise that accompanies an earthquake can be frightening, it cannot cause physical harm. However, it may cause considerable emotional stress unless it is anticipated. After-shocks may occur while evacuating the building or later.

It is important to take action at the first indication of the ground shaking. **DO NOT WAIT** for an alarm or signal to occur. As the ground shaking grows stronger, the danger increases. For example:

- Freestanding cabinets and bookshelves are likely to topple. Wall-mounted objects (clocks, artwork, pictures) may shake loose and be tossed across the classroom.
- Suspended ceiling components may pop out of their frames and fall, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them.
- Doorframes may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and send dangerous shreds into the classrooms.
- Utility lines may rupture or get cut down due to the movement of the building. Live electric lines, escaping natural gas, or water leaks may confront you.
- Containers of stored chemicals may rupture, break and leak. Beware of chemical spills and fumes.

DURING A MODERATE OR MAJOR EARTHQUAKE, THE GREATEST IMMEDIATE HAZARD TO PEOPLE IN OR NEAR A BUILDING IS THE DANGER OF BEING HIT BY FALLING OBJECTS. DURING THE PERIOD OF TIME WHEN THE GROUND IS SHAKING, THE SCHOOL POPULATION IS SAFEST FINDING IMMEDIATE SHELTER UNDER DESKS, TABLES, OR COUNTERS.

~~DO NOT SEEK SHELTER~~ BESIDE HEAVY OBJECTS THAT MAY TOPPLE WITH THE GROUND MOVEMENT OR NEAR GLASS WINDOWS OR DOORS. PRECAUTION MUST BE TAKEN TO SEEK SHELTER IN AREAS THAT ARE NOT DIRECTLY UNDER LIGHT FIXTURES, ETC. THAT ARE LIKELY TO FALL DURING AN EARTHQUAKE.

DO NOT ATTEMPT TO EVACUATE THE BUILDING DURING AN EARTHQUAKE.

ROLES

Principal:

- Determine need for evacuation and notify staff accordingly
- Assess injuries
- Assign auxiliary persons to administer first aid assistance at evacuation site
- Have maintenance initially assess soundness of the building

Secretary:

- Call emergency numbers listed below
- Take emergency files to evacuation site

Custodian:

- Secure building by shutting off gas and electric
- Report to principal

Teacher:

- Evacuate with children, take roll
- Report any missing children

Staff:

- Report to principal

PHONE NUMBERS

Barbour County Emergency Services: 911

Superintendent: 304-457-3030

Transportation: 304-457-1289

Facilities: 304-457-3030

REDACTED COPY

EARTHQUAKE

SCHOOL PREPARATION CHECKLIST

IDENTIFICATION OF POTENTIAL HAZARDS

Check-off	Room Assessment	Initials
_____	1. Free-standing cabinets, bookcases, and wall shelves are secured.	_____
_____	2. Heavy objects are not stored on high shelves	_____
_____	3. Potentially hazardous displays (i.e., aquariums) are secured and located away from seating areas.	_____
_____	4. Student seating areas are arranged as far away from windows as possible.	_____
_____	5. Computers, TV monitors, etc. are secured	_____
_____	6. All wall-mounted objects (i.e., clocks, maps, etc.) are secured against falling.	_____
_____	7. Heavy equipment, such as a piano, is secured against rolling.	_____
_____	8. Chemical storage units are secured and lockable.	_____
_____	9. All utility shut-off controls have been located and identified in or for the classroom.	_____

Electric: _____

Gas: _____

Water: _____

Other: _____

Check-off	Room Assessment	Initials
_____	10. Emergency equipment has been located and identified for the classroom use. Fire extinguisher _____ First aid kit _____	_____
_____	11. An alternate indoor shelter area has been identified for the classroom. Area _	_____
_____	12. An outdoor evacuation assembly has been identified for the classroom (away from electric lines, tree limbs, etc.). Area _	_____
_____	13. Students and personnel hold periodic earthquake drills to be prepared for immediate evasive action. Drills should include: <ul style="list-style-type: none"> a. classroom discussions b. actions to be taken during an actual event c. actions to be taken after an actual event d. demonstrations e. directions on where to seek shelter and how to protect head and bodily injury from falling debris (drop and cover procedure) 	_____
_____	14. Potential hazards along building evacuation route have been identified. <ul style="list-style-type: none"> a. glass windows/doors b. lockers/trophy case/cabinets c. elevators - DO NOT USE d. awnings/porch roofs/overhangs 	_____
_____	15. Potential hazards in the outside assembly area have been identified. <ul style="list-style-type: none"> a. tree limbs b. power lines c. utility lines <ul style="list-style-type: none"> * electric * gas * water 	_____

REDACTED COPY

**COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN**

**EARTHQUAKE PREPARATION
ADMINISTRATIVE CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Familiarize all students and personnel with the Emergency Operations Plan.	_____
_____	2. Hold periodic school-wide earthquake drills.	_____
_____	3. Assess staff skills and identify assistance teams.	_____
_____	4. Provide training for assistance team members.	_____
_____	5. Have each department and classroom complete The Preparation Checklist to ensure that all personnel are familiar with the potential hazards.	_____

EVENT CHECKLIST

_____	1. When an earthquake occurs activate the school's Emergency Alarm for a Standby Notification Alert or an Evacuation Alert, depending upon the severity of the earthquake.	_____
_____	2. Determine if evacuation, sheltering or no response is appropriate for the situation.	_____
_____	3. Implement the appropriate Emergency Operations Plan. Communicate to personnel. No response necessary (No damage/danger) Sheltering (drop and cover)	_____
_____	4. Ascertain that all students and personnel are accounted for, following the event.	_____

Check-off	Responsibilities	Initials
_____	5. Maintain communication by Emergency Alert pager, radio, television, or National Weather service radio to determine the likelihood for after-shocks.	_____
_____	6. Attempt to communicate needs to the Board of Education, office of Emergency Services, Red Cross, and/or legal authorities.	_____
_____	7. Coordinate all services needed during the aftermath of the earthquake.	_____

EARTHQUAKE EVENT CHECKLIST
ALL PERSONNEL/STUDENTS
IF INDOORS

Check-off	Responsibilities	Initials
_____	1. STAY INSIDE. Move away from windows, shelves, suspended light fixtures, and heavy objects that may fall or turn over.	_____
_____	2. Take cover under desks, tables, etc. to shelter from falling objects.	_____
_____	3. In halls, stairways, or other areas where no cover is available, move to an interior wall.	_____
_____	4. When sheltering, turn away from windows, kneel alongside a wall whenever possible, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck. (Drop and cover) A textbook could also be used to protect the head.	_____
_____	5. In laboratories and kitchens, all burners should be extinguished (if possible) before taking cover.	_____
_____	6. Stay clear of hazardous chemicals that may spill.	_____
_____	7. Following the earthquake, move carefully to the predetermined outdoor assembly area. Assembly areas: _____	_____
_____	8. Be prepared for after-shocks that could occur for a long period of time following the earthquake. Some after-shocks could be as strong as the initial earthquake. (Resume sheltering position during the after-shocks.	_____
_____	9. Check roll - report any missing personnel students to administrators.	_____
_____	10. Assemble the School Response Team, CPR/first-aid and Damage Control Teams.	_____

**EARTHQUAKE EVENT CHECKLIST
ALL PERSONNEL/STUDENTS
IF OUTDOORS**

Check-off	Responsibilities	Initials
_____	1. Move quickly to an open space, away from buildings and overhead limbs, power lines, roof over-hangs, etc.	_____
_____	2. Lie down or crouch low to the ground. (Legs will not be steady while ground is shaking.)	_____
_____	3. Be alert - keep looking around for dangers that may cause you to move locations.	_____
_____	4. Remain in crouched position until the ground stops moving (usually no more than 60 seconds).	_____
_____	5. Be prepared for after-shocks that could occur for a long period of time following the earthquake. Some after-shocks could be as strong as the initial earthquake.	_____
_____	6. Move to the predetermined outdoor assembly area. Resume shelter position for after-shocks.	_____
_____	7. Check roll - report missing personnel/students to administrators.	_____
_____	8. Assemble the School Response Team, CPR/First Aid and Damage Control Teams.	_____

REDACTED COPY

EARTHQUAKE CUSTODIANS CHECKLIST

Check-off	Responsibilities	Initials
_____	1. As soon as permissible, shut off the main utilities. Gas _____ Electric _____ Water _____	_____
_____	2. As soon as permissible, shut off all HVAC systems.	_____
_____	3. Report to the administration for further instructions.	_____
_____	4. Maintain a list of tools and their location that can be used for search and rescue operations.	_____

TOOLS	LOCATION

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN
SCHOOL RESPONSE TEAM**

SEARCH AND RESCUE TEAM

Team Leader

Assistant Team Leader

- 1. _
- 3. _
- 5. _
- 7. _
- 9. _

- 2. _
- 4. _
- 6. _
- 8. _
- 10. _

FIRST AID/CPR TEAM

Team Leader

Assistant Team Leader

- 1. _
- 3. _
- 5. _
- 7. _
- 9. _

- 2. _
- 4. _
- 6. _
- 8. _
- 10. _

DAMAGE CONTROL TEAM

Team Leader

Assistant Team Leader

- 1. _
- 3. _
- 5. _
- 7. _
- 9. _

- 2. _
- 4. _
- 6. _
- 8. _
- 10. _

REDACTED COPY

EARTHQUAKE DRILL EVALUATION

- _____ Are all students and personnel familiar with the “drop and cover” procedure?
- _____ Have all students demonstrated their ability to take immediate action through practice drills?
- _____ Do all school personnel participate in practice drills?
- _____ Is there sufficient shelter space under tables, desks, counters, etc. for all students and personnel?
- _____ Do all students and personnel know how to protect themselves if no shelter is available?
- _____ Are students and personnel prepared to remain in sheltering positions for up to 60 seconds?
- _____ Are students instructed to remain silent and listen for directions during drills and an actual event?
- _____ Are teachers and other school personnel prepared to remain relatively calm and reassure students?
- _____ Are students evacuated from classrooms to a safe outdoor area as a follow-through to a simulated drill?
- _____ Does your post earthquake building evacuation procedure consider the very real possibility that strong after-shocks may occur within minutes after the main event?
- _____ Do teachers remember to take class rosters and check roll in outdoor assembly areas?
- _____ Have the Earthquake Assistance Teams received the necessary training?
- _____ Have maintenance staff and others having assigned earthquake response duties practiced their roles during earthquake drills?
- _____ Have students been given ample opportunity to discuss their fears and concerns about earthquakes?
- _____ Have students been instructed on how they can help each other during an earthquake?
- _____ Are earthquake drills viewed as an opportunity to discuss earthquake preparedness in the home?
- _____ Have parents been informed about the school’s earthquake preparedness program?
- _____ Have teachers and other staff members been encouraged to prepare their families to cope effectively during and after an earthquake?

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN**

EARTHQUAKE PLAN - SCHOOL BUS

Check-off	Responsibilities	Initials
_____	1. At the first indication of an earthquake, (ground beginning to shake) pull the bus to the side of the road.	_____
_____	2. Locate a "safe" area to park the bus. <ul style="list-style-type: none"> • Level ground • No overhead tree limbs • No overhead power lines • No overhead or nearby structures that could collapse on the bus 	_____
_____	3. Order students to "Drop and Cover". Students crouch between seats with arms or an object such as a textbook covering their heads.	_____
_____	4. If near the center of an earthquake, the bus may be overturned and evacuation may be necessary.	_____
_____	5. Remain parked until further orders are received from the Transportation Department after the earthquake. Options to be considered: <ul style="list-style-type: none"> a. Continue to destination b. Return students to point of origin (home or school) c. Continue to a directed alternate site. 	_____
_____	6. Wait for further directions or release from the need for additional assistance.	_____

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

FIRE PROCEDURES

In the event of a fire within the school building:

- 2. SOUND THE FIRE ALARM IMMEDIATELY.**
3. Evacuate the building according to the following procedures:
 - a. Students will walk out of the designated exit in a quiet orderly manner.
 - b. The student reaching the outside door first will hold it open for the others.
 - c. The classroom windows should be closed. The classroom doors should also be closed by the last person to leave the room
 - d. Teachers will take class lists of students
 - e. Students must go a safe distance from the building and must not stand in any (predetermined location) driveway or other hard surfaced area.
 - f. Teachers are responsible for the students under their supervision and should take attendance, accounting for each child. Children who are unaccounted for are to be reported to the principal/assistant principal immediately.
 - g. The fire drill plan for evacuating the building is posted in each classroom throughout the year.
4. Notify the Fire Department by calling 911.
5. Notify the Superintendent at 304-457-3030
6. Notify the utility company of a break or suspected break in gas or electrical lines which would present an additional hazard. The custodian will cut off propane or gas.
7. Access roads will be kept open for emergency vehicles by the custodial staff under the direction of the principal/assistant principal
8. If a fire occurs near the school, the Local Fire Department will determine the course of action.
9. Students and staff members will be allowed to return to the building at the direction of the principal only upon the recommendation of the fire department.
10. Decisions regarding school dismissal or other further actions are the prerogative of the superintendent.

ROLES

PRINCIPAL

- Supervise evacuation and check for injuries
- Assign roles to auxiliary persons as needed
- Keep access roads open
- Administer first aid, if necessary

SECRETARY

- Call 911 for emergency assistance
- Call Superintendent
- Call Director of Public Information
- Take emergency card file to evacuation site

CUSTODIAN

- Locate fire by walking the perimeter of the facility and report to principal
- Shut off natural gas
- Keep access roads open

TEACHER

- Evacuate students
- Take roll
- Notify principal/assistant principal of any missing students

STAFF

- Assist with evacuation
- Report to principal for assignments
- Check bathrooms and other spaces for students and other people

**BARBOUR COUNTY BOARD OF EDUCATION
EMERGENCY OPERATIONS PLAN**

FIRE ALARM/DRILL REGULATIONS

(State Regulations)

1. All doors and exits in school buildings shall be kept unlocked and unfastened during school hours. They may be locked to prevent entering, but not exiting.
2. A minimum of ten (10) fire drills shall be conducted each school year.

Regulations and Procedures

1. Drills shall be executed on different days of the week and at different hours of the day, during change of classes, when the school is at assembly, during recess periods, etc., and in such a manner as to destroy distinction between drills and actual fires. After the first three fire exit drills of the fall term, all other drills should be planned with one or more blocked exits without locking any exit.

NOTE: Proper arrangements must be made for the prompt evacuation of all "special needs" students. A person of responsibility should be assigned to each student needing assistance.

2. If a drill is called when pupils are going up and down the stairways, as during the time classes are changing, the pupils shall be instructed to form a line and immediately proceed to the nearest available exit in orderly manner.
3. As all drills simulate an actual fire condition, pupils shall not be allowed to obtain clothing after the alarm is sounded, even when in homerooms, because of the confusion which would result in forcing the lines and the danger of tripping over dragging apparel.
4. Drills shall be in charge of the principal, teachers, or other authorized person in each building, who shall keep a record of the date of each drill and the time required to empty the building on the State Drill Report Form provided each school.
5. Every fire exit shall be an exercise in school management for principal and teacher, with the chief purpose of every drill complete control of the class so that the teacher will form its ranks quickly and silently, may halt it, turn it, or direct it as desired. Great stress shall be laid upon the execution of each drill in a brisk, quiet, and orderly manner. Running shall be prohibited. In case there are pupils incapable of holding their places in a line moving at a reasonable speed, provisions shall be made to have them taken care of by the more sturdy pupils, moving independently of the regular line of march. If for any reason a line becomes blocked, some of the pupils should be countermarched to another exit in order to prevent panic conditions arising as a result of inactivity.

6. Monitors shall be appointed from the more mature pupils to assist in the proper execution of all drills. They shall be instructed to hold open doors in the line of march or to close doors where necessary to prevent spread of fire or smoke. There shall be at least two substitutes for each appointment so as to provide for proper performance in case of absence of the regular monitors. The search of toilet or other rooms shall be the duty of the teachers or other members of the staff. If the teachers are to do the searching, it should be done after they have joined their classes to the preceding lines.
7. Each class or group shall proceed to a predetermined point outside the building and remain there while a check is made to see that all are accounted for, leaving only when a recall signal is given to return to the building, or when dismissed. Such points shall be sufficiently far away from the building and from each other as to avoid danger from any fire in the building, interference with fire department operations, or confusion between different classes or groups.

Where necessary for drill lines to cross roadways, signs reading "STOP! SCHOOL FIRE DRILL" or equivalent shall be carried by monitors to the traffic intersecting in order to stop traffic during the period for the drill.

Whenever possible, drill lines should not cross a street or highway especially where the traffic is heavy; it is recommended that where drill lines must cross roadways, a police officer be on duty to control traffic during drills.

Signal Regulations

1. All fire exit drill alarms shall be sounded on the fire alarm system and not on the signal system used to dismiss classes.
2. Whenever any of the school authorities determine that an actual fire exists, they shall immediately call the local fire department using the public fire alarm system or such other facilities as are available.
3. In order that pupils will not be returned to a building which is burning the recall signal shall be one that is separate and distinct from any cannot be mistaken for any other signal. Distinctive colored flags or banners may give such signals. If the recall signal is electrical, the push buttons or other controls shall be kept under lock, the key for which shall be in the possession of the principal or some other designated person in order to prevent a recall at a time when there is a fire. Regardless of the method of recall, the means of giving the signal shall be kept under a lock.

BARBOUR COUNTY BOARD OF EDUCATION

EMERGENCY OPERATIONS PLAN

HAZARD MITIGATION

Twice annually, the principal or site coordinator, or his/her designee and a custodian will undertake a physical survey of all site facilities and grounds for identification and correction of potential hazards. This inspection should occur in August and February of each year. The Hazard Mitigation Checklist will be used to conduct all inspections.

WHY?

Mitigating the probability of hazards during disasters reduces tremendously the incidence of injury and/or death. Each school is required to take precautions to reduce the potential for injury to students and staff through a process named "Hazard Mitigation".

As you identify potential hazards, put into perspective those you can eliminate, reduce, or only anticipate. You will discover that many hazards can be reduced substantially or even eliminated with little effort and no cost (e.g. removal of heavy objects from high shelves). Other hazard reduction measures might be phased into your routine maintenance schedule. Since the more costly measures are likely to compete with other budget items, you may wish to develop a plan to reduce a few hazards each year.

The following classroom hazard mitigation checklist recommended by the Federal Emergency Management Agency (FEMA) may be used in your planning. Completed checklists are to remain at the school.

CLASSROOM HAZARD MITIGATION INVENTORY

School: _____ Room Number: _____ Date: _____
BARBOUR _____

Teacher: BARBOURBARBOURBARBOUR _____

Planning Problem: Classroom contains (indicate total number):

_____	Unsecured bookcases
_____	Unsecured wall shelves
_____	Unsecured free-standing cabinets
_____	Unsecured hanging plants
_____	Unsecured computer equipment
_____	Unsecured VCRS
_____	Unsecured TV monitors
_____	Unsecured audio-visual wheeled carts
_____	Unsecured pianos
_____	Heavy objects on high shelves
_____	Boxes/items stored atop cabinets

Listed other hazards identified: _____

Recommend
remedies/objectives.

Develop and assign tasks.

Recommendation: Determine and implement best procedures for securing bookcases, cabinets, wall shelves, TVs, and rolling pianos. _____

Tasks _____

Meet with maintenance personnel, if needed.

BARBOUR COUNTY SCHOOLS

GENERIC COMMUNITY EVACUATION CHECKLIST

If the community is instructed to evacuate, take the following actions immediately.

Prepare to Evacuate

Check-off	Responsibilities	Initials
_____	Tune in to the Emergency Alert System for instructions.	_____
_____	Stay calm. Stay off the telephone.	_____
_____	Gather appropriate clothing, necessary medicine and if readily available, a portable radio, flashlight, check book, credit cards and any other necessary items.	_____
_____	Lock all outside doors, with the exception of the one you plan to exit, and windows, to prepare for evacuating.	_____
_____	Monitor the Emergency Alert System for further directions.	_____

Evacuation

_____	If possible before departing, turn off gas, water and electric.	_____
_____	Take the necessary items and others you have gathered with you.	_____
_____	Leave the house and remember to lock the exit door.	_____
_____	If time allows, check with any neighbors that are close by, who may need assistance with exiting or transportation to the community sheltering site.	_____
_____	Quickly go to the designated evacuation pick-up point or drive your own vehicle to the designated community sheltering center. (List is where?)	_____
_____	If traveling by your own vehicle, turn on the radio to an Emergency Alert Station and monitor it for further instructions.	_____
_____	When the event concludes and if it involved hazardous materials, remember ventilate you house before remaining inside.	_____

DO NOT ATTEMPT TO GO TO OTHER THAN THE DESIGNATED SHELTER LOCATION. YOU MAY FURTHER EXPOSE YOU AND/OR YOUR FAMILY TO DANGER. FOLLOW THE EMERGENCY ALERT SYSTEM DIRECTIONS.

REDACTED COPY

BARBOUR COUNTY SCHOOLS
EMERGENCY OPERATIONS PLAN
WEATHER

CODE WHITE

Hurricanes are not likely to catch a school unaware since the Weather Service provides advanced notice. Tornadoes and severe thunderstorms can occur rather suddenly, therefore the following precautions and procedures should be used.

Definitions:

Tornado Watch: Conditions are favorable for tornado or severe weather, Make staff aware, but take no action

Tornado Warning: Tornado has been sighted take shelter immediately.

Signals:

1. Tornado watch and warnings will be indicated to school buildings over the telephone lines.
2. Signal that warning (or tornado drill) will be either:
 - by public address system, or
 - if the electricity should be off, teachers will be notified by a walkie talkie and a portable bull horn announcement in the hallways.

Steps of Action:

1. Signal that a practice drill will begin with a steady tone on the public address system.
2. Students should proceed to their designated position against an inside wall and assume a kneeling position, head down, with hands covering their heads.
3. Students in unsafe locations at the time of the drill will go to assigned locations at the direction of the teacher. Teachers will know where to take students for their classrooms.
4. Teachers are to close classroom doors after students exit into hallways.
5. Quiet is extremely important so that any necessary directions may be called down the hallway.
6. Teachers should keep their class rosters with them during the drill; remain behind their classes to be sure students are following the drill or emergency procedure and to verify student classroom count.
7. The all-clear signal will be a verbal or public address announcement by the principal or designee.

Other Procedures

1. Under no circumstances are students to be in the gym, cafeteria, or portable classrooms during tornado drill.
2. In an outside office, blinds are to be closed on windows and office personnel are to use telephones in the inner office away from glass windows/areas.
3. During a tornado watch, a weather spotter (custodian) is to be posted in a southwest area and should notify the office if a tornado is sighted.
4. Call 911 if a tornado is sighted.
5. In the event of a tornado sighting, the school office will contact Barbour County Schools' Central Office at 304-457-3030

Roles

Principal:

- Supervise the student body and maintain contact with all staff.

Secretary:

- To remain near the phone in the office

Custodian:

- Act as a weather spotter looking southwest from a window or doorway

Teacher:

- Supervise his/her own classes; follow emergency procedures to get students to shelter area.

PROCEDURES IF A TORNADO ACTUALLY STRIKES THE SCHOOL

1. The principal will determine when and if the building should be evacuated and to what extent it should be evacuated.
2. Notify the local fire department and Barbour County Office of Emergency Services as needed by calling 911.
3. Notify Barbour County Schools' Central Office at 304-457-3030

**BARBOUR COUNTY SCHOOLS
EMERGENCY OPERATIONS PLAN
HURRICANE/TORNADO**

Modern warning services usually allow sufficient time to prepare for severe weather situations such as hurricanes and tornadoes. The National Weather Service issues “advisories” and other news releases to inform the public of storm warnings, to recommend precautions, and to furnish details on location, direction and intensity of storms. The following terms are used to describe such situations.

HURRICANE/TORNADO WATCH

This is not a warning that a hurricane or tornado is definitely coming. It means that the storm is near enough and/or conditions are conducive for the development of a hurricane or tornado. Everyone in the “watch” area should listen to advisories and take recommended actions if an actual hurricane or tornado warning is issued.

Watches are usually issued for periods of six (6) hours or less.

HURRICANE/TORNADO WARNING

When a hurricane or tornado warning is issued, conditions exist indicating that a specific area has the potential to be effected by a hurricane within a 24 hour period or that a tornado has actually been sighted or indicated on weather radar. Constant monitoring of the Emergency Alert System, local radio or television is necessary to determine time, severity and direction of the storm.

Hurricane warnings usually will be accompanied by a predicted time of arrival allowing for preparations to be made, however, when a tornado warning is issued, all persons in the expected path of the storm should take shelter immediately.

STORM DIFFERENTIATION

Hurricane Force Winds - Winds of 74 miles per hour or higher

Gale Warning - Winds of 55 to 73 miles an hour

Storm Warning - Winds of 39 to 54 miles an hour

Squall

A strong wind, usually accompanied by a thunderstorm or shower. The wind will probably increase suddenly in speed, maintain peak speed for two (2) minutes or longer, and then decrease quickly.

HURRICANES

What is a Hurricane?

Hurricanes are formed from counterclockwise winds drawing heat and moisture from the tropical ocean, which can lead to the formation of an intense tropical storm or cyclone. Hurricanes tend to be formed in the north Atlantic, Caribbean Sea, Gulf of Mexico, and the Pacific Coast of Mexico. The greatest risk areas are along the Gulf Coast and the southeastern seaboard. However, some hurricanes also have reached inland areas resulting in severe damage to areas of Pennsylvania, New Jersey, and New York, as well as West Virginia.

The Atlantic hurricane season lasts from June through November with August and September being the peak months. In the southeastern states, approximately one-fourth of the annual rainfall comes from dissipating hurricanes.

Hurricane proportions are reached when winds are sustained at or above 74 miles per hour. The center or eye of a hurricane can be relatively calm. Spreading outward, the hurricane can reach almost 400 miles in diameter and the outer fringe can contain winds in excess of 100 miles per hour. A hurricane moves forward about 15 miles per hour. Over land, the hurricane tends to lose intensity and break up. However, torrential rains can continue even after hurricane winds have diminished.

Major Threats

Hurricanes pose three major threats:

1. **WINDS** - winds can cause buildings to rip apart, uproot structures and objects, damage electric and telephone utility lines and cause other life-threatening damage. Be aware of the calm "eye" of a hurricane. After the initial strike, the calm eye will pass and the winds, whose force is opposite the direction of the first winds, will arrive. Objects damaged by the first winds can be destroyed by the second winds.
2. **HEAVY RAINS** - There can be wet and dry hurricanes.
Dry hurricanes move quickly over land with as little as 5 inches of rain or less. These hurricanes usually are not a great threat for flooding, but usually can cause great wind damage.
Wet hurricanes can result in more than nine inches of rain and are usually slow moving. If the hurricane becomes stalled, it can result in 18 inches or more rainfall. Therefore, the hurricanes pose a severe threat of flooding as well as wind damage.
3. **STORM SURGE** - A storm surge is a large dome of water from the sea pushed up in advance of a hurricane-making landfall in coastal areas. The strength of the hurricane making landfall in coastal areas. The strength of the hurricane determines the height of the dome of water; however, it can exceed 20 feet. A storm surge can last for several hours.

TORNADOES

How to Spot a Tornado

In a typical year, January and February are the tornado seasons over the Gulf States. Month by month the area shifts northward and expands. April and May are the big tornado months in the Midwest. Although tornadoes may strike in the United States almost anywhere, and at any time, they occur most often between March and September. Most tornadoes occur between midday and 9:00 p.m.

Recognizing Severe Weather Signs

Tornado weather is usually hot, humid, and oppressive, with southerly winds. Thunderstorms are usually present and may sometimes have a greenish-black color. There often is frequent lightning. Low clouds may start a rotational movement.

What Tornadoes Look and Sound Like

The funnel of a tornado usually looks like a spinning, twisting rope at its bottom, and fans out into a rotating funnel-shaped cloud extending down from the base of a thundercloud. The more intense tornadoes are shaped more like a wide elephant trunk it is usually gray or black. A nearby tornado sounds like the roar of a jet plane or diesel freight train.

Tornadoes usually move from southwest to northeast. Some tornado funnels never touch ground. Some are not visible along the length of the funnel, but the destructive swirl is apparent at the ground. Some touch down, rise, and touch down again. A severe thunderstorm often precedes the tornado, Heavy rains, strong winds, and hail may add to the damage of a tornado.

ASSUMPTIONS

- Reaction to a hurricane or tornado warning must be instantaneous; therefore, prior preparation is a necessity.
- Damage resulting from a hurricane or tornado could be severe and life threatening.
- Tornadoes can occur during and after a hurricane.
- Transportation routes, telephone communications, and other utility services could be disrupted.
- Medical, fire and rescue personnel may be severely overtaxed and could not respond to every emergency within the affected area immediately.
- Schools may have to be self-sufficient for a period of time, capable of relying on their own resources to protect and care for the school population until help becomes available.

- Principals, teachers, and staff members may be required to provide first aid, search and rescue, fire control, and other first-response actions without assistance from outside personnel.
- Building evacuation following a hurricane or tornado is imperative due to the possibility of secondary hazards, such as explosions and fires.
- Freestanding cabinets and bookshelves are likely to topple on people. Do not shelter nearby these items.
- Safe shelter areas must be identified through the building(s) and all students and personnel are to be assigned a shelter area.
- No attempt to evacuate the building should be made during the event.
- During the hurricane or tornado, the greatest hazard to people is the danger of being hit by flying and falling objects. Shelter should be taken under desks, tables, or counters whenever possible.
- Outdoor shelter gathering areas are identified where everyone is to report following the event.
- Personnel have been assigned to Assistance Teams:
 - a. School Response Team
- Continuous drill and practice sessions should be implemented to assure that all personnel and students are familiar with the plan.

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION
GENERAL SURVIVAL INFORMATION
HURRICANE/TORNADO

1. Become familiar with the storm warning terms, meanings, and suggested reactions. Know the risks of the area.
2. Once issued, monitor National Weather Service or the Emergency Alert System broadcasts for current and predicted conditions.
3. Check straps and anchors on “portable” classrooms, sheds and out-buildings.
4. If inside, do not attempt to run outside during the hurricane or tornado. Seek shelter. Stay with the group at all times.
5. Close and lock all windows and doors so that wind vibrations won’t cause them to open. (Explosive pressures are not as great as were once believed.)
6. If time allows, put tape across all larger window areas to help prevent flying glass. (Will not prevent breakage)
7. Close all window blinds and drapes to help prevent injury from flying glass.
8. When underground shelter is not available, go to a center hallway, smaller enclosed area, or designated shelter area.
9. Protect against flying objects and bits of sharp material by crouching under a piece of furniture, or in a stairway and cover your head with your arms or another object such as a textbook.
10. Stay as far away from windows as possible
11. Stay away from objects such as bookcases that may topple over.
12. If outside, lie down in a crevice or indentation in the ground.
13. Remain sheltered during the duration of the hurricane or tornado.
14. Be aware of possible dangers such as:
 - a. flying objects
 - b. large objects that may topple over
 - c. falling trees or limbs
 - d. breaking glass
 - e. collapsing roofs, walls, or buildings
15. Make trees more wind resistant by removing branches so that wind can blow through and remove all damaged and dead limbs.
16. If time permits, remove all outside objects near the building that can become a missile of destruction such as trash cans.

BARBOUR COUNTY BOARD OF EDUCATION
GENERAL SAFETY PROCEDURES
AFTER A HURRICANE/TORNADO

1. Identify a long-term shelter area inside and/or outside the building where everyone should gather.
2. Do not re-enter a building that has been damaged by a hurricane or tornado until it has been inspected for its integrity (safety).
3. Be on the alert for utility faults.
 - a. Do not enter an area where open wiring or downed wires are evident until advised by an electrician that it is safe.
 - b. Never touch a wire or electric line unless assured that it is dead.
 - c. If you smell natural gas:
 - don't use an open flame, matches, lanterns, torches, or have lighted cigarettes nearby,
 - open all windows and doors to ventilate the area,
 - turn off the main gas valve,
 - evacuate the area immediately,
 - seek assistance from the gas company, police or fire department, and
 - do not re-enter the building until authorities have declared it safe.
4. Do not use the public water supply for drinking or cooking unless it has been tested or proven safe. If public water must be used before declared safe, boil or chlorinate it.
5. Check food supplies. Discard all damaged containers, and secure all useable items.
6. Gather all useable items for long-term sheltering.
7. Activate the Assistance Teams.

**HURRICANE/TORNADO
SCHOOL PREPARATION CHECKLIST
IDENTIFICATION OF POTENTIAL HAZARDS**

CODE WHITE

Check-off	Room Assessment	Initials
_____	1. Free-standing cabinets, bookcases, and wall shelves are secured.	_____
_____	2. Heavy objects are not stored on high shelves	_____
_____	3. Potentially hazardous displays (i.e., aquariums) are secured and located away from seating areas.	_____
_____	4. Student seating areas are arranged as far away from windows as possible.	_____
_____	5. Computers, TV monitors, etc. are secured	_____
_____	6. All wall-mounted objects (i.e., clocks, maps, etc.) are secured against falling.	_____
_____	7. Heavy equipment, such as a piano, is secured against rolling.	_____
_____	8. Chemical storage units are secured and lockable.	_____
_____	9. All utility shut-off controls have been located and identified in or for the classroom.	_____
	Electric: _____	
	Gas: _____	
	Water: _____	
	Other: _____	
_____	10. All utility shut-off controls have been located and identified in or for the classroom.	_____
	Fire extinguisher: ____	
	First aid Kit: _____	
_____	11. An alternate inside shelter area has been identified for the classroom.	_____
	Area: _____	
_____	12. An outdoor evacuation assembly area has been identified for the classroom.	_____
	Area: _____	

REDACTED COPY

13. Students and personnel hold periodic severe storm (hurricane and tornado) drills to be prepared for immediate evasive action. Drills should include:
- a. classroom discussions
 - b. actions to be taken during an actual event
 - c. actions to be taken after an actual event
 - d. assignment of responsibilities (i.e., closing windows, doors, drapes, etc.)
 - e. demonstrations
 - f. directions on where to seek shelter and how to protect head and bodily injury from blowing and falling debris. (Drop and cover procedure)
14. Potential hazards along building evacuation route have been identified.
- a. glass windows/doors
 - b. lockers/trophy case/cabinets
 - c. elevators - DO NOT USE
 - d. awnings/porch roofs/overhangs
15. Potential hazards in the outside assembly area have been identified.
- a. tree limbs
 - b. power lines
 - c. utility lines
 - electric
 - gas
 - water

**BARBOUR COUNTY BOARD OF EDUCATION
HURRICANE/TORNADO**

ADMINISTRATIVE PREPARATION CHECKLIST

Check-off	Responsibilities	Initials
_____	1. Familiarize all students and personnel with the Hurricane/Tornado Crisis Management Plan.	_____
_____	2. Familiarize the school patrons and community with the School Response Team.	_____
_____	3. Schedule periodic school-wide severe storm practice drills.	_____
_____	4. Assess staff skills and identify assistance team members. (Should be same as School Response Team Members)	_____
_____	5. Provide training.	_____
_____	6. Have each department or classroom complete the Preparation Checklist to ensure that all personnel are familiar with the potential hazards.	_____

EVENT CHECKLIST

Check-off	Responsibilities	Initials
_____	1. When notified, or upon the arrival of an unexpected hurricane/tornado, activate the School's Emergency Alarm for a Standby Notification Alert. School Intercom: Identify the emergency.	_____
_____	2. Determine if evacuation or sheltering is appropriate for the situation.	_____
_____	3. Implement the appropriate Emergency Management Plan _____ Evacuation (See Evacuation Plan) _____ Sheltering (Continue)	_____
_____	4. Ascertain that all students and personnel are in their predetermined sheltering area.	_____
_____	5. Maintain communication by Emergency Alert, Pager, radio, television, or National Weather	_____

Service radio to track the strength, direction, and projected arrival time of the storm.

- _____ 6. If time allows, take precautions to prepare for the storm's arrival by having personnel review the information as outlined in the Identification of Potential Hazards Checklist. _____
- _____ 7. Following the event, assess the need for evacuation to outside assembly areas. Communicate this decision with personnel. _____
- _____ 8. Assess the need for activation of the Assistance Teams. Communicate this decision with personnel. _____
- _____ 9. Attempt to communicate needs to the Board of Education, Office of Emergency Services, Red Cross and/or legal officials. _____
- _____ 10. Coordinate all services needed during the aftermath of the hurricane/tornado. _____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
HURRICANE/TORNADO
OFFICE STAFF/SECRETARY CHECKLIST**

Check-off	Responsibilities	Initials
_____	1. Assist principal or designee as necessary.	_____
_____	2. Maintain EAS radio communications, especially if it is necessary to move from the office to an alternate sheltering location.	_____
_____	3. Assist with communications; intra-school, intra-county, and with emergency personnel.	_____
_____	4. Secure office items such as petty cash, attendance records, student emergency information, and student medications.	_____
_____	5. Relocate the attendance records, student emergency information and student medications to an alternate site.	_____
_____	6. Coordinate the process of accounting for all students and personnel following the event. Report any missing individuals to the administrators.	_____
_____	7. Document each for review.	_____

REDACTED COPY

**BARBOUR COUNTY BOARD OF EDUCATION
ALL PERSONNEL/STUDENTS CHECKLIST**

IF INDOORS

Check-off	Responsibilities	Initials
_____	1. STAY INSIDE - SEEK SHELTER Shelter in predetermined location: Location: _____	_____
	<u>DROP AND COVER</u>	
	<ul style="list-style-type: none"> • Move away from windows, light fixtures, and heavy objects that may fall or overturn. • Take cover under desks, tables, etc., to shelter from falling objects. • Kneel, bend head close to knees and clasp hands firmly behind neck or hold an object such as a textbook on top of the head. 	
_____	2. In hallways, stairways, or other areas where no cover is available, move to an interior wall. Drop and Cover.	_____
_____	3. When sheltering, turn away from windows and face an interior wall whenever possible.	_____
_____	4. In laboratories and kitchens, all burners should be extinguished (if possible) before taking cover.	_____
_____	5. Stay clear of hazardous chemical storage areas.	_____
_____	6. Following the storm, move carefully to the predetermined outdoor assembly area. Location: _____	_____
_____	7. Check roll, report any missing persons to an administrator.	_____
_____	8. Survey first-aid needs/supplies	_____
_____	9. Assemble the Search and Rescue, CPR/First-Aid and School Response Team.	_____

RETRACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION HURRICANE/TORNADO - SCHOOL BUS

In rare situations, a hurricane or tornado may occur when school buses are in route. Although hurricanes are somewhat predictable, tornadoes are not as easily predicted. The Transportation Department will advise drivers whenever there is a possibility of our region receiving such a severe storm.

THREAT TO BUS IN ROUTE

Check-off	Responsibilities	Initials
_____	1. When a hurricane or tornado warning is issued, drivers should be on alert and watch for the severe weather conditions to develop. Efforts should be made to deliver students to their destination as soon as possible. SPECIAL NOTE: A telephone number to facilitate contact with the school bus driver by and/or chaperone(s) should be provided.	_____
_____	2. When a hurricane or tornado is observed, seek shelter as soon as possible. Utilize the nearest school or community building that will provide protection.	_____
_____	3. If alternative sheltering is not available within a nearby building, seek shelter for the bus in an area that presents as safe a situation as possible. <ul style="list-style-type: none"> • seek lower level ground • no overhead tree limbs • no overhead power lines • no overhead or nearby structures that could collapse on the bus SPECIAL NOTE: With a tornado, the direction may be detected and it usually will have a smaller destructive path. Therefore, the bus may be able to divert away from the tornado's path if time allows. However, this is at the discretion of the driver and chaperones. Time must be provided for sheltering procedures.	_____
_____	4. Order students to "Drop and Cover". Students crouch between seats with arms or an object such as a textbook covering their heads.	_____

- _____ 5. If the bus is in the direct path of the storm sheltering may best be accomplished by evacuating the bus and seeking the lowest ground area, such as a ravine, and lying as flat as possible. _____
- _____ 6. Remain in sheltering position until danger has passed. _____
- _____ 7. Following the crisis, assess the situation, account for all personnel, provide for first-aid needs and seek nearest available assistance. _____
- _____ 8. Attempt to use the bus radio to communicate with the Transportation Department. _____

REDACTED COPY

BARBOUR COUNTY BOARD OF EDUCATION

ALL CLEAR

PASSWORD ACCOMPANIED

CODE GREEN

The All Clear signal is given once an emergency alert ends to signify that all people in the building are to return to their regular schedule and activities. To ensure the Code Green is official, **it must be accompanied by a safe password** to verify that the person calling the Code Green is not doing so against their will.

Be sure to share the safe, official Code Green password with all faculty and staff. It is to be their understanding that if a false password is given, then the emergency code previously called still stands. Review the safe password at all staff and Faculty-Senate meetings.

For instance, if an armed intruder enters the building and forces a principal to call a Code Green, then the principal will use a false password. The staff is to then understand that the regulations of a Code Red are to continue to be followed. The building will remain on lockdown until the intruder is contained by law enforcement and a Code Green with the safe password is called.

DO NOT WRITE ANY PASSWORDS IN THIS MANUAL FOR SAFETY REASONS.

REMINDE STAFF TO KEEP ALL PASSWORDS SEPARATE FROM ANY EMERGENCY MATERIALS IN A SAFE, PRIVATE PLACE.

APPENDIX A

SUCCESSION OF AUTHORITY

Please specify the chain of command within the school who will take charge in the event of an emergency. Please signify both name and title.

Be sure to share this list with all faculty and staff.

1. Principal: _____

2.

3.

4.

5.

REDACTED COPY

APPENDIX B

STUDENTS WHO REQUIRE SPECIAL ASSISTANCE

Please list here the students who have physical disabilities and/or who have 504 plans which specify they require special assistance navigating the school premises. Please list those individuals who will be assisting the student in the event of an emergency and a brief description of the kind of assistance the student requires. (Make additional copies of this form, if necessary.)

STUDENT

Description of Assistance Required: _____

AIDE

STUDENT

Description of Assistance Required: _____

AIDE

STUDENT

Description of Assistance Required: _____

AIDE

STUDENT

Description of Assistance Required: _____

AIDE

STUDENT

Description of Assistance Required: _____

AIDE

REDACTED COPY

APPENDIX C

EMERGENCY PROVISIONS LIST

A. "Host" Facilities

(Area schools committed to providing assistance/provisions, if necessary.)

Schools: _____

B. Emergency Supplies

Commercial Firms/Local Businesses willing to provide:

—
—
—
—
—
—
—
—
—
—
—
—
—
—
—
—
—
—
—
—

REDACTED COPY

C. Neighboring County School to Provide Resources:

County: _____

School: _____

MEMORANDUM OF UNDERSTANDING

Additional copies of this form may be made as needed for additional vendors. Parties are not required to honor a commitment unless this form is signed by both the Superintendent and a company designee.

Vendor Name: _____

Vendor Address: _____

Vendor Phone: _____

Contact Person: _____

Services/Provisions Offered: _____

School Name and County School System Receiving Services/Provisions:

Superintendent: _____ Principal: _____

By completing and signing this form, all interested parties agree to take full responsibility to all undersigned information provided on this form.

Superintendent Signature

Date

Vendor Designee

Date

REDACTED COPY

APPENDIX D

SCHOOL RESPONSE TEAM

Specific Trainings Required: NIMS trainings

Please list the people at the school level who will serve as a first line of support for the administration in your school in the event of an emergency. These people will all receive NIMS training. This list should include both professional and service personnel. All custodial staff are required to be trained.

NAME

POSITION

Have all above members received NIMS training by Dec. 1 of the school year?

- Yes No

Have all custodial staff members received NIMS training by Dec. 1 of the school year?

- Yes No

Please list the names of the School Response Team members and the date they received their training below.

NAME

TRAINING DATE

REDACTED COPY

BARBOUR COUNTY CRISIS • PREVENTION • PLAN



• Preparedness



• Prevention



• Response



• Recovery



SCHOOL CRISIS PREVENTION PLAN

Information included in this tab has been created referencing Policy 2315 and the School Counselor's role in crisis prevention and response. Additional details regarding information included in this tab can be obtained via the School Counselor.

SCHOOL NAME:	
---------------------	--

Counselor Name	Phone Number	Email Address

SCHOOL MENTAL HEALTH CRISIS TEAM MEMBERS

See the completed 'WV Mental Health Crisis Planning Template', page 60.

REDACTED COPY

COUNTY SAFETY DIRECTOR

Name	Phone Number	Email Address



COUNTY COUNSELOR CONTACTS

Information included in this tab has been created referencing Policy 2315 and the School Counselor's role in crisis prevention and response. Additional details regarding information included in this tab can be obtained via the School Counselor.

COUNTY: _____

School	Counselor(s)	Phone Number	Email Address(es)

REDACTED COPY

COUNTY SAFETY DIRECTOR

Name	Phone Number	Email Address



TABLE OF CONTENTS

Addressing Mental Health in School Crisis Prevention & Response	
▪ Introduction	1
▪ Preparedness	4
▪ Prevention	6
▪ Response	9
▪ Recovery	13
▪ Appendix 1.1 – Checklists, Sample Manuals, Templates	21
▪ Appendix 1.2 – Establishing a School Mental Health Crisis Team	22
▪ Appendix 1.3 – Crisis Planning Template	23
▪ Appendix 1.4 – WV Disaster Behavioral Health Response Coordinators Contact List	26
▪ Appendix 1.5.a – School Counselor Role & Responsibilities	27
▪ Appendix 1.5.b – Principal Role & Responsibilities	29
▪ Appendix 1.5.c – School Nurses Role & Responsibilities	30
▪ Appendix 1.5.d – Community Health Provider Role & Responsibilities	31
▪ Appendix 1.5.e – School-based Mental Health Providers Role & Responsibilities	32
▪ Appendix 1.5.f – School Resource Officer Role & Responsibilities	33
▪ Appendix 1.5.g – Team Member Role & Responsibilities	34
▪ Appendix 1.5.h – Special Needs Coordinator Role & Responsibilities	35
▪ Appendix 1.5.i – Blank Role Description Template	36
▪ Appendix 1.6 – WV Resources for School Mental Health Crisis Planning	37
▪ Appendix 1.7 – Emotional & Behavioral Considerations for SWD & other vulnerable students	38
▪ Appendix 1.8 – Resources for Special Needs Students	40
▪ Appendix 1.9 – Mental Health Crisis Planning Resources for Schools	42
▪ Appendix 2.1 – Training Resources	44
▪ Appendix 3.1 – Response Stages & Interventions	46
▪ Appendix 3.2 – Crisis Response Resources for Parents, Caregivers & Educators	47
▪ Appendix 4.1 – School Crisis Recovery Resources for Parents, caregivers & Educators	49
WV Mental Health Crisis Planning Template	52
Record of School / County Drills	56
Record of School / County Audits by RESA 7 Safety Consultants	57
Record of Mock Disasters	58
Record of Training, Meetings, Exercises	59
All Completed School WV Mental Health Crisis Planning Templates	60

Addressing Mental Health in School Crisis Prevention & Response



A Resource Guide for West Virginia Schools

REDACTED COPY



**WEST VIRGINIA BOARD OF EDUCATION
2014-2015**

Gayle C. Manchin, President
Michael I. Green, Vice President
Tina H. Combs, Secretary

Thomas W. Campbell, Member
Robert W. Dunlevy, Member
Lloyd G. Jackson II, Member
L. Wade Linger Jr., Member
William M. White, Member

Paul L. Hill, Ex Officio
Chancellor
West Virginia Higher Education Policy Commission

James L. Skidmore, Ex Officio
Chancellor
West Virginia Council for Community and Technical College Education

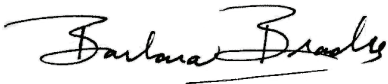
Developing this guide required a tremendous amount of coordination and collaboration from various stakeholders who support youth in our schools in a variety of capacities. These individuals willingly gave up their time, spending hours reviewing the literature, websites and guides from various states and organizations to provide a much needed resource for WV Schools. Our initial plan was to find a guide that covered mental health implications for the four crisis phases and seek permission to use or revise as needed to accomplish our goal. However, while the literature acknowledged the need for a prevention-based approach to crisis planning, we did not locate such a resource. Since our goal was to provide schools with a mental health focused crisis planning guide that included prevention-based best practices, much of the first two chapters is original work of our committee members. I gratefully acknowledge your great efforts and contributions to the initial draft of *Addressing Mental Health in School Crisis Prevention and Response: A Resource Guide for West Virginia Schools*.

It is with gratitude that I wish to acknowledge the various individuals and agencies for your hours of digging through websites and guides, for your rich discussions, and for your written submissions that resulted in this initial guide. This project was cross-agency collaboration at its best. I gratefully thank each of you, including my colleagues at the West Virginia Department of Education; DHHR Bureau for Behavioral Health and Health Facilities, Child and Adolescent Division, Office of Consumer Affairs and Community Outreach; Appalachian Center for Independent Living; Cabin Creek Health Systems; Homeland Security State Administrative Agency; Department of Military Affairs and Public Safety, WV Dept. of Juvenile Justice and Community Service, and the West Virginia School Health Technical Assistance Center, Marshall University.

Additionally, we would like to thank and acknowledge the schools and organizations that laid the groundwork for this guide. Much of our work is taken from school crisis manuals produced by other states, schools, districts and others listed in the resource section of this document.

Finally, I want to acknowledge school counselors, administrators and other staff who expressed a need for and support of this project and for the conversations that guided us in regard to the guide design and content. We truly hope that this guide provides you with the resources you need to prevent and respond to crisis and support the students, staff and families you engage in your schools. Your efforts are sincerely appreciated.

With kind regards,



Dr. Barb Brady
School Crisis Guide Lead
WVDE School Counseling Coordinator
Division of Teaching and Learning
Office of Secondary Programs

REDACTED COPY

Addressing Mental Health in School Crisis Prevention and Response

Linda Anderson, MPH
 Coordinator
 West Virginia School Health Technical
 Assistance Center
 Marshall University

Barbara Brady, PhD
 School Counseling Coordinator
 Division of Teaching and Learning
 Office of Secondary Learning
 West Virginia Department of Education

Paula Fields, MSN, BSN, RN
 Community Schools Coordinator
 Office of Special Programs
 West Virginia Department of Education

Joann Fleming, BA
 State Disaster Behavioral Health Coordinator
 Bureau for Behavioral Health and Health
 Facilities
 Office of Consumer Affairs and Community
 Outreach

Mary Grandon, PA-C
 School Based Health Center Provider- Cabin
 Creek Health Systems and
 Coordinator - West Virginia School Health
 Technical Assistance Center
 Marshall University

Jennifer Hancock, Psychologist
 Cabin Creek

David Hoge, Director
 Homeland Security State Admin Agency

Becky King, School Nursing Coordinator
 Office of Special Programs
 West Virginia Department of Education

Sgt. Donald Miller, PRO Officer
 WV Dept. of Juvenile Justice and Community
 Service

Tiffany Pittman, LPC, AADC
 Child and Adolescent Division
 Bureau for Behavioral Health and Health
 Facilities

Dallas Staples, Safe Schools Coordinator
 Dept. of Military Affairs & Public Safety

Carolyn Suppa, Ed.D.
 Coordinator
 Office of Career and Technical Instruction
 West Virginia Department of Education

Eric Tessenbaum
 Independent Living Advocacy/Training
 Specialist
 Appalachian Center for Independent Living,
 Inc.

Vanessa VanGilder, Disaster Planner
 Bureau for Behavioral Health and Health
 Facilities
 Office of Consumer Affairs and Community
 Outreach

Susie Wilson, MA
 Child and Adolescent Mental Health
 Bureau for Behavioral Health and Health
 Facilities

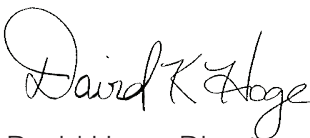


Over the last several years, school systems across the state have partnered with many organizations including law enforcement, emergency management, the fire service, local health departments, the National Guard, and other community agencies to improve the safety and security of schools across West Virginia. Through these efforts, very significant improvements have been made to the physical infrastructure of the school facilities, emergency plans and procedures and in the coordination between schools and other agencies to respond and recover from any violent incidents which might occur.

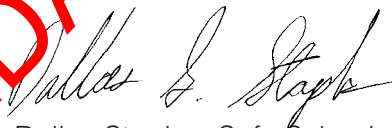
As these efforts have matured, two realities have become apparent. First, violent incidents regrettably continue to take place across the country. As these incidents are reviewed, a lot of useful insight can be garnered to further the actions and investments in our state. Secondly, the need to further shift the focus of school safety effort to preventing incidents is quite apparent. A very significant part of prevention is addressing the mental health needs of students and staff. While we maintain our response and recovery capabilities, we need to put in place robust systems to identify and address mental health issues and create a positive school climate and learning environment for our students.

The key to preventing crisis is addressing emotional issues and managing behaviors before they escalate. Furthermore, once a crisis occurs, schools must be prepared to address mental health implications to reduce further distress or secondary crises. This guide provides guidance for the next steps West Virginia needs to take in achieving effective prevention, response, and recovery.

Working together, we can be successful in helping to assure schools provide safe and secure learning environments. We commend the individuals who helped assemble this guide, and the thousands of individuals who help students across the state realize their potential every day.



David Hoge, Director
Homeland Security
State Administration Agency



Dallas Staples, Safe Schools Coordinator
West Virginia Department of Military Affairs & Public Safety
Retired Chief, Charleston Police Department

REDACTED COPY

"A school crisis is any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff."

REDACTED COPY

ACKNOWLEDGEMENTSi

CONTRIBUTORS.....ii

FOREWORDiii

TABLE OF CONTENTSv

INTRODUCTION.....1

 Purpose of this guide 1

 What is a school crisis? 1

 Why mental health is important in crisis planning 1

 De-stigmatizing “Mental Health” 2

 Overview: Phases of Crisis Planning and Response 2

CHAPTER 1: PREPAREDNESS.....4

CHAPTER 2: PREVENTION.....6

CHAPTER 3: RESPONSE9

CHAPTER 4: RECOVERY13

REFERENCES18

APPENDICES20

 Appendix 1.1: Getting Started: Checklists, Sample Manuals, Templates21

 Appendix 1.2: Establishing a School Mental Health Crisis Team.....22

 Appendix 1.3: WV School Mental Health Crisis Planning Template23

 Appendix 1.4: WV Disaster Behavioral Health Response Coordinators Contact List26

 Appendix 1.5: Sample Role Descriptions

 Appendix 1.5.a - School Counselor/Crisis Team Manager.....27

 Appendix 1.5.b - Principal 29

 Appendix 1.5.c - School Nurse 30

 Appendix 1.5.d - Community Mental Health Provider31

 Appendix 1.5.e - School-based Mental Health Provider 32

 Appendix 1.5.f - School Resource Officer 33

 Appendix 1.5.g - Team member34

 Appendix 1.5.h - Special Needs Coordinator 35

 Appendix 1.5.i - Blank Role Description Template36

 Appendix 1.6: West Virginia Resources for School Mental Health Crisis Planning.....27

 Appendix 1.7: Emotional and Behavioral Health Considerations for
 Students with Disabilities and Other Vulnerable Students 38

 Appendix 1.8: Resources for Special Needs Students 40

 Appendix 1.9: Mental Health Crisis Planning Resources for Schools.....42

 Appendix 2.1: Training Resources 44

 Appendix 3.1: Response Stages and Interventions46

 Appendix 3.2: Crisis Response Resources for Parents, Caregivers and Educators47

 Appendix 4.1: School Crisis Recovery Resources for Parents,
 Caregivers and Educators.....49

REDACTED COPY

"Effective crisis management does not start with the critical incident response. It encompasses four integrated phases: preparedness, prevention and mitigation, response, and recovery."

(Reeves, Brock, & Cowan, 2008)

Purpose of this guide

This guide is aimed at assisting schools to move to the next phase of implementation of **WV State Code §18-9F-9: School Access Safety Act** which stipulates that schools shall develop and annually revise a comprehensive crisis plan. This guide addresses mental health considerations for crisis plans that are required with the July 2014 revisions to Policy 2315: *Comprehensive School Counseling Programs*. The guide provides resources, tools and recommendations for incorporating best practices related to mental health into the school crisis plans to address the four phases of school crisis: *planning, prevention, response and recovery*. This guide provides credible resources and outlines evidence-based practices to support each school in easily customizing their prevention and response plans and is organized by chapters addressing each of the four phases.

Templates are provided to address staff member roles and responsibilities and planning tools are provided to assist the school crisis team in addressing the needs of your most vulnerable students. You examine the various crisis resources for leaders, parents, caregivers and educators and determine which resources you will utilize and or revise to include in your school plan to address school needs during each crisis phase.

SCHOOL PLAN DEVELOPMENT AND ANNUAL REVISIONS:

After reviewing this guide, each county and school will use **Appendix 1.3: WV School Mental Health Crisis Planning Template** to develop your county and school plan for addressing the mental health component of school crisis. During the 2014-15 implementation year, schools will develop their Mental Health Crisis Plan by January 1. This plan shall be annually reviewed and updated by August 1 of each school year.

What is a school crisis?

A school crisis is any traumatic event that seriously disrupts coping and problem-solving abilities of students and school staff. It is typically sudden, unexpected, dramatic and forceful and may even threaten survival. A crisis can present a drastic and tragic change in our environment. This change is generally overwhelming and uncontrollable as well as unwanted and frightening. It may create a sense of helplessness, hopelessness and vulnerability combined with a loss of safety. School crises can be large scale events (severe violence, sniper attack, hostage situations, natural disasters, mass transportation accident, fire or chemical spill, etc.) that require the school to activate the Incident Command Center engaging community emergency agencies as outlined in each county's emergency response plan. Other crises may be on a smaller scale (student or teacher is diagnosed with cancer, car accidents, sudden unexpected death, etc.)

Why mental health is important in crisis planning

Traumatic experiences can affect school staff and student mental health and the ability to teach and learn. Having a comprehensive system of school mental health services and supports already in place will assist schools to be better prepared to address the ensuing mental health needs that arise with any crisis. By preparing in advance, schools are more able to prevent crises and be ready to come to the immediate aid of vulnerable students, staff, and families should a crisis occur. It is important not to overlook the impact of these traumatic events on student and staff mental health. Failure to adequately address mental health issues may result in secondary trauma or even post-traumatic stress syndrome (PTSD) that can result in the inability to focus, poor school performance, substance abuse, inflicting abuse on self and others, and even additional school violence (Sonoma Guide). Therefore, it is critical that schools understand and implement best practices to identify and address mental health issues.

De-stigmatizing "Mental Health"

When many use the term "mental health," it is used in a way that implies dysfunction. When, in fact, having sound mental health should be a goal for everyone. **Mental health** is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organization, 2013).

Researchers identify three domains and several indicators of mental health:

- **Emotional well-being** - perceived life satisfaction, happiness, cheerfulness, peacefulness.
- **Psychological well-being** - self-acceptance, personal growth including openness to new experiences, optimism, hopefulness, purpose in life, control of one's environment, spirituality, self-direction, and positive relationships.
- **Social well-being** - social acceptance, beliefs in the potential of people and society as a whole, personal self-worth, and usefulness to society, sense of community. (Keyes, 1988; Ryff, 1989; Ryff & Keyes, 1995).

Schools should educate staff, students and families about the importance of maintaining good mental health just as they work to stay in good physical health.

Overview: Phases of Crisis Planning and Response

It is essential that schools take a prevention-based approach to crisis planning.

Effective crisis management does not start with the critical incident response. It encompasses four integrated phases: preparedness, prevention and mitigation, response, and recovery. Activities within each of the four phases are developed and overseen by a school crisis team that is trained in the types of crises, systems, procedures, and unique needs that arise as the result of a crisis. School crisis team training should address crises as physical and mental health and safety risks within the context of the school culture. (Reeves, Brock, & Cowan, 2008).

Preparedness. Preparedness consists of several steps including

- creation of school mental health crisis planning and response teams;
- identification of community mental health resources;
- identification of psychologically vulnerable students and staff;
- scheduled exercises or drills, education of the mental health school response team; and
- annual training of staff on procedures, practices, policies, and protocols, as well as, training and orientation of new staff.

Prevention. The key to prevention is reducing incidents and managing behaviors before they escalate. Awareness, knowledge, and practices that promote sound mental health can greatly reduce and often prevent a crisis. While educating students is the primary mission of every school and every teacher, schools provide students a safe and supportive learning environment. A strong emphasis on prevention is a central component of any comprehensive school crisis plan. Prevention needs to be multifaceted and comprehensive. It is an ongoing, long term effort to promote positive school climate, healthy student development, prevent problems, and respond as soon as problems are identified and includes:

- addressing specific topics that may lead to a school crisis (i.e. gangs, violence, bullying, fights, anger management, suicides, depression, substance abuse, domestic violence);
- implementing primary prevention programs (i.e. Support for Personalized Learning, Positive Behavior Interventions and Supports (PBIS), Comprehensive School Counseling Programs, Expanded School Mental Health);
- identifying at risk students;
- linking school-based mental health counseling to community services; and
- providing staff training programs (i.e. Mental Health First Aid and Trauma Sensitive Schools) to assist staff with identifying vulnerable students, responding appropriately and making appropriate referrals.

The West Virginia (WV) School Counseling Model outlines a three-tier process to address the social-emotional needs of students requiring school counselors to integrate with other multi-tiered approaches such as PBIS and Expanded School Mental Health (ESMH). WV's ESMH website www.wvshtac.org provides rich resources for schools regarding this three-tiered framework of prevention, early intervention and treatment including best practices and tools and resources about developing school based mental health services.

Response. The primary focus of crisis response is restoring equilibrium to address immediate and short-term mental health needs of students and staff, and in many cases parents of involved students. During this phase schools must contact and utilize the school and community professionals who were identified during the planning stage to address the specific crisis. The mental health crisis response team will support students and staff in a calm and nurturing manner teaching appropriate evidence-based coping strategies, problem-solving and decision-making strategies designed to restore equilibrium. Crisis response professionals identify students and staff who need follow-up during the recovery phase and begin connecting them with initial resources to address immediate and short-term needs. In the aftermath of a crisis or disaster, mental health interventions are designed to reduce stress and foster adaptive coping for the survivors (NCTSN/NCPTSD, 2006).

Recovery. The ongoing process of restoring the social and emotional equilibrium of the school community by promoting positive coping skills and resilience in students and adults is recovery. Most students and staff do recover with the support and assistance of caring educators and mental health professionals. In all phases of recovery, schools provide the greatest degree of support when their routines and social activities are maintained. These routines and activities provide natural places where experiences can be shared and preserve the sense of belonging and solidarity so crucial to students and staff after a crisis. Recovery includes immediate and ongoing support both short and long term for individuals and the entire community affected by the crisis.

Definition

Preparedness is the state of readiness to respond to a disaster, crisis or other event.

Rationale

Preparedness is simply a good idea in the event that a situation may occur. Anticipating and taking precautionary measures for future events, crises or disasters reduces fear and increases the ability of rapid recovery following the event.

Best Practices

Each county and school will appoint 1-2 school staff (usually the school counselor) to form and coordinate a mental health crisis planning team (MHCPT) as a subcommittee of the school crisis team. Each MHCPT is responsible for developing and implementing the mental health component of the school's crisis plan. Activities include:

1. Review the *WV Guide for Addressing Mental Health in Crisis Prevention and Response* and other resources to understand the mental health component of school crises and identify best practices. See Appendix 1.1 – Getting Started.
2. Form a school-community planning team that will meet regularly to develop, evaluate, and revise mental health crisis plan. See Appendix 1.2 for list of local resources.
3. Develop school protocols for addressing each phase of a school crisis.
4. Maintain up to date contact lists of community resources and mental health responders; review and review at least quarterly.
5. Ensure that mental health responders are adequately trained and qualified.
6. Identify and/or develop resources for assisting staff, students and families in each phase of a school crisis.
7. Define roles and responsibilities of the School Mental Health Crisis Response team
8. Define roles and responsibilities of school staff members and community stakeholders .
9. Meet with the primary school crisis team regularly to ensure they are aware of plans and best practices related to mental health in each phase of a school crisis.
10. Provide training on roles and responsibilities for crisis team members and staff. See examples in Appendix 1.5.
11. Engage communities and families in preparedness and prevention efforts.
12. Establish relationships with local mental health professionals and agencies as well as the community-based organizations specializing in disaster and trauma.
13. Develop specific plans for special needs students and any students who may be particularly vulnerable.
14. Develop crisis and emergency-response protocols, practices, and materials around mental health areas such as gangs, violence, bullying, fights, anger management, suicides, depression, substance abuse, domestic violence, violent acts, etc.
15. Practice community/school disasters/crisis scenarios at different times during the day's routine.
16. Develop a list of resources for school staff, families and students in the event of a crisis with updates at least annually, including contact information to resources such as local, state and federal agencies, independent living facilities, food banks, Salvation Army, Red Cross, shelters, community mental health agencies, faith-based organizations, and hotline numbers. Assign a member to annually check to make sure numbers are working and up-to-date.

Local Resources

As part of crisis planning each county and school team will identify and list local resources. Many of the state resources listed in the Appendices may include links to county resources.

State Resources

See Appendices

- 1.4: WV Disaster Behavioral Health Response Coordinators Contact List;
- 1.6: West Virginia Resources for School Mental Health Crisis Planning; and
- 1.8: Resources for Students with Special Needs

National Resources

See Appendix 1.9: Mental Health Crisis Planning Resources for Schools

Appendices

- 1.2: Establishing a Mental Health Crisis Team
- 1.4: WV Disaster Behavioral Health Response Coordinators Contact List
- 1.5: Roles and Responsibilities of Crisis Team Members
 - 1.5.a: School Counselor (Mental Health Crisis Team Manager & Co-Manager)
 - 1.5.b: School Nurse
 - 1.5.c: Community Mental Health Provider
 - 1.5.d: School-based Mental Health provider
 - 1.5.e: Prevention Resource Officer (SRO)
 - 1.5.f: Crisis Team Member
 - 1.5.g: Special Needs Professional
 - 1.5.h: Principal
- 1.6: West Virginia Resources for School Mental Health Crisis Planning
- 1.7: Emotional and Behavioral Health Considerations for Students with Disabilities and Other Vulnerable Students
- 1.8: Resources for Special Needs Students
- 1.9: Mental Health Crisis Planning Resources for Schools
- 3.2: Crisis Response Resources for Parents, Caregivers and Educators

REDACTED COPY

Definition

Prevention is the action of stopping something from happening.

Rationale

Prevention is the key to reducing incidents and managing behaviors before they escalate and therefore is a central component of any comprehensive school crisis plan. Awareness, knowledge, and practices that promote sound mental health can greatly reduce and often prevent a crisis. A primary goal of school crisis planning is promoting a safe and supportive learning environment in which social and emotional needs are identified and addressed through a priority-focused prevention plan.

Best Practices

Each school crisis team should develop a long range plan for achieving a comprehensive system of prevention, early intervention and treatment. Such a plan will involve many stakeholders and require time in addition to that needed for the school crisis planning process. The WV Expanded School Mental Health model is a three-tiered framework that incorporates best practices in school mental health (www.wvshnac.org).

Steps for developing prevention plan include:

1. Establish a school – community coalition and engage in a planning process.
2. Identify key data sources (culture surveys, needs assessments, Early Warning System, WVEIS WOW, etc.) to be used to identify mental and behavioral health needs and to establish school prevention priorities.
3. Identify and utilize tools for assessing the school's gaps and resources for promoting positive social emotional health and addressing the mental health needs of students.
4. Engage communities and families in prevention efforts.
5. Implement best practices that address prevention in specific mental areas (gangs, violence, bullying, fights, anger management, suicides, depression, substance abuse, domestic violence, violent acts, etc.).
6. Implement a three-tiered system of student supports.
7. Work with school staff to incorporate WV's primary prevention programs. See list of programs and resources in Chapter 3.
8. Create a safe and nurturing school environment.

It is most important for staff to know their students and to develop caring relationships with them. Many crises have been averted because students have confided in trusted adults at school.

- Staff should trust their professional judgment when they sense that a student may need help.
- All staff should be trained to identify and report their observations of warning signs for substance abuse, violent behavior, depression and suicide.
- Counselors or administrators should know how to access school and other professional intervention and treatment resources for at-risk students (Sonoma County Guide p. 4).
- As per Policy 2510, schools will implement evidence- and standards-based advisory programs where students remain with the same advisor throughout middle and high school.

Local Resources

As part of crisis planning each county and school team works to identify and list local resources. As you work to prepare to address mental health during a crisis it is suggested that you review Appendices 1.2. - 1.4 and 1.6.a.

State Resources

- a. Comprehensive School Counseling Programs <http://wvde.state.wv.us/counselors/>
- b. Expanded School Mental Health <http://www.wvshtac.org>
- c. LINKS Student Advisory <http://wvde.state.wv.us/counselors/links/about.html>
- d. Positive Behavior Intervention and Support Programs (PBIS) <http://wvde.state.wv.us/osp/PositiveBehaviorSupportschoolwide.html> and <http://flpbs.fmhi.usf.edu/>
- e. Support for Personalized Learning <http://wvde.state.wv.us/spl/>

OTHER WV PREVENTION RESOURCES:

Bullying Prevention Resources

- Student Voice http://wvde.state.wv.us/voice/bullying_prevention.php
- It Does Matter <http://wvde.state.wv.us/it-does-matter/>

Common Ground Speakers Bureau: <http://wvde.state.wv.us/common-ground/speaker-series.html> (anti-bullying, suicide prevention, substance abuse prevention, drop-out prevention)

Suicide Prevention – The ASPEN Project - <http://wv.aspen.com/>

National Resources

American Society of Suicidology <http://www.suicidology.org/home>

Center for Disease Control – Federal Registries of Programs Effective in Reducing Youth Risk Behaviors <http://www.cdc.gov/healthyouth/adolescenthealth/registries.htm>

Center for School Mental Health <http://csmh.umaryland.edu/>

National Center for Safe and Supportive Learning Environments <http://safesupportivelearning.ed.gov/>

Office of Juvenile Justice and Prevention Programs – Evidence-based Programs at-a-glance <http://www.ojjdp.gov/MPC/>

SAMHSA's *Realizing the Promise of the Whole School Approach to Children's Mental Health: A Practical Guide for Schools Positive Behavior Support Programs* - <https://www.pbis.org/>

National Association of School Psychologists (NASP) PBIS http://www.nasponline.org/resources/factsheets/pbs_fs.aspx

Florida's PBIS Project <http://flpbs.fmhi.usf.edu/>

Sonoma County School Crisis and Prevention Resource Guide, Nov. 2012, <http://www.scoe.org/files/sos-crisis-response-manual.pdf>

Prevention - Mitigation Checklist. p.4

Realizing the Promise of the Whole School Approach to Children's Mental Health: A Practical Guide for Schools, National Center for Youth Mental Health Promotion and EDC:

<http://www.promoteprevent.org>

Substance Abuse and Mental Health Services Administration (SAMHSA)

<http://www.samhsa.gov/prevention/>

What Works Clearinghouse – Effective Prevention Programs for Children, Youth and Families

<http://whatworks.uwex.edu/Pages/2evidenceregistries.html>

Appendices

Refer to Appendices 1.5.a – 1.5.f for PREVENTION Roles and Responsibilities of Crisis Team Members.

1.7: Emotional and Behavioral Health Considerations for Students with Disabilities and Other Vulnerable Students;

1.8: Resources for Special Needs Students;

1.9: Mental Health Crisis Planning Resources for Schools; and

3.2: Crisis Response Resources for Parents, Caregivers and Educators

REDACTED COPY

Definition

During the **Response** phase, mental health interventions are used to foster short-term and long-term adaptive functioning and coping for individuals and return the school back to normalcy (Shaw, Espinal, Shultz, 2007). Interventions are used to prevent more serious conditions from being developed such as Post Traumatic Stress Disorder (PTSD). The primary focus of crisis response is on restoring equilibrium to address immediate and short-term mental health needs of students and staff, and in many cases parents of involved students (Center for School Mental Health).

Rationale

Early and appropriate response to a crisis can prevent or reduce psychological trauma that often results in long term educational and emotional difficulties. For children, even “close call” events such as a tornado warning can be traumatic due to limited cognitive and experiential development. The goals of crisis intervention are to provide counseling, screening, and referrals for any students or staff potentially affected by a traumatic event. The secondary focus is follow up to connect students and staff with resources to address long term needs. The crisis response team supports impacted students and staff in a calm and nurturing manner using appropriate evidence-based coping strategies and solution focused, decision-making strategies designed to restore equilibrium.

Best Practices

Each county and school should have a School Mental Health Crisis Response Team (SMHCRT) ready to respond in the event of a crisis that is trained in crisis triage and mental health interventions. The entire incident response process is considered important for mental health intervention and can be broken down into three stages: (adapted from Maryland School Psychologist Association, Inc., *Crisis Team Resource Guide: Readiness, Response, and Recovery*).

1. **Triage:** The main objectives during triage are to reaffirm physical health and ensure perception of safety.
2. **Evaluation** is a process used through the entire event of crisis response. The SMHCRT constantly evaluates victims and responders’ levels of psychological risk (low, moderate, high) and appropriate interventions or self-care are administered.
3. **Response Interventions** – appropriate interventions are used for each level of risk for psychological trauma.
 - a. Low Risk interventions are used to re-establish social support which includes psycho-education (caregiver training).
 - b. Moderate Risk interventions reestablish social support, include caregiver training and psycho-education groups, and immediate Psychological First Aid (PFA) or other mental health intervention chosen by the individual school.
 - c. High Risk interventions re-establish social support, include caregiver training and psycho-education groups, immediate Psychological First Aid (PFA) or other mental health intervention chosen by the individual school, and referrals to long-term psychotherapy.

High risk or at risk populations include those who:

- Had direct exposure or extreme life threat;
- Were injured;
- Experienced death or serious injury of a love one;
- Had close personal relationship with any victims(s);
- Have history of depression or suicidal thoughts or attempts;
- Have history of shyness or low self-confidence;
- Have a history of risk-taking behavior; and
- Have experienced prior traumatic events and are at current risk, including – those exposed to community violence or domestic violence; those with a history of abuse and/or neglect; war or other refugees; those from economically disadvantaged groups; medically vulnerable individuals; those from disaster prone regions.

Special Considerations – Crisis response interventions may need to be adapted for students with disabilities or other impairments. Different disabilities may need special considerations:

- Autism;
- Learning disabilities;
- Speech impairment;
- Cognitive impairment;
- Emotional disturbance;
- Orthopedic, hearing, or visual impairment; and
- Other health impairment that may have limited strength, alertness, or vitality – asthma, epilepsy, diabetes etc.

See the *PFA for Schools* manual for guidelines when caring for children with special considerations.

Trauma informed procedures: Each mental health response plan should use trauma informed procedures. The following are types of trauma that need to be considered in a response plan (NCTSN).

- Community Violence
- Medical Trauma
- Refugee and War Zone Trauma
- Complex Trauma
- Natural Disasters
- School Violence
- Domestic Violence
- Neglect
- Sexual Abuse
- Early Childhood Trauma
- Physical Abuse
- Terrorism
- Traumatic Grief

The mental health crisis response team (MHCRT) will follow protocols established by the planning committee. One or two individuals should be designated to coordinate the mental health response. Usually this would be a school counselor, director of student support services, or a qualified mental health provider in the community. Practices of the mental health team should include:

1. Maintain a list of qualified community mental health providers who are available to assist in a crisis; regularly review and update the list including review of credentials/licensing.
2. Regular safety drills and review of procedures with all school personnel and key community mental health providers.
3. Maintain a file or records for students who have special needs who may need immediate intervention.
4. Establish an MOU with community providers that outlines agreed upon procedures, roles, chain of command, etc.; address issues of record keeping, referral, coordination, follow up.
5. Follow one model for intervention. Provide training to all school personnel about trauma and creating trauma-sensitive schools, assessment, identification and treatment of post-traumatic stress in youth.
6. Clarify roles and responsibilities of MH team members through written descriptions.
7. Establish a process for triage or assessment for referral and counseling
8. Train volunteer counselors.
9. Establish policies for long term follow up of individuals and the community (e.g. anniversary of the event).
10. Begin crisis intervention counseling as soon as possible after the crisis to minimize misinformation and distortion.
11. Designate safe places for confidential counseling as soon as possible, which may be at the school or in the community; must be private, confidential, safe, and accessible.
12. Be available to train and consult with school staff about educating and reaching out to parents, families and students.
13. Track clients / students for follow up.
14. Establish procedures for regular frequent debriefing during the early response.

Local Resources

As part of crisis planning, each county and school team should have already identified local resources to be utilized during crisis response. These resources will be listed in your crisis response plan.

State Resources

See Appendices

- 1.4: WV Disaster Behavioral Health Response Coordinators Contact List;
- 1.6: West Virginia Resources for School Mental Health Crisis Planning; and
- 1.8: Resources for Special Needs Students

National Resources

Maryland Crisis Resource Guide: Readiness, Response, and Recovery (page 123)
Retrieved from <http://www.msponline.org/resources/Documents/MSPACrisisTeamResourceGuide.pdf>

NCTSN (National Child Traumatic Stress Network). Types of traumatic stress. (A web article with links for each type of trauma). Retrieved from <http://www.nctsn.org/print/3>
PFA (Psychological First Aid) for Schools (pages 11-16)
<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

Shaw, J., Espinel, Z., Shultz, J. (2007). Children: Trauma, stress, and disasters (chapter 8). Tampa, FL: Disaster Life Support Publishing. Retrieved from <http://www.umdeepcenter.org/x466.xml>

Also see Appendices

- 1.9: Mental Health Crisis Planning Resources for Schools;
- 2.1: Training Resources; and
- 3.2: Crisis Response Resources for Parents, Caregivers and Educators.

Appendices

Refer to Appendices 1.5.a – 1.5.f for RESPONSE Roles and Responsibilities of Crisis Team Members; and

Also see Appendices

- 1.7: Emotional and Behavioral Health Considerations for Students with Disabilities and Other Vulnerable Students;
- 1.8: Resources for Special Needs Students;
- 1.9: Mental Health Crisis Planning Resources for Schools;
- 2.1: School Crisis Prevention and Response Training Resources;
- 3.1: Response Stages and Interventions; and
- 3.2: Crisis Response Resources for Parents, Caregivers and Educators.

Definition

Recovery is the ongoing process of restoring the social and emotional equilibrium of the school community by promoting positive coping skills and resilience in students and adults.

Rationale

Recovery is an ongoing process of supporting people who have experienced abnormal stressors. Initially, individuals may be in shock and may require support to meet basic physical and social support needs. In the months and years that follow a critical incident, individuals may enter a grief phase and need continued support. Children and their parents, faculty, staff and administrators, public safety personnel and the larger community are all impacted by tragic events and will benefit from immediate and ongoing support. It is essential to understand recovery at two levels - immediate and ongoing:

Immediate support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of major trauma are in a state of shock, and at this time basic human needs of food, shelter and clothing are often a primary focus. Long-term recovery needs may not be readily apparent and, for many, ongoing support will be needed.

Ongoing recovery refers to support provided to some individuals for weeks, months, or years following a tragic event (RI School Emergency Planning: Recovery).

Best Practices

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. Experience shows that after a crisis, many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those who will be used during recovery.

Return to the “business of learning” as quickly as possible. Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Schools need to keep students, families, and the media informed. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the schools are providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school(s). Be sure to consider cultural differences when preparing these materials.

Provide ongoing assessment of emotional needs of staff, students, and families. Assess the emotional needs of all students and staff and determine those who need intervention by a school counselor, social worker, school psychologist, or other mental health professional. Arrange for appropriate interventions by school or community-based service providers. In addition, available services need to be identified for families, who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time. Trauma experts emphasize the need to create a caring, warm, and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting, or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing plays or stories about their experiences. Engage older adolescents in group discussions, and address any issues of guilt (“I could have taken some action to change the outcome of the crisis”).

Conduct daily debriefings for staff and others assisting in recovery. Mental health workers who have provided services after crises stress the importance of ensuring that those who are providing “psychological first aid” are supported with daily critical incident stress debriefings. Debriefings help staff cope with their own feelings of vulnerability.

Take as much time as needed for recovery. An individual recovers from a crisis at his or her own pace. Recovery is not linear. After a crisis, healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Remember anniversaries of crises. Many occasions will remind staff, students, and families about crises. The anniversary of crises will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly do not have a connection with the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students’ reactions in such situations and seek support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of the crises. Trauma experts discourage memorials for suicide victims to avoid glorification and sensationalization of these deaths.

Consensus Recommendations. Given that the number of violent incidents on or near school campuses has been increasing in recent years, expert consensus in the field offers the following recommendations:

- Trauma recovery services should be available to students, staff, and families after a school-related violent event.
- Teachers, while serving a crucial, front line role, should not be required to provide treatment.
- Community agencies should work in partnership with school administrators and staff.
- Mental health services should be available for those in need through all phases of recovery.
- All stakeholders should be involved in planning for and responding to a school-related violent event.

Local Resources

As part of crisis planning, each county and school team will identify and list local resources. As you work to prepare to address mental health recovery and during a crisis, it is suggested that you review that current list of local resources to build a more in-depth list of mental health resources.

State Resources

See Appendices

- 1.4: WV Disaster Behavioral Health Response Coordinators Contact List;
- 1.6: West Virginia Resources for School Mental Health Crisis Planning; and
- 1.8: Resources for Special Needs Students

National Resources

Center for the Study of Traumatic Stress: <http://www.cstsonline.org/resources/>

Disaster Distress Hotline: 1-800-985-5990, Text “TalkWithUs” to 66747:
<http://disasterdistress.samhsa.gov>

Practical Information on Crisis Planning: A Guide for Schools and Communities, (See Section 5). <http://rems.ed.gov/docs/PracticalInformationonCrisisPlanning.pdf>

Also see Appendices

- 1.7: Emotional and Behavioral Health Considerations for Students with Disabilities and Other Vulnerable Students;
- 1.9: Mental Health Crisis Planning Resources for Schools;
- 2.1: Training Resources;
- 3.2: Crisis Response Resources for Parents, Caregivers and Educators; and
- 4.1: School Crisis Recovery Resources for Parents, Caregivers and Educators.

Leadership Resources

Leadership Communication: Anticipating and Responding to Stressful Events:
http://www.usuhs.edu/psy/pdf/CSTS_Leadership_Communication_Anticipating_and_Responding_to_Stressful_Events.pdf

Leadership: Stress Management:
http://www.cstsonline.org/wp-content/resources/CSTS_leadership_stress_management.pdf

Leadership in Disasters:
http://www.cstsonline.org/wp-content/resources/CSTS_FS_Leadership_in_Disasters.pdf

Managing the Stress of Children After a Disaster:
http://www.usuhs.edu/psy/pdf/CSTS_Families_Managing_the_Stress_of_Children_after_Disaster.pdf

Responding to Critical Incidents in Schools, New Hampshire Behavioral Health Plan:
http://www.nh.gov/safety/divisions/hsem/documents/school_plan.pdf

School Crisis Guide, Help and Healing in a Time of Crisis: (Page 29)
<http://www.neahin.org/assets/pdfs/schoolcrisisguide.pdf>

Teacher/Counselor Training Resources

Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers: <http://store.samhsa.gov/product/Tips-for-Talking-With-and-Helping-Children-and-Youth-Cope-After-a-Disaster-or-Traumatic-Event-A-Guide-for-Parents-Caregivers-and-Teachers/SMA12-4732>

Tips for Talking to Children After a Disaster, A Guide for Parents and Teachers: http://www.samhsa.gov/mentalhealth/tips_talking_to_children_after_disaster.pdf

Psychological First Aid for Schools: <http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

Listen, Protect, Connect – Model & Teach, PFA for Students and Teachers: http://www.ready.gov/sites/default/files/documents/files/PFA_SchoolCrisis.pdf

National Association of School Psychologists: http://www.nasponline.org/resources/crisis_safety/index.aspx

1. WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident
2. Coping With Crisis: Tips for Parents and Educators
3. Coping With Crisis: Helping Children With Special Needs
4. Managing Strong Emotional Reactions to Traumatic Events: Tips for Parents and Teachers
5. Dealing with a Death in School
6. Memorials/Activities/Rituals Following Traumatic Events - Suggestions for Schools

Tips for Helping Students Recovering from Traumatic Events (includes tips for parents, students, teachers, counselors, coaches, administrators): <http://www2.ed.gov/parents/academic/help/recovering/index.html>

Anniversary Reactions to a Traumatic Event: The Recovery Process Continues - this fact sheet describes common anniversary reactions to help survivors better recognize and understand their emotions and continue to heal. <http://new.dhh.louisiana.gov/assets/docs/BehavioralHealth/LaSpirit/13AnniversaryReactionstoTraumaticEvent.pdf>

Coping During Disaster Anniversaries & Trigger Events - SAMHSA identifies common emotions that survivors may experience around reminder events (e.g., anniversary dates, holidays) and provides tips for coping with these feelings. <http://disasterdistress.samhsa.gov/coping-tips/anniversaries-trigger-events.aspx>

Anniversary Reactions: Research Findings - the authors of this fact sheet summarize research findings on survivor reactions during the anniversaries of traumatic events. Service providers can access this webpage to learn more about why people experience anniversary reactions, the more common symptoms, recent empirical studies and findings, and the steps survivors can take to feel better. http://www.ptsd.va.gov/professional/research-bio/research/anniversary_reactions_pro.asp

Marking Disaster Anniversaries in the Classroom - geared toward teachers, this tip sheet includes age-specific activities designed to help children mark the anniversary of a disaster. <http://www.councilofcollaboratives.org/html/CCnews.cfm?ID=1781>

Grief: Coping With Reminders After a Loss - Survivors can use the resources provided on this webpage to help deal with their feelings of loss when anniversaries and other reminders reawaken these emotions.

<http://www.mayoclinic.org/healthy-living/end-of-life/in-depth/grief/art-20045340> anniversaries and other reminders reawaken these emotions

Parent Resources

Handouts for Survivors: <http://www.nctsn.org/content/psychological-first-aid>

- Connecting with Others: Seeking Social Support (for adults and adolescents)
- Connecting with Others: Giving Social Support (for adults and adolescents)
- When Terrible Things Happen (for adults and adolescents)
- Parent Tips for Helping Infants and Toddlers (for parents/caregivers)
- Parent Tips for Helping Preschool-Age Children (for parents/caregivers)
- Parent Tips for Helping School-Age Children (for parents/caregivers)
- Parent Tips for Helping Adolescents (for parents/caregivers)
- Tips for Adults (for adult survivors)
- Basic Relaxation Techniques (for adults, adolescents, and children)
- Alcohol and Drug Use after Disasters (for adults and adolescents)

Tips for Families on Anticipating Anniversary Reactions to Traumatic Events - This tip sheet provides information for parents and guardians on recognizing children's negative reactions to anniversaries of traumatic events. The authors also share tips for helping children through the anniversary experience and for recognizing when additional support may be necessary.

http://www.nctsn.org/sites/default/files/assets/pdfs/tips_families.pdf

National Association of School Psychologists: Helping Children Cope With Crisis: Care for Caregivers: http://www.nasponline.org/resources/crisis_safety/index.aspx

Appendices

Refer to Appendices 1.5.a – 1.5.f for PREVENTION Roles and Responsibilities of Crisis Team Members.

Also see Appendices

- 1.7: Emotional and Behavioral Health Considerations for Students with Disabilities and Other Vulnerable Students;
- 1.8: Resources for Special Needs Students;
- 2.1: Training Resources; and
- 4.1: School Crisis Recovery Resources for Parents, Caregivers and Educators.

- American Academy of Pediatrics (AAP). (2008) Disaster planning for schools. *Pediatrics*, 122 (4) pp. 895-901. doi:10.1542/peds.2008-2170
- American School Counselor Association Resource Center: Crisis Prevention and Response
<http://www.schoolcounselor.org/school-counselors-members/asca-resource-center/crisis-trauma-violence/publications>
- Children: Stress, Trauma and Disasters. Deep Center Website.
<http://www.umdeepcenter.org/x466.xml>
- Doyle, J. (2011). Disaster preparedness - Guidelines for school nurses. Silver Spring, MD: National Association of School Nurses. This can be purchased at http://portal.nasn.org/members_online/members/viewitem.asp?item=S038&catalog=MAN&pn=2&af=NASN.
- Fitzpatrick, B. (2006). Emergency management, crisis response and the school nurse's role. In J. School nursing: A comprehensive text. (pp. 205-233). Philadelphia: F.A. Davis Company. Keyes CLM. 1988. Social well-being. *Social Psychology Quarterly*. 61. 121-140.
- Maryland School Psychologists Association Crisis Team Resource Guide,
<http://www.msponline.org/resources/Documents/MSPACrisisTeamResourceGuide.pdf>
- National Association of School Nurses. (2011). Position statement: Emergency Preparedness - The Role of the School Nurse. Silver Spring, MD: <http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smId/824/ArticleID/117/Default.aspx>.
- National Association of School Nurses (2012). Issue Brief. The role of the school nurse in prevention of school violence. Silver Spring, MD; <http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smId/824/ArticleID/566/Default.aspx>.
- National Association of School Nurses, Disaster Preparedness Tool and Resources:
<http://www.nasn.org/ToolsResources/DisasterPreparedness> and
<http://www.nasn.org/ToolsResources/ViolenceinSchools>.
- National Child Traumatic Stress Network / School Psychological First Aid
<http://www.nctsn.org/resources/audiences/school-personnel/crisis-situation>
- Office of Mental Health, New York State (Oct 02), Anniversary Reactions to a Traumatic Event: The Recovery Process Continues, http://www.omh.ny.gov/omhweb/disaster_resources/pandemic_influenza/anniversary_reactions_to_traumatic_event.pdf
- Reeves, Melissa, A., Brock, Stephen E., & Cowan, Katherine C. (2008) Managing school crises: More than just response. *National Association of School Principals*, 10(5). 1.
- Reissman DB, Watson PJ, Klomp RW, Tanielian TL, Prior SD (2006). Pandemic influenza preparedness: Adaptive responses to an evolving challenge. *Journal of Homeland Security and Emergency Management*, 3(2).

Resources for Dealing with Traumatic Events in Schools:

<http://csmh.umaryland.edu/Resources/ClinicianTools/ListofTraumaResources2.14.pdf>

Rhode Island Department of Health, Rhode Island Department of Education, and Rhode Island Emergency Management Agency (June 2005), School Emergency Planning: Preparedness, Response, and Recovery, Essential Plan Components: Recovery, Page 125, http://www.woonsocketschools.org/uploads/1/3/3/8/13387684/emergency_planning_guide.pdf

Ryff CD, Keyes CLM. 1995. The structure of psychological well-being revisited. *Journal of Personal Social Psychology*. 69.719–727.

Ryff CD. 1989. Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personal Social Psychology*. 57.1069–1081.

Shaw, J., Espinel, Z., Shultz, J. (2007). Children: Trauma, stress, and disasters (chapter 8). Tampa, FL: Disaster Life Support Publishing. Retrieved from <http://www.umdeepercenter.org/x466.xml>

The National Child Traumatic Stress Network, The 3R's of School Crisis and Disasters: Readiness, Response and Recovery, <http://www.nctsn.org/resources/audiences/school-personnel/the-3r-school-crises-and-disasters>

Tucson Unified School District School Counselor Crisis Response Manual
<http://www.tusd.k12.az.us/contents//depart/counseling/Documents/crisis/crisismanual.pdf>

U.S. Department of Education, The Office of Safe and Drug-Free Schools (May 2003), Practical Information on Crisis Planning: A Guide for Schools and Communities, Pages 5-1 through 5-6,
<http://community.ksde.org/LinkClick.aspx?fileticket=NiRVAu58E18%3D&tabid=3906>

World Health Organization (Dec. 2013) Mental health: A state of well-being.
http://www.who.int/features/factfiles/mental_health

REDACTED COPY

APPENDICES

REDACTED COPY

Getting Started: Checklists, Sample Manuals, Templates

Checklists/Assessments/Surveys

A Checklist for School Personnel to Evaluate and Implement the Mental Health Component of Your School Crisis and Emergency Plan, NCTSN: http://www.nctsn.org/sites/default/files/assets/pdfs/Challenger%20Newsletter%20Checklist-final-sw_rvsd.pdf

Student Services Checklist – A Guide for Counselors, Psychologists, Social Workers, and Pupil Personnel Workers, Handout 3, Crisis Team Resource Guide, Maryland School Psychologists Association Crisis Team Resource Guide, p. 69 <http://www.mspsaonline.org/resources/Documents/MSPACrisisTeamResourceGuide.pdf>

Crisis Assistance and Prevention: A Self-study Survey, UCLA Center for Mental Health in Schools, <http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/crisissurvey.pdf>

Sample School Crisis Manuals/Templates

American School Counselor Association, Sample Template.....

Alexandria City Public Schools, Bereavement Crisis Intervention Manual, October 2009, <http://www.acps.k12.va.us/student-services/crisis-intervention/crisis-manual.pdf>

California Department of Education, Crisis Response Toolbox: <http://www.scoe.org/files/sos-crisis-response-manual.pdf>

Crisis Intervention: A Guide for School Based Clinicians, Center for School Mental Health, 2002: <http://csmh.umaryland.edu/Resources/ResourcePackets/files/crisisintervention.pdf>

Evanston Township High School Crisis Manual, 2013

Maryland School Psychologists Association Crisis Team Resource Guide, <http://www.mspsaonline.org/resources/Documents/MSPACrisisTeamResourceGuide.pdf>

Shelby County Schools Crisis Manual for School Counselors and School Psychologists, <http://www.scsk12.org/SCS/departments/Counseling-Forms/SCS-Crisis-Manual.pdf>

Sonoma County School Crisis and Prevention Resource Guide, Nov. 2012, <http://www.scoe.org/files/sos-crisis-response-manual.pdf>

Tucson School Counselor Crisis Response Manual, <http://www.tusd.k12.az.us/contents///depart/counseling/Documents/crisis/crisismanual.pdf>

Virginia Department of Education, Model School Crisis Management Plan: http://www.doe.virginia.gov/support/safety_crisis_management/emergency_crisis_management/model_plan.pdf

U.S. Department of Education, Office of Safe and Drug-Free Schools (2003). Practical Information on Crisis Planning: A Guide for Schools and Communities. Washington, D.C. Retrieved from <http://rems.ed.gov/docs/PracticalInformationonCrisisPlanning.pdf>

Establishing a School Mental Health Crisis Team

The School Mental Health Crisis Team (SMHCT) is a sub-group of each West Virginia school's primary school crisis team. The requirements related to the primary school crisis team are outlined in WVBE Policy 4373: *Expected Behaviors in Safe and Supportive Schools* (pp. 25 – 27). The WV School Crisis Prevention and Response Plan Template, located on the WVDE and WV Homeland Security websites, provides guidance for developing the primary school crisis team.

WVBE Policy 2315: *Comprehensive School Counseling Programs* sets forth requirements for a SMHCT and identifies the school counselor as the primary coordinator for SMHCT. The best way to address a crisis is to prevent it. A good crisis team develops a well-thought out prevention plan. However, since things can get out of control quickly when a crisis occurs, the SMHCT is also charged with developing clear action steps that outline the roles and responsibilities of each SMHCT team member in carrying out a response plan. A crisis can be frightening, leaving the most vulnerable students with a sense of helplessness. The preparedness plan must include how special needs of students with disabilities and emotionally vulnerable students and staff will be addressed. Good crisis preparation or "readiness" can make a significant difference in an emergency. When considering your school's SMHCT, think about who can help prevent, as well as, respond to a school crisis.

This guidance documents is intended to assist the counselor and principal in selecting a stakeholder group that represents a variety of professionals and key stakeholders who will assist with planning school efforts to address crisis prevention, response and recovery.

Make-up of the team should:

- Be consistent with the demographics of the school/community in order to understand and address staff and student needs (e.g. socio-economic, cultural diversity, language barriers and special needs population);
- Not be too large or too small, eight to twelve members is usually good workable size;
- Include members with prior trauma knowledge/experience in trauma work;
- Include members with experience in stress management, who can help others manage stress well;
- Include an administrator (on team or as direct support to team);
- Include members who support your commitment to developing a supportive crisis plan; and
- Include liaison(s) to bridge connection between school/community and families.

The chart in the crisis plan template can be used as a planning tool when selecting your members. Some roles and responsibilities have already been developed to assist schools in easily operationalizing SMHCT (See Appendices 1.5 a-h.) You may not have staff in some of these roles in your school. You would substitute for any role based on who is available in your school and community. You may include additional members who will contribute to successful planning, prevention, response and recovery. Keep in mind you will have many others engaged in prevention and response. It will be up to your SMHCT members to communicate with and engage these additional stakeholders.

Use the planning template on the following pages to guide development of your school mental health crisis team. Also, see Appendix 1.1: Getting Started: Checklists, Sample Manuals, Templates to guide the development of your school plan.

WV School Mental Health Crisis Planning Template

Schools may download an electronic copy of the planning template and use the expandable version rather than this hard copy.

School:		Team Manager:			
Contact Phone:		Contact Email:			
School Mental Health CRISIS PLANNING TEAM (SMHCPT)					
1. Identify team members - Suggested roles on left					
Title	Name	Office Phone	Home Phone	Cell Phone	Email
School Counselor					
Principal					
School Nurse					
School-based Mental Health Provider					
Community Mental Health Provider					
Prevention Resource Officer					
Special Educator					
Student					
Teacher					
Parent					
Other					
Other					
2. Define Purpose, Scope and Function of the MHCPT					
What are the goals and purposes of the MHCPT?	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 				
What incidents are you preparing to address?	Crisis Type:	Resources			
What resources will you use for each crisis type?					
How often will the MHCPT meet?					
Who will record meeting Notes?					

REDACTED COPY

3. Delineate Team Member Roles

Use Appendices 1.5.a – 1.5i to describe specific responsibilities of various team members. Include school specific roles and responsibilities for this crisis plan

4. Which SCHOOL/COMMUNITY PARTNERS will you invite to assist with planning and training for each crisis stage?

Phase	Assist with Planning	Assist with Training
PLANNING	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
PREVENTION	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
RESPONSE	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
RECOVERY	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

5. Describe steps and resources your school will use to address each crisis phase.

Phase	Action Steps	Resources
PLANNING		
PREVENTION	Include Crisis Prevention areas: <ul style="list-style-type: none"> • Development of comprehensive school mental health model • School climate and culture • Identification of at-risk students • Bullying and Violence Prevention • Gang Prevention • Suicide Prevention • Other 	
RESPONSE		
RECOVERY		

REDACTED COPY

6. School Mental Health Crisis Response Team (SMHCRT)					
Identify Members who will be on your (SMHCRT). Provide your member information here. Suggested Roles on left.					
Title	Name	Office Phone	Home Phone	Cell Phone	email
SMHCRT Manager					
School Counselors					
Social Workers					
District Contact Person					
Principal or Asst.					
SRO Officer					
Community Mental Health Representatives					
Faith Based Representatives					
Lead Parent Contact					
Incident Command Leader					
Others?					
7. How will you evaluate the success of your crisis plan?					
Considerations for evaluating and improving crisis plan					
8. How will you update your crisis plan and train students, staff and families about changes?					
This is a living document. It should be revisited and updated annually. What is your plan to annually revisit and update?					
9. How will you communicate the crisis plan to students, staff, families and community stakeholders?					
Communication plan How will you share your plan and ensure all stakeholders know what to expect during each phase of a crisis?	Student Communication Plan				
	Staff Communication Plan				
	Family Communication Plan				
	Community Stakeholder Communication Plan				

REDACTED COPY

Resources: Evanston Township High School Crisis Manual and Tucson School Counselor Crisis Planning Guide

WV Disaster Behavioral Health Response Coordinators Contact List

Center Name	Counties Served	Contact Name	Crisis Phone Line	Business Phone
Appalachian Community Health Center	Randolph, Barbour, Tucker, Upshur	Joy Messenger Rich Kiley	304-636-3232 888-357-3232	304-636-3232
Eastridge Health Systems	Berkeley, Jefferson, Morgan	Paul Macom Sharon Neubauer Andrea Aberegg	304-263-8954	304-263-8954, ext. 111 (Paul) 304-263-8954, ext. 156 (Sharon) 304-263-8954, ext. 137 (Andrea)
FMRS Health Systems	Fayette, Monroe, Raleigh, Summers	Tracy King	304-256-7100	304-256-7131, ext. 1138
Healthways, Inc.	Hancock, Brooke	Bill Pearl Dixie Pritt	304-723-5440 800-741-429 304-797-6000	304-723-5440
Logan-Mingo Area Mental Health	Logan, Mingo	Michele Evans Annette Marcum	304-792-7130 304-235-2954	304-792-7130 304-235-2954
Northwood Health Systems	Marshall, Ohio, Wetzel	Nancy Pogacich	304-234-3500	304-234-3500, ext. 3229
Potomac Highlands Guild	Grant, Hampshire, Hardy, Mineral, Pendleton	Craig Curtis Mike Lanis	1-800-545-4357	304-257-4687, ext. 239 (Craig) 304-257-4687, ext. 241 (Mike)
Prestera Center for Mental Health Services	Boone, Cabell, Clay, Kanawha, Lincoln, Mason, Putnam, Wayne	Craig Lappin Karen Yout	1-800-642-3434	304-525-7851, ext. 2014 (Craig) 304-525-7851, ext. 1134 (Karen)
Seneca Health Services	Greenbrier, Nicholas, Webster, Pocahontas	Guy Hensely Randy Housh	304-872-6503 304-872-2090	304-872-6503 (Guy) 304-872-2090 (Randy)
Southern Highlands Community Mental Health Center	Mercer, McDowell, Wyoming	Judy Haynes Judy Akers	304-425-0122 800-615-0122	304-425-9541 800-615-0122
United Summit	Braxton, Doddridge, Gilmer, Harrison, Lewis	Melissa Duncan	304-623-0497 304-623-5661	304-933-3630
Valley Health Care	Monongalia, Marion, Preston, Taylor	Gerry Schmidt	800-232-0020 304-296-1731 304-225-2280 (Crisis Unit)	304-296-1731, ext. 4193
Westbrook Health Services	Calhoun, Jackson, Pleasant, Ritchie, Roane, Tyler, Wirt, Wood	Kimberly Dixon	304-485-1725 800-579-5844	304-485-1725

Disaster Distress Hotline: 1-800-985-5990
 Disaster Hotline: 1-866-867-8290
 Domestic Violence Hotline: 1-800-352-6513
 Text "TalkWithUs" to 66746
 Suicide Hotline: 1-800-273-8255
 Gambler's Hotline: 1-800-426-2537
<http://disasterdistress.samhsa.gov>

School Counselor (Mental Health Crisis Team Manager)

Sample Roles and Responsibilities for School Crisis Prevention and Response

IMPORTANT NOTE: School counselors play a vital role in promoting positive mental health practices in schools and are required by Policy 2315 to coordinate the school's mental health crisis team. Therefore, a SCHOOL COUNSELOR assumes the role of the Mental Health Crisis Planning Team Manager in each school. However, a co-manager should be assigned to assist /act on his/her behalf when the manager is not available to carry out assigned roles and responsibilities. In the case when a counselor is in multiple schools, he/she can still assume the management role but should clearly designate others who will assist with and carry out the roles and responsibilities to act on his/her behalf if a crisis occurs when he/she is not in the school. When there are multiple school counselors in a school, the mental health school crisis team will discuss and divide appropriate tasks or responsibilities among all of the counselors. All counselors will assist with prevention, interventions, training, referrals, follow-up, etc. with their own caseloads of students.

Preparedness
1. Work with school leadership to establish a School Mental Health Crisis Planning Team (SMHCPT) and annually revisit membership to ensure appropriate stakeholders are engaged.
2. Serve as the manager of the SMHCPT and identify a co-manager to assist and act on manager behalf as needed.
3. Serve as an active member of school leadership team for School Crisis Plan, share information with SMHCT and act as a liaison between the two teams.
4. Ensure the mental health component of the school's crisis plans updated annually.
5. Hold regularly scheduled meetings to develop and update school protocols to address crisis preparedness, prevention, response and recovery.
6. Work with the SMHCT to identify roles and responsibilities for each crisis team member and for those individuals serving on the crisis response team. (See sample roles and responsibilities in the Appendices.)
7. Maintain a current list of planning and response team members and their contact information.
8. Work with team to establish a communication protocol to engage stakeholders in various crisis situations: phone tree, blog, email list, etc.
9. Engage school and community stakeholders to establish protocols and share expectations for roles and responsibilities in crisis preparedness, prevention, response and recovery.
10. Work with SMHCT to plan appropriate training for students, staff, families and community stakeholders, ensuring appropriate experts are engaged.
11. Develop a plan to incorporate mental health considerations into school crisis drills.
12. Ensure SMHCT members are trained on various crisis types and resources needed to respond appropriately.
13. Ensure crisis response team members are trained on their roles and self-care.
14. Be aware of team members experiencing high levels of stress which might affect their abilities to provide support and ensure they exercise self-care.
15. Annually review and evaluate SMHCT processes and protocols, including the community/school preparedness partnership, and make necessary revisions to improve SMHCT efforts.
Prevention
1. Conduct an annual needs assessment to determine personal/social needs of students and to guide prevention priorities.
2. Review discipline referrals to identify behavioral needs and students with at-risk behaviors.
3. Ensure a process is in place to annually conduct universal assessments to identify students with mental health issues.
4. Work with the SMHCT and school staff to identify students with special needs (emotional, behavioral, physical).
5. Ensure a referral process is in place for at-risk students.
6. Work with administration to ensure the SAT process is fully functioning and utilized to fully support referred students.
7. Collaborate with school and community mental health professionals to provide individual and small group counseling for at risk students to address social-emotional issues.

Addressing Mental Health in School Crisis Prevention and Response

8. Work with the school leadership, the SMHCT and school staff to implement school-wide universal prevention programs to address identified student needs (e.g. Expanded School Mental Health, Positive Behavior Supports, Suicide Prevention Programs, Bullying Prevention Programs).
9. Assist with training students, staff and administration in prevention efforts including best practices to address specific topics (e.g. deescalating anger, violence prevention, suicide prevention, grief).
10. Assist with training of crisis team members and other school staff to assist with prevention efforts.
11. Identify and establish liaisons with local resources to assist with staff and student counseling.
Response
1. Work closely with the Principal/Site Administrator to direct the Mental Health Crisis Team's response to all persons involved and impacted by the crisis event.
2. Establish the facts of the crisis as clearly as possible.
3. Determine the groups impacted by the event and what type of response and support is needed.
4. Determine the time and place for Crisis Team to meet and respond.
5. Assign responsibility to make necessary contacts if additional resources are needed.
6. Assign a team member to the Command Center to communicate with the SMHCT manager to provide updates and identify mental health needs related to the current crisis.
7. Establish a school location of the SMHCT for: <ul style="list-style-type: none"> • Member check-in and meeting with SMHCT members • Disseminating responsibilities related to the crisis • Receiving and making phone calls • Updating crisis information to be disseminated • Debriefing
8. Establish school location(s) where students and staff can seek and give emotional support.
9. Identify at-risk students (e.g. injured students and closest friends of injured/deceased) and students with special considerations (e.g. disabilities and other impairments) who might be most affected and may require interventions.
10. Help identify staff members affected by the crisis and special assistance they may need.
11. Monitor and keep the informed SMHCT through: <ul style="list-style-type: none"> • Orientation • Updated information • Debriefing before they leave • Follow-up plan and information
12. Complete any required forms regarding SMHCT's role in crisis response.
13. Be aware of stressors of crisis or caregiver and exercise self-care.
14. Educate crisis response team member regarding self-care tips.
15. Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care.
Recovery
1. Work with SMHCT to identify and refer students who need further counseling and resources.
2. Work with SMHCT to provide resources to teachers for classroom interventions in the aftermath of the crisis.
3. Debrief with crisis team (what went well, challenges, identified needs, etc.)
4. Ensure that a referral and follow-up process is in place for students and staff who need long-term services.
5. Assist the principals with writing thank you notes, condolence letters, family, and hospital/funeral follow-up.
6. Assign a community expert to observe crisis responders and provide information about self-care as needed.
7. Be aware of team members experiencing high levels of stress which might affect their abilities to provide support and ensure they exercise self-care.
8. Assist with school and community activities to help process and memorialize the crisis (e.g. anniversary dates).

REDACTED COPY

Principal

Sample Roles and Responsibilities for School Crisis Prevention and Response

Preparedness
1. Serve as the lead manager of the school's primary Crisis Planning and Response Teams.
2. Serve as a member on the school's mental health crisis team (SMHCT) and as a liaison between all school crisis and planning response efforts.
3. Participate regularly on the SMHCT.
4. Assume a co-leadership position with the SMHCT crisis manger to design and approve protocols for each crisis stage.
5. Assist with training of crisis team members and other school staff.
6. Serve as the lead emergency contact in the event of a crisis and assist with developing the plan for chain of communication in contacting first responders, including when and how the SMHCT manager will be contacted to mobilize MH response team.
7. Provide meeting space and training opportunities for the SMHCT.
Prevention
1. Take an active role in promoting the prevention component of crisis management.
2. Support the implementation of universal prevention programs (suicide prevention, Expanded School Mental Health, School Counseling Program, bullying and violence prevention, PBIS, etc.) and training of stakeholder groups (teachers, students, counselors, SMHCT, community stakeholders, parents, etc.).
3. Work with the SMHCT to develop a school-wide process for identifying and referring at-risk students.
4. Promote the established referral process.
5. Ensure the SAT Team is fully operational and utilizing best practices for connecting students with support services.
6. Ensure a process is established and followed for safety evaluations of threats of violence and suicide.
7. Ensure all students and staff are trained to fully implement multi-tiered prevention programs that foster early identification and support for at-risk students.
Response
1. Assume the leading role with the school/community Incident Command Center.
2. Follow county/school crisis procedures as outlined in the Crisis Response Template.
3. Work with the SMHCT to establish time and locations for briefing and debriefing meetings.
4. Know all facts surrounding the crisis and communicate with the SMHCT manager or identified SMHCT lead to provide accurate information related to the crisis to share planned response activities to assist with response efforts.
5. Coordinate media communications following established county regulations/protocols.
6. Coordinate contacts with law enforcement and community first responders.
7. Regularly update crisis co-manager(s), including the SMHCT manager and crisis team members.
8. Know and follow appropriate protocols of crisis response.
9. Direct staff and first responders to ensure physical and emotional safety students and staff during the crisis.
10. Ensure legal responsibilities are followed to protect student, staff and family confidentiality and privacy issues.
11. Coordinate correspondence to parents with help of crisis team co-managers, including the SMHCT manager and media.
12. Debrief and meet with crisis co-manager(s) and team members for follow-up activities, resources, and support.
Recovery
1. Continue to provide a safe space for staff and students to debrief and recover from crisis.
2. Consult with SMHCT to ensure they have needed resources to support students, staff and families during recovery.
3. Allow students and staff ample time to process grief before returning to building as needed.
4. Assist with normalizing the classroom and school routines when students return to the building.
5. Debrief with crisis team (what went well, challenges, identified needs, etc.).
6. Assist with school assemblies to help process/memorialize event.

School Nurses

Sample Roles and Responsibilities for School Crisis Prevention and Response

School nurses serve in a variety of capacities for crisis prevention and intervention. It is important that each school nurse become familiar with their school and county crisis plans and be actively involved to ensure the components of school health are addressed in each plan. West Virginia school nurses serve as a vital role in the health and well-being of students. They are knowledgeable of the physical and emotional needs of the students. However, school nurses often serve more than one school and it is very important to include other nursing support staff, as needed. School nurses also work regularly with external partners such as mental health agencies, the local health departments and other community partners who are leaders in crisis prevention and intervention.

Preparedness
1. Serve as a member of the school's crisis planning team
2. Participate regularly on the school's crisis team, drills and tabletop exercises
3. Assist as appropriate in an on-going assessment to identify hazards from all possible sources and to reduce the potential for an emergency to occur (vaccinations, recognition of potential threats, etc)
4. Facilitate the development of a mechanism for ongoing crisis training for school health staff
5. Identify the unique emergency preparedness needs for children with special needs
6. Ensure an adequate amount of first-aid supplies are available and shelf life is not expired
7. Prepare for the unique emergency preparedness needs for children with special needs ensuring medications and first-aid supplies can be taken within a moment's notice
8. Identify and establish liaisons with community resources for staff and students related to crisis
Prevention
1. Assist the school counselor in designing the universal prevention program and establishing the role for school nurses
2. Work with the mental health crisis team to develop a school-wide process for identifying at-risk students
3. Work with team to be familiar with the referral process for services
4. Be knowledgeable about school nurse's role in the emergency plan including triage, coordination of the first aid response team, and direct hands on care to victims of the emergency
5. Utilize the Student Assistance Team to refer identified students for preventative services
6. Serve on planning group to assist in the facilitation of a rapid, coordinated, effective emergency response within the framework of the Incident Command System
Response
1. Assist with addressing health needs of students as per crisis protocol
2. Assist with mobilizing community resources, per school crisis protocol, as a link to the medical/public health community and to parents
3. Address the unique emergency preparedness needs for children with special needs
Recovery
1. Assist with students, parents, and school personnel by providing direct support and being the liaison between community resources and those in need per school crisis protocol
2. Debrief with the crisis team
3. Participate in the evaluation and revision of school emergency plans

REDACTED COPY

Community Mental Health Provider

Sample Roles and Responsibilities for School Crisis Prevention and Response

Each school should identify a primary community mental health provider to volunteer to serve as a member of the School Mental Health Crisis Prevention Team (SMHCT). This team member agrees to serve as a contact with other community mental health agencies, communicate with and provide training for other community mental health providers and assumes the roles agreed upon by each SMHCT. Responsibilities may include but are not limited to the following.

Preparedness
1. Identify a lead community mental health agency to assign an individual to serve on each school's crisis team
2. Participate regularly on assigned school team
3. Provide training for crisis team members and other school staff on evidence-based practices related to mental health
4. Provide resources for students, staff and families
5. Provide training for other community mental health providers on school crisis prevention and response protocols
6. Annually review and evaluate community/school preparedness partnership
Prevention
1. Work with the school crisis team/school staff to develop a protocol for referrals and reducing barriers to services
2. Provide individual and group therapy to at-risk individuals
3. Facilitate communication with school as necessary
4. Encourage parents to sign a release-of-information agreement for information sharing
5. Connect students, staff and families with social/community supports to address individual needs
Response
1. At time of crisis, follow school protocol to engage other relevant stakeholders in crisis response to ensure the appropriate resources are available to respond to staff & student needs
2. Provide psychological first aid and mental health supports to individuals and groups as per the school protocol and as directed by the school crisis manager
3. Connect students, staff and families with social/community supports to address individual needs
Recovery
1. Participate in Crisis Team Debrief
2. Provide follow-up services to students, staff and families who need additional help
3. Provide ongoing individual and group therapy as needed
4. Evaluate the social/community supports of students, staff and families and assess the need for additional resources
5. Provide information about employee-assistance programs
6. Provide expertise and assistance with mental health supports during anniversary events

School-based Mental Health Providers

Sample Roles and Responsibilities for School Crisis Prevention and Response

This refers to a contracted position through a private or community agency that is housed at least part-time in the school and provides mental health services in addition to those provided by school counselors.

Preparedness	
1.	Serve as a member of the school's mental health crisis team
2.	Participate regularly on the school crisis team
3.	Help design protocols for each crisis stage
4.	Assist with training of crisis team members and other school staff
5.	Identify and establish liaisons with common resources for staff and student counseling
Prevention	
1.	Assist the school counselor in designing the universal prevention program and establishing the role of the school-based provider
2.	Work with the mental health crisis team to develop a school-wide process for identifying at-risk students
3.	Utilize Student Assistance Team to refer identified students for prevention services
4.	Provide individual and group counseling to at-risk students
5.	Facilitate communication with school as necessary
6.	Encourage parents to sign a sharing-of-information agreement
7.	Connect students, staff and families with social/community supports to address individual needs
8.	Inform students, staff and families about the referral process
9.	Make referrals and/or conduct safety evaluations for threats of violence and suicide according to established school protocols
10.	Makes referrals to community or school-based providers for individual or group counseling as needed
11.	Lead school assemblies & provide classroom resources for identification of mental health difficulties and teach coping skills
12.	Assist with staff training related to prevention in area of professional expertise
Response	
1.	Assist with mobilizing community resources as per school crisis protocol
2.	Provide psychological first aid and mental health supports to students, staff and families
3.	Work with the school crisis team to determine counseling services needed
4.	Work with school crisis team to ensure appropriate referrals are made and services are being delivered
Recovery	
1.	Identify and refers students who need further counseling and resources
2.	Provide resources to teachers for classroom interventions in the aftermath of the crisis
3.	Debrief with crisis team (what went well, challenges, identified needs, etc.)
4.	Develop treatment plans for student clients
5.	Assist with school assemblies to help process/memorialize event

School Resource Officers

Sample Roles and Responsibilities for School Crisis Prevention and Response

School Resource Officers (SRO) serve in a variety of capacities when planning for crisis prevention and intervention. It is important that each SRO become familiar with their school and county crisis plans and be actively involved.

Preparedness
1. Serve as a member on the school's crisis team and the school mental health crisis team (SMHCT)
2. Act as a liaison between the primary school crisis team and the SMHCT
3. Participate regularly on the SMHCT
4. Attend Prevention Resource Officer Conference for training and certification annually
5. Assist with reviewing and updating the school's Emergency Response Procedures annually
6. Complete at least 16 Law Enforcement CEU's annually to maintain certification and stay up-to-date on best practices
7. Assist with creating and updating School Emergency Response Packet/protocols and keep in cruiser for other first responders to utilize
8. Assist with drills related to various types of crisis
9. Assist with training the SMHCT in relation to security, safety and other special crisis considerations
Prevention
1. Work to establish positive relationships with administration and students
2. Be visible within the school community to build working relationships with faculty, students and community
3. Assist the school counselor in designing the universal prevention program and establishing the role for SRO
4. Work with the SMHCT to develop a school-wide process/protocols for identifying at-risk students
5. Work with team to be familiar with the referral process for services
6. Utilize the Student Assistance Team to refer identified students for preventative services
7. Serve on planning groups to assist in the facilitation of a rapid, coordinated, effective emergency response within the framework of the Incident Command System
Response
1. Assist with school searches, evacuations, sheltering-in-place and lockdowns per school crisis protocol
2. Assist with mobilizing community resources per school crisis protocol
3. Work with school counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary
Recovery
1. Assist with normalizing school routines as soon as possible after the event
2. Refer students experiencing trauma for further interventions (may be evidenced by acting out behaviors)
3. Debrief with the crisis team
4. Participate in the evaluation and revision of school emergency plans

REDACTED COPY

Team Member

Sample Roles and Responsibilities for School Crisis Prevention and Response

NOTE: This role is for team members not described in one of the role-specific charts.

Preparedness
1. Serve as a member of the school's mental health crisis team (SMHCT)
2. Participate regularly on the school crisis team
3. Help design protocols for each crisis stage
4. Assist with training of crisis team members and other school staff
5. Help develop/Identify crisis support resources for staff and students
6. Serve as an emergency contact on response team and help plan your role in contacting first responders
7. Communicate with stakeholders in your role to share protocols and practices for crisis prevention, response and recovery
Prevention
1. Take an active role in promoting the prevention component of crisis management
2. Assist the SMHCT in designing the universal prevention program, establishing your role, and training others in your stakeholder group (teacher, community stakeholder, parent, etc.)
3. Work with the mental health crisis team to develop a school-wide process for identifying and referring at-risk students
4. Inform students, staff and families about the referral process
5. Identify and refer at-risk students to the SAT Team for assessment and prevention services
6. Makes referrals for safety evaluations for threats of violence and suicide according to established school protocols
7. Assume your role in implementing multi-tiered prevention programs to foster early identification and support for at-risk students
Response
1. Attend briefing and debriefing meetings
2. Know all facts surrounding the crisis, including response schedule and planned activities
3. Know location of own assignment
4. Work with the SMHCT to determine counseling services needed
5. Know and follow referral procedures and follow-up responsibilities
6. Know and follow appropriate strategies of crisis intervention for your assigned group
7. Align practices with those established by the SMHCT to ensure student physical and emotional safety during a crisis
8. Work as a team member to implement school-wide practices established in school crisis protocols
9. Know legal responsibilities that may include confidentiality and privacy issues
10. Refer questions from the media to the appropriate and/or designated person(s)
11. Distribute and review any handouts provided by the SMHCT
12. Help reduce panic by being warm, firm, grounded and reassuring
13. Be aware of stressors of crisis on caregiver and exercise self-care
14. Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care
Recovery
1. Provide a safe and protected environment for students to share personal stories and take next steps to move forward
2. Utilize best practices and identified resources for classroom interventions in the aftermath of the crisis
3. Identify and refers students who need further counseling and resources
4. Assist with normalizing the classroom and school routines as soon as possible after the event
5. Debrief with crisis team (what went well, challenges, identified needs, etc.)
6. Assist with school assemblies to help process/memorialize event

Resource: Tucson School Counselor Crisis Response Manual

Special Needs Coordinator

Sample Roles and Responsibilities for School Crisis Prevention and Response

Preparedness
1. Serve as a member of the school's mental health crisis team (SMHCT)
2. Participate regularly on the school crisis team
3. Help design protocols for each crisis stage
4. Assist with training of crisis team members and other school staff
5. Help develop/Identify crisis support resources students with special needs
6. Serve as an emergency contact on response team and help plan your role in contacting first responders
7. Communicate with stakeholders about protocols and practices for special needs population
Prevention
1. Take an active role in promoting the prevention component of crisis management
2. Assist the SMHCT in designing the universal prevention program, establishing your role, and training others in your stakeholder group (teacher, community stakeholder, parent, etc.)
3. Work with the mental health crisis team to develop a school-wide process for identifying and referring at-risk students
4. Inform students, staff and families about the referral process
5. Identify and refer at-risk students to the SAT Team for assessment and prevention services
6. Make referrals for safety evaluations for threats of violence and suicide according to established school protocols
7. Assume your role in implementing multi-tiered prevention programs to foster early identification and support for at-risk students
Response
1. Attend briefing and debriefing meetings
2. Know all facts surrounding the crisis, including response schedule and planned activities
3. Know location of own assignment
4. Work with the SMHCT to determine counseling services needed
5. Know and follow referral procedures and follow-up responsibilities
6. Know and follow appropriate strategies of crisis intervention for your assigned group
7. Align practices with those established by the SMHCT to ensure student physical and emotional safety during a crisis
8. Work as a team member to implement school-wide practices established in school crisis protocols
9. Know legal responsibilities that may include confidentiality and privacy issues
10. Refer questions from the media to the appropriate and/or designated person(s)
11. Distribute and review any handouts provided by the SMHCT
12. Help reduce panic by being warm, firm, grounded and reassuring
13. Be aware of stressors of crisis on caregiver and exercise self-care
14. Be aware of team members experiencing high levels of stress which might affect their ability to provide support and ensure they exercise self-care
Recovery
1. Provide a safe and protected environment for students to share personal stories and take next steps to move forward
2. Utilize best practices and identified resources for classroom interventions in the aftermath of the crisis
3. Identify and refers students who need further counseling and resources
4. Assist with normalizing the classroom and school routines as soon as possible after the event
5. Debrief with crisis team (what went well, challenges, identified needs, etc.)
6. Assist with school assemblies to help process/memorialize event

REDACTED COPY

Blank Role Description Template

Sample Roles and Responsibilities for School Crisis Prevention and Response

USE THIS TEMPLATE TO DEFINE ROLES AND RESPONSIBILITIES OF OTHER STAFF IN YOUR SCHOOL.

Preparedness
1.
2.
3.
4.
5.
6.
7.
Prevention
1.
2.
3.
4.
5.
6.
7.
Response
1.
2.
3.
4.
5.
6.
7.
Recovery
1.
2.
3.
4.
5.
6.
7.

REDACTED COPY

West Virginia Resources for School Mental Health Crisis Planning

West Virginia Behavioral Health Contacts

West Virginia Center for Threat Preparedness Behavioral Health website:

<http://www.dhhr.wv.gov/healthprep/programs/behavioralhealth/Pages/default.aspx>

WV Bureau for Behavioral Health Disaster Coordinator: Joann Fleming,

Telephone: (304) 356-4788; Email: Joann.E.Fleming@wv.gov

WV Comprehensive Behavioral Health Centers

http://www.dhhr.wv.gov/bhbf/comps_map/Pages/default.aspx

Comprehensive Behavioral Health Centers Directory

<http://www.dhhr.wv.gov/bhbf/resources/Documents/Resources/PDF%20Comprehensive%20CBHC%20Directory%20revised%205.4.2012.pdf>

WV Behavioral health services and facilities map

<http://www.dhhr.wv.gov/bhbf/Pages/MapList.aspx>

Listing of child behavioral health and child welfare services by region:

<http://www.wvcca.org/directory.html>

West Virginia School Based Health Centers: www.wvsbha.org

West Virginia Regional DHHR Offices: <http://www.wvdhhr.org/bcf/county/>

WV DHHR Regional/County Management Listing:

<http://www.wvdhhr.org/bcf/about/documents/CSM%20RD%201.pdf>

Community Volunteer Counselors

Red Cross: Contact the regional disaster manager:

<http://www.redcross.org/wv-charleston/about-us/staff>

Voluntary Organizations Active in Disaster - WV: for information about local organizations, churches that provide volunteer assistance: <https://wvoad.communityos.org/cms/home>

WV Division of Homeland Security and Emergency Management County Contacts:

<http://www.dhsem.wv.gov/countycontacts/Pages/default.aspx>

Hotlines

WV Disaster Hotline: (866) 867-8290

Suicide Hotline: (800) 273-825

Domestic Hotline: (800) 352-6513

Problem Gamblers Hotline: (800) 426-2537

Disaster Distress Hotline 1-800-985-5990 • <http://disasterdistress.samhsa.gov>

WV Adolescent Suicide Website: <http://www.wvaspen.com/>

Emotional and Behavioral Health Considerations for Students with Disabilities and Other Vulnerable Students

Preparedness (Before the Crisis)			
Activity	Student Type	Accommodations	Person Responsible
Develop a process for identifying vulnerable students	Special Needs or Vulnerable students as identified by IEP, 504 plans and SATs	Contingent upon individual needs	IEP, 504 and SAT Teams Provide list of vulnerable students to the Crisis Team
Develop the plan	Special Needs or Vulnerable students as identified by IEP, 504 plans or SATs	Plan for each student will be specified during IEP, 504 or SAT team meetings	IEP, 504 and SAT Teams Provide list of vulnerable students to the Crisis Team
Plan the evacuation route	Identified students	Various due to the potential of dual diagnosis	Crisis Team
Build student specific emergency kits to take with them in case of evacuation	Identified students	Examples: Batteries, equipment for AT, medications, medical devices, etc.	School administrator/ Crisis Team
Identify individual staff member who will be responsible for each vulnerable student during a crisis	Special Needs or Vulnerable students as identified by IEP, 504 plans or SATs	Plan for each student will be specified during IEP, 504 or SAT team meetings	IEP, 504 and SAT Teams Provide list of vulnerable students to the Crisis Team
Develop communications plan for in-school response and with parent/ guardian	Identified students	For blind, visual impairments, deaf students	Crisis Team
Prevention (Before the Crisis)			
Activity	Student Type	Accommodations	Person Responsible
Practice drills (both evacuation and sheltering in place) for Special education students should be done no less than once a quarter	All students and identified special needs/vulnerable students	Assistive Technology	Crisis Team, Administration, Special Education Teachers/ Aids
Assistive Technology Substitution: In some cases depending on the circumstances not all AT/ medical devices can be evacuated with the student	AT Impacted Students	Manuel chairs, flash cards, O2 bottles, ETC.	Crisis Team, Administration, Special Education Staff
Take along books attached to the students chair or in the students back pack	All	Take Along Book	Crisis Team, Administration, Special Education Staff, Family
ID bracelet/ Medic Alert Jewelry, tattoo	All	Medical identification	Family, School Nurse, Special Education Staff
I.C.E.	All	In case of emergency number in phone	Family

REDACTED COPY

Incident Response Interventions (During the Crisis)			
Activity	Student Type	Accommodations	Person Responsible
Most students with IDD/DD and mental health Issues Reassurance and support in time of crisis and or changes	All	Emotional support	Special Education Staff/ First Responders
Communication: keep all instructions simple and clear speaking slowly and in normal voice	All	communication	Special Education Staff, Crisis Team
Psychotic incident do NOT argue with/ interrupt someone who is delusional	Behavioral Health	Calm soothing response	Special Education Staff, Crisis Team, First responders
Redirection	Behavioral Health	Attempt to redirect from the chaos or incident scene	Special Education Staff, Crisis team, First Responder
Recovery (After the Crisis)			
Activity	Student Type	Accommodations	Person Responsible
Return to school	All	Emotional support	Family, Crisis Team, Special Education Staff, Community agencies
Staff Hot Wash	School and other responding personnel		All Staff

REDACTED COPY

Resources for Special Needs Students

DHHR Disaster Planning for Special Populations:

<http://www.dhhr.wv.gov/healthprep/plan/specialpopulations/Pages/default.aspx>

Appalachian Centers for Independent Living

Address: 470 Chimney Drive, Suite C
Charleston, WV 25302-4804
Phone: (304) 965-0376
Toll Free Phone:
Fax: (304) 965-0377
TDD: (800) 642-3003
Email: acil@yahoo.com

ARC of the Mid-Ohio Valley

Address: 912 Market Street
Parkersburg, WV 26101
Phone: (304) 422-3151
Toll Free Phone: (877) 334-6581
Fax: (304) 865-2072
Email: info@thearcmov.org
Website: <http://www.thearcmov.org/>

Serves: Wood, Pleasants, Ritchie, Wirt,
Roane, Doddridge, Calhoun, Jackson,
Gilmer, Harrison (Birth to Three only)

ARC of the Three Rivers

Address: 1021 Quarrier Street, Suite 200
Charleston, WV 25301
Phone: (304) 344-2403
Toll Free Phone:
Email: arc3@arcthreeivers.org
Website: www.arcthreeivers.org
Serves: Kanawha, Clay, Boone & Putnam Co.

ARC of Harrison County

Address: P.O. Box 764
Clarksburg, WV 26301
Phone: (304) 624-3641
Email: garaber@arc-hc.com
Website: www.arc-hc.com
Serves: Harrison & Randolph

Autism Services Center

Address: 605 Ninth Street, P.O. Box 507
Huntington, WV 25710-0507
Phone: (304) 525-8014
Toll Free Phone:
Fax: (304) 525-8026
Website: www.autismservicescenter.org

Mountain State Center for Independent Living

Address: 821 North Avenue
Huntington, WV 25701
Phone: (304) 525-3324
Toll Free Phone: (866) 687-8245
TDD: (304) 525-3324
Fax: (304) 525-3360
Email: mtstcil@mtstcil.org
Website: www.mtstcil.org

Beckley Office: 329 Prince Street
Beckley, WV 25801
Phone: (304) 255-0122
Fax: (304) 255-0157
TDD: (304) 255-0122

Northern West Virginia Center for Independent Living

Address: 601-603 East Brockway Avenue
Suites A and B
Morgantown, WV 26501
Phone: (304) 296-6091
Toll Free Phone: (800) 834-6408
TDD: (304) 296-6091
Fax: (304) 292-5217
Email: nwvcil@nwvcil.org
Website: www.nwvcil.org
Elkins Office: 109 Randolph Street
Elkins, WV 26241
Phone: (304) 636-0143
Toll Free: (866) 262-2875
Fax: (304) 636-6508

West Virginia Advocates

Address: 1207 Quarrier Street, Suite 400
Charleston, WV 25301
Phone: (304) 346-0847
Toll Free Phone: (800) 950-5250
Fax: (304) 346-0867
Website: www.wvadvocates.org

West Virginia Center for Excellence in Disabilities

Address: 959 Hartman Run Road
Morgantown, WV 26505
Phone: (304) 293-4692
Toll Free Phone: (888) 829-9426
TTY: (800) 518-1448
Email: cedcontact@hsc.wvu.edu
Website: www.cedwvu.org
Charleston Office: 4510 Pennsylvania Ave
Charleston, WV 25302
Phone: (304) 720-3200

West Virginia Commission for the Deaf and Hard of Hearing

Address: 405 Capitol Street
Charleston, WV 25302
Phone: (304) 558-1031
Toll Free Phone: (866) 461-5578
TTY: (304) 558-1675
Fax: (304) 558-0937
Email: Marissa.J.Sanders@wv.gov
Website: www.wvdhhr.org/wvcdhh

West Virginia Developmental Disabilities Council

Address: 110 Stockton Street
Charleston, WV 25387-2521
Phone: (304) 558-0416
Toll Free Phone:
TTY: (304) 558-2376
Fax: (304) 558-0941
Email: dhhrwvddc@wv.gov
Website: www.ddc.wv.gov

WV Division of Rehabilitation Services

Address: 107 Capitol Street
Charleston, WV 25302
Phone: (304) 356-2060
Toll Free Phone: (800) 642-8207
Email: Donna.L.Ashworth@wv.gov
Website: www.wvdrs.org

REDACTED COPY

Mental Health Crisis Planning Resources for Schools

General Planning Resources

Center for the Study of Traumatic Stress: <http://www.cstsonline.org/resources/>

National Child Traumatic Stress Network Schools Committee. (October 2008). *Child Trauma Toolkit for Educators*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

National Child Traumatic Stress Network: Numerous resources for schools, parents, caregivers and clinicians and specific to various types of trauma including natural disasters, school violence, grief, abuse. <http://www.nctsnet.org>

National Center for Homeless Education: *McKinney Vento Toolbox: Constructing a Robust and Rigorous Homeless Education Program in Case of Disaster and Every Day*: very useful tools and resources for meeting mental health needs of students displaced due to disaster, including sample forms, self-assessment checklists and resources for mental health providers. http://center.serve.org/nche/pr/mv_dis_toolbox.php

Practical Information on Crisis Planning: A Guide for Schools and Communities, Office of Safe and Drug Free Schools, 2007; describes critical concepts and components of good crisis planning.

Readiness and Emergency Management for Schools Technical Assistance Center: http://rem.s.ed.gov/display.aspx?page=additional_resources_Recovery_Mental_Health_Resources

Resources for Dealing with Traumatic Events in Schools: <http://csmh.umaryland.edu/Resources/ClinicianTools/ListofTraumaResources2.14.pdf>

<http://rem.s.ed.gov/docs/PracticalInformationonCrisisPlanning.pdf>

SAMHSA Psychosocial Issues for Children and Adults in Disasters: <http://store.samhsa.gov/product/Psychosocial-Issues-for-Children-and-Adolescents-in-Disasters/ADM86-1070R>

SAMHSA.Gov <http://disasterdistress.samhsa.gov>

USDE Emergency Planning, Office of Safe and Healthy Students: several resources, including grant opportunities, web trainings for school personnel, <http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

USDE *Preparing Your School for a Crisis*: <http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

USDE Prevention Resources: <http://www2.ed.gov/admins/lead/safety/edpicks.jhtml?src=In>

Mental Health Specific Resources

Psychological First Aid for Schools,

<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

Resources for Dealing with Traumatic Events in Schools:

<http://csmh.umaryland.edu/Resources/ClinicianTools/ListofTraumaResources2.14.pdf>

Crisis Intervention: A Guide for School Based Clinicians, Center for School Mental Health, 2002, <http://csmh.umaryland.edu/Resources/ResourcePackets/files/crisisintervention.pdf>

National Association of School Psychologists: Several resources at

http://www.nasponline.org/resources/crisis_safety/index.aspx

Back To School Resources for School Personnel, Printed materials for download and free webinars for all school personnel on issues related to trauma including natural disasters, violence, grief, abuse, war, self-care, more.

<http://www.mentalhealthconnection.org/pdfs/trauma-school-resources-list.pdf>

Disaster Distress Hotline: 1-800-985-5990, Text "TalkWithUs" to 68747

<http://disasterdistress.samhsa.gov>

REDACTED COPY

Training Resources

Note: A variety of trainings on school crisis planning and response are available. The resources below were selected with the following criteria in mind: 1) geared to a school setting; 2) focused on the mental health aspects of school crisis prevention, planning, response and recovery; 3) free or low cost; and 4) based on best practices.

NATIONAL CHILD TRAUMATIC STRESS NETWORK

Psychological First Aid for Schools

Psychological First Aid for Schools is an evidence-informed approach for assisting children, adolescents, adults, and families in the aftermath of a school crisis, disaster, or terrorism event. <http://www.nctsn.org/content/psychological-first-aid-schools/pfa>

Child Trauma Toolkit for Educators 2008:

<http://www.nctsn.org/resources/audiences/school-personnel/trauma-toolkit>

Overview of Disaster Behavioral Health Interventions

What Do We Currently Know Speaker: Patricia J. Watson. Date recorded: 10/09/2012. Dr. Patricia Watson provides an overview of what disaster behavioral health evidence-based practices are currently available for children, adults, and families. She reviews the current evidence for the underlying principles that should be used to inform interventions and prevention efforts and what interventions are currently available in the response and recovery phases. Dr. Watson also discusses innovative methods to improve access of services, how to stay up-to-date on the evidence, what are the key components to implementing a disaster behavioral health program, and considerations for increasing the evidence-base.

<http://learn.nctsn.org/course/view.php?id=96#sthash.bHCReHS0.dpuf>

Overview of Psychological First Aid

Speaker: Patricia J. Watson. Date recorded: 10/09/2012. Dr. Patricia Watson provides a context on how the National Child Traumatic Stress Network and National Center for PTSD Psychological First Aid (PFA) was developed. PFA is an evidence-informed intervention to assist children, adolescents, adults, and families in the immediate aftermath of a disaster or emergency. <http://learn.nctsn.org/course/view.php?id=96#sthash.bHCReHS0.dpuf>

Overview of Skills for Psychological Recovery

Speaker: Patricia J. Watson. Date recorded: 10/10/2012. Dr. Patricia Watson provides a context on how the National Child Traumatic Stress Network and National Center for PTSD Skills for Psychological Recovery (SPR) was developed. SPR is a model for the post-disaster recovery period to assist survivors who continue to exhibit moderate levels of distress. Dr. Watson provides an overview of the SPR goals, the 5 primary skill sets, and how to apply the model in various disaster behavioral health programs.

<http://learn.nctsn.org/course/view.php?id=96#sthash.bHCReHS0.dpuf>

Coping in Hard Times: How Do We Help Affected Children and Families

Speaker: Patricia J. Watson. Date recorded: 10/10/2012. Dr. Patricia Watson discusses how we can assist youth, families, and communities who are experiencing challenging financial circumstances and economic hardships. The NCTSN has developed fact sheets for youth, school staff, parents and community organization leaders that offer practical ways to address the challenges youth and families are facing. Dr. Watson reviews these tips and gives examples on how to improve these families sense of safety, calming, self-and community efficacy, connectedness, and hope. - See more at:
<http://learn.nctsn.org/course/view.php?id=96#sthash.bHCReHS0.dpuf>

Trauma Focused Cognitive Behavioral Therapy

A free, web based learning course from the National Child Traumatic Stress Network and the Medical University of South Carolina. <http://tfcbt.musc.edu/>

Crisis Management in a Rural School

A two hour webcast for school administrators and first responders to teach principles of management of a school crisis. This and other trainings from Rural Domestic Preparedness Center: <https://www.ruraltraining.org/training/courses/>

Webcasts on Emergency Management for Schools

Four webcasts and accompanying materials look at the four phases of emergency management: prevention-mitigation, preparedness, response, and recovery. The webcasts were filmed at Emergency Management for Schools training meetings provided for school staff and administrators in March 2007.
<http://www.connectlive.com/events/deptedup/illy0207/>

Webcast on School Emergency Planning

This November 2006 webcast provides parents, educators, school administrators and local safety personnel with an opportunity to review key considerations related to school emergency management planning. Learn about how schools can help mitigate, prevent, prepare for, respond to, and recover from a crisis.
<http://www.connectlive.com/events/sedschoolsafety>

USDE Emergency Planning, Office of Safe and Healthy Students

several resources, including grant opportunities, web trainings for school personnel, guidance on issues, model programs:
<http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html>

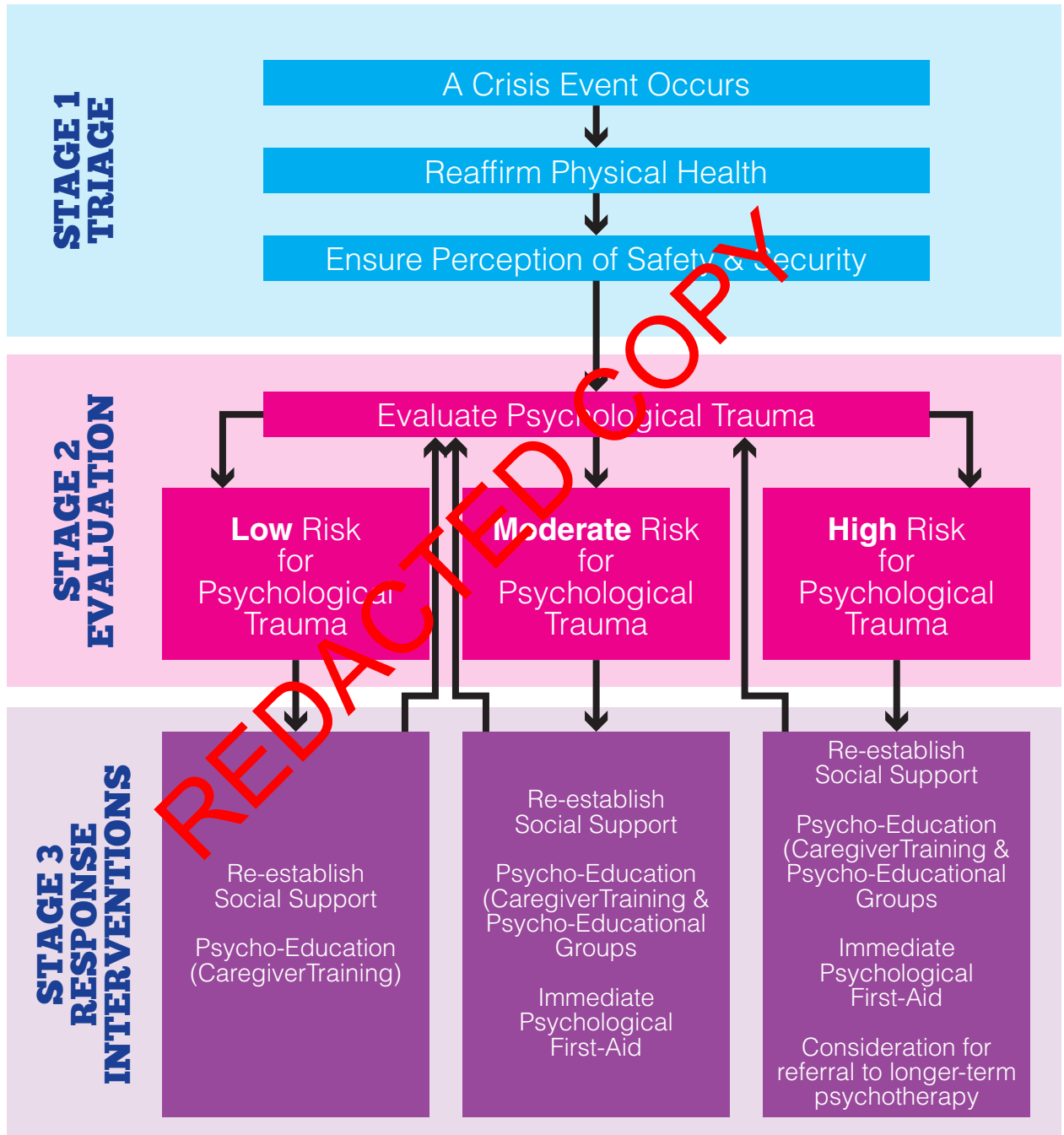
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (2004)

Mental health response to mass violence and terrorism: A training manual. DHHS Pub. No. SMA 3959. Rockville, MD: Center for Mental Health Services Substance Abuse and Mental Health Services Administration. Retrieved from
<http://store.samhsa.gov/shin/content/SMA04-3959/SMA04-3959.pdf>

REDACTED COPY

Response Stages and Interventions

(Actions taken in all three stages of Response are considered interventions and important for preventing more serious mental health issues such as PTSD)



Adapted from the Maryland School Psychologists' Association, Inc. Crisis Team Resource Guide: Handout 17

Crisis Response Resources for Parents, Caregivers and Educators

AMERICAN SCHOOL COUNSELOR ASSOCIATION

A variety resources on school crises and how to counsel students:

<http://www.schoolcounselor.org/school-counselors-members/professional-development/learn-more/helping-kids-during-crisis>

Back to School Resources for School Personnel, National Child Traumatic Stress Network,
<http://www.mentalhealthconnection.org/pdfs/trauma-school-resources-list.pdf>

Crisis Intervention: A Guide for School Based Clinicians, Center for School Mental Health, 2002, <http://csmh.umaryland.edu/Resources/ResourcePackets/files/crisisintervention.pdf>

Dealing with Natural and Man-made Disasters, Center for School Mental Health,
<http://csmh.umaryland.edu/Resources/ClinicianTools/DealingwithDisasters.pdf>

Helpful Hints for School Emergency Management, Psychological First Aid for Students and Teachers: Listen, Protect, Connect - Model and Teach: Vol. 1, Issue 3
http://rems.ed.gov/docs/HH_Vol3Issue3.pdf

Maryland School Psychologists Association Crisis Team Resource Guide,
http://www.msponline.org/resources/Documents/MSPA_Crisis_Team_Resource_Guide.pdf

National Association of School Psychologists: Several resources at
http://www.nasponline.org/resources/crisis_safety/index.aspx

National Child Traumatic Stress Network: Numerous resources for schools, parents, caregivers and clinicians and specific to various types of trauma including natural disasters, school violence, grief, abuse. <http://www.nctsnet.org>

National Center for Homeless Education: *McKinney Vento Toolbox: Constructing a Robust and Rigorous Homeless Education Program in Case of Disaster and Every Day:* very useful tools and resources for meeting mental health needs of students displaced due to disaster, including sample forms, self-assessment checklists and resources for mental health providers. http://center.serve.org/nche/pr/mv_dis_toolbox.php

Psychological First Aid for Schools,
<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

Readiness and Emergency Management for Schools Technical Assistance Center:
http://rems.ed.gov/display.aspx?page=additional_resources_Recovery_Mental_Health_Resources

Resources for Dealing with Traumatic Events in Schools:
<http://csmh.umaryland.edu/Resources/ClinicianTools/ListofTraumaResources2.14.pdf>

Tips for Talking With and Helping Children Cope after a Disaster, SAMHSA,
<http://store.samhsa.gov/shin/content/SMA12-4732/SMA12-4732.pdf>

Tips for Helping Students Recovering from Traumatic Events

<http://www2.ed.gov/parents/academic/help/recovering/index.html>

September 2005, Includes tips for parents, students, teachers, counselors, coaches, administrators

Tucson School Counselor Crisis Response Manual,

<http://www.tusd.k12.az.us/contents///depart/counseling/Documents/crisis/crisismanual.pdf>

WV School Preparedness:

<http://www.dhhr.wv.gov/healthprep/plan/howtoprepare/schoolprep/Pages/default.aspx>

REDACTED COPY

School Crisis Recovery Resources for Parents, Caregivers, Educators

AMERICAN SCHOOL COUNSELOR ASSOCIATION

A variety of webinars and resources on school crises and how to counsel students

<http://www.schoolcounselor.org/school-counselors-members/professional-development/learn-more/helping-kids-during-crisis>

National Association of School Psychologists

Several resources at http://www.nasponline.org/resources/crisis_safety/index.aspx

WS1 Handout 21: Memorials: Special Considerations When Memorializing an Incident

Coping with Shelter-in-Place Emergencies

Coping With Crisis: Tips for Parents and Educators

Coping With Crisis: Helping Children With Special Needs

Managing Strong Emotional Reactions to Traumatic Events: Tips for Parents and Teachers

Culturally Competent Crisis Response: Information for School Psychologists and Crisis Teams

Culturally Competent Crisis Response Resources

Dealing with a Death in School

Helping Children Cope With Crisis: Care for Caregivers

Memorials/Activities/Rituals Following Traumatic Events - Suggestions for Schools

Tips for Talking With and Helping Children Cope After a Disaster, SAMHSA

<http://store.samhsa.gov/shin/content/SMA12-4732/SMA12-4732.pdf>

Tips for Helping Students Recovering from Traumatic Events

<http://www2.ed.gov/parents/academic/help/recovering/index.html>

September 2005, Includes tips for parents, students, teachers, counselors, coaches, administrators

Psychological First Aid for Schools

<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

Tucson School Counselor Crisis Response Manual

<http://www.tusd.k12.az.us/contents///depart/counseling/Documents/crisis/crisismanual.pdf>

Maryland School Psychologists Association Crisis Team Resource Guide

<http://www.msponline.org/resources/Documents/MSPACrisisTeamResourceGuide.pdf>

Resources for Dealing with Traumatic Events in Schools

<http://csmh.umaryland.edu/Resources/ClinicianTools/ListofTraumaResources2.14.pdf>

Crisis Intervention: A Guide for School Based Clinicians, Center for School Mental Health,

2002, <http://csmh.umaryland.edu/Resources/ResourcePackets/files/crisisintervention.pdf>

REDACTED COPY

REDACTED COPY

REDACTED COPY

REDACTED COPY

WV School Mental Health Crisis Planning (WVSMHCP) Template

Download an electronic copy of the WVSMHCP planning template and use the expandable version rather than this hard copy to develop your crisis plan.

WV School Mental Health Crisis Team Planning Template	
School: _____	Team Manager _____
Contact Phone _____	Contact Email _____

School Mental Health CRISIS PLANNING TEAM (MHCPT)

1. Identify team members - *Suggested roles on left*

Title	Name	Office Phone	Home Phone	Cellular	Email
School Counselor					
Principal					
School Nurse					
School-based Mental Health Provider					
Community Mental Health Provider					
Prevention Resource Officer					
Special Educator					
Student					
Teacher					
Parent					
Other					
Other					

2. Define Purpose, Scope and Function of the MHCPT

What are the goals and purposes of the MHCPT?	1. 2. 3. 4. 5. 6. 7.	
What incidents are you preparing to address? What resources will you use for each crisis type?	Crisis Type:	Resources

How often will the MHCPT meet?	
--------------------------------	--

Who will record meeting Notes?	
--------------------------------	--

3. Delineate Team Member Roles
Use Appendices 1.5.a – 1.5i in the guidebook to describe specific responsibilities of various team members. Include school specific roles and responsibilities for this crisis plan.

4. Which SCHOOL/COMMUNITY PARTNERS will you invite to assist with planning and training for each crisis stage?

Phase	Assist with Planning	Assist with Training
PLANNING	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
PREVENTION	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
RESPONSE	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
RECOVERY	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

5. Describe steps and resources your school will use to address each crisis phase.

Phase	Action Steps	Resources
PLANNING		

Phase	Action Steps	Resources
PREVENTION	Include Crisis Prevention Programs/areas to address and action steps for each: <ul style="list-style-type: none"> ✓ Development of comprehensive school mental health model ✓ School climate and culture ✓ Identification of at-risk students ✓ Bullying and Violence Prevention ✓ Gang Prevention ✓ Suicide Prevention ✓ Other 	

REDACTED COPY

Phase	Action Steps	Resources
RESPONSE		
Phase	Action Steps	Resources
RECOVERY		

School Mental Health Crisis Response Team (SMHCRT)

6. Identify Members who will be on your (SMHCRT). Provide your member information here.
Suggested Roles on left.

Title	Name	Office Phone	Home Phone	Celular	Email
SMHCPT Manager					
School Counselors					
Social Workers					
District Contact Person					
Principal or Asst.					
SRO Officer					
Community Mental Health Representatives					
Faith Based Representatives					
Lead Parent Contact					
Incident Command Leader					
Others?					

7. How will you evaluate the success of your crisis plan?

Considerations for evaluating and improving crisis plan	
---	--

8. How will you update your crisis plan and train students, staff and families about changes?

This is a living document. It should be revisited and updated annually. What is your plan to annually revisit and update?	
---	--

9. How will you communicate your school crisis plan with students, staff, families, community stakeholders and SMHCT?

<p>Communication Plan</p> <p>How will you activate and communicate with your crisis response team?</p>	<p>School Mental Health Crisis Team Communication Plan</p>
<p>How will you share your plan and ensure all stakeholders know what to expect during each phase of a crisis?</p>	<p>Student Communication Plan</p>
	<p>Staff Communication Plan</p>
	<p>Family Communication Plan</p>
	<p>Community Stakeholder Communication Plan</p>

REDACTED COPY

Resources: Evanston Township High School Crisis Manual and Tucson School Counselor Crisis Planning Guide



RECORD OF SCHOOL AUDITS

DATE	DESCRIPTION OF AUDIT CONDUCTED	NOTES / CONDUCTED BY

REDACTED COPY



RECORD OF MOCK DISASTERS

DATE	DESCRIPTION OF MOCK DISASTER	NOTES

REDACTED COPY



RECORD OF TRAINING, MEETINGS, EXERCISES

DATE	DESCRIPTION	NOTES

REDACTED COPY

ADD COMPLETED SCHOOL

**WV MENTAL HEALTH CRISIS
PLANNING TEMPLATE**

REDACTED COPY

HERE