

# CRISIS MANAGEMENT PLAN

CALICO ROCK SCHOOL DISTRICT

**Purpose:**

In the event of any educational disruption or interruption that pose threats, harm, and/or damages to life, property or reputation to Calico Rock School District as stated, this manual provides a contingent plan of actions comprising communication responses, mitigation processes, recovery procedures that shall be implemented by the designated key.

Calico Rock School District Crisis Plan  
Revised 2021-2022

**CRISIS MANAGEMENT PLAN  
2021-2022**

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## **Calico Rock District Crisis Intervention Team**

1. Jerry Skidmore, Superintendent
2. Anita Nordrum, High School Principal, First Aid, CPR, AED
3. Eric Gotte, Elementary Principal
4. Mark A. Stephen, Deputy Sheriff/School Resource Officer, Firefighter, First Aid, CPR, AED
5. Stephanie King, Counselor
6. Kay Arnold, School Nurse, RN
7. Alex Skidmore, First Aid, CPR, AED
8. Patrick Drennan, First Aid, CPR, AED
9. Chip McDonald, First Aid, CPR, AED
10. Mike Mason, CPR, Diabetic Aide, Technology Coordinator
11. Merle Tibbets, Maintenance/Transportation Director
12. Connie Moser, Special Education Director
13. Melissa Cooper, Librarian/Media Spokesperson

### **Counseling Services:**

1. Families Inc.

870-994-7060

**“Two Person Authentication”** will be any two of the following personnel:

1. Superintendent: Mr. Jerry Skidmore
2. High School Principal: Mrs. Anita Nordrum
3. Elementary Principal: Dr. Eric Gotte
4. School Resource Officer: Deputy Mark Stephen
5. High School Counselor: Mrs. Stephanie King
6. Elementary Counselor: Mrs. LaDonna Franks

The classroom teacher will verify by voice recognition and visually through the window of the classroom door (if available) that at least two of the above listed personnel are at the door, not under duress, verifying the *All Clear*.

## **Crisis Resource List**

Ambulance Service	911 or 1-877-488-4911
Advocates for Battered Women	1-800-332-4443
Arkansas State Police Office	1-501-279-6238
Arkansas Department of Corrections	870-297-4311
Centers for Disease Control	1-800-CDC-INFO
Child Abuse & Neglect Hotline	1-800-482-5964
Families, Inc.	870-994-7060
FBI	1-501-221-9100
Izard County Medical Center	870-297-3726
Izard County Health Department	1-870-368-4966
Izard County Juvenile Court Officer	1-870-895-4137
Izard County Sheriff	911 or 1-870-368-4203
Izard County Office of Emergency Management	1-870-368-4113
Poison Control	1-800-376-4766
Prosecuting Attorney for the 16 <sup>th</sup> Judicial District	1-870-793-8825
Ozark Rape Crisis Center/Hotline	1-800-818-1189
Rape Crisis Center, ACASA Batesville	870-793-4011
Rape Hotline, ACASA Batesville	870-698-0006
Sexual Assault Hotline	1-800-656-HOPE
Suicide Prevention Lifeline	1-800-273-TALK

### **Izard County School Districts**

Melbourne High School	1-870-368-7070
Counselor: Janet Yancey, Cindy Poole	
Norfolk High School	1-870-499-7191
Counselor: Pam Braun	
Izard County Consolidated	1-870-258-7700
Counselor: Mrs. Burke, Kenzie Wheat	

## **Suspicious Person/Dangerous Situation**

### Staff:

1. Safety of the students is priority. Keep the students away from all threats. Immediately put the students in any classroom, secure the door and await further instructions.
2. Notify principal or designee. They will provide any direction you need.

### Administrator or Designee:

Step 1. Call the administration, School Resource Officer, or 911 if SRO can not be reached.

- a. Assess the seriousness of the situation.
- b. Call the Crisis Intervention Team.

Step 2. Get everyone possible out of the area.

Step 3. Talk to the person (student or parent) and try to use a calm voice and “talk them down” by taking them through the six-step model as follows until help arrives:

1. Define the problem.
2. Ensure safety.
3. Provide support.
4. Examine alternatives.
5. Make a plan.
6. Obtain a commitment.

Step 4. Let the authorities or administrators handle the situation as soon as they get there.

### **Warning Signs**

Tense muscles  
Bulging or darting eye movements  
Starting or completely avoiding eye contact  
Closed defensive posture  
Body tremors  
Agitated  
Pacing  
Heightened voice pitch, volume, and rapid speech  
Profanity and threats  
Confused speech

**\*There is a high correlation between threats of violence and acting on those threats. Just maintain safety until help arrives.**

## **Weapons Situation**

### Staff:

1. Notify principal or designee.
2. Remain calm.
3. Avoid heroics.
4. Don't threaten.
5. Keep a safe distance.
6. Avoid abrupt, sporadic movements.
7. Look for a place to dive or jump.
8. Negotiate minimally until the principal, designee, or law enforcement arrives.

### Administrator or Designee:

1. Assess the situation. Decide whether to call a Lockdown or implement Controlled Access Procedures.
2. Notify the School Resource Officer. If the SRO can not be reached, call 911
3. Contact the Superintendent.
4. Inform all administrators or designee of the threat.
5. Provide as much information as possible.
  - a. Be prepared to act as a resource and liaison between school and law enforcement.
  - b. Have a map of the school available for law enforcement, if needed.
6. Gather as much detailed information as possible and try to determine
  - a. Location, identity, and detailed description of the individual.
  - b. Location and description of weapon.
  - c. Any pertinent background information on the individual, including possible reason for carrying a weapon.
7. Isolate individuals or suspects. If the weapon is in a locker, prevent access.
8. Remain calm. Try not to raise your voice, but if necessary do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
9. Avoid heroics; look for a place to dive or jump. Keep a safe, non-threatening distance.
10. Do not use force or touch the person or weapon if interaction with the individual is imminent. Avoid sudden moves or gestures.
11. Negotiate until law enforcement arrives.

Meet with law enforcement when they arrive. They will advise you on how they intend to proceed.

## **Controlled Access Procedures**

In the event administration determines that a higher level of security is required, but not to the level of a Lockdown, administration can implement “Controlled Access Procedures.”

Controlled Access Procedures will be activated by intercom and email by administration. The announcement will be *“Teachers we are implementing Controlled Access Procedures, verify all doors and windows are secured and limit all activities to inside the building only. Continue with classroom activities.”*

All exterior doors and windows will be locked. No students will be outside of the building and can move throughout the building as needed, but movement should be kept to a minimum. Classroom activities will continue as normal inside the building.

During Controlled Access Procedures no personnel shall enter or exit the building without checking in/out through the High School/Elementary offices. No doors other than the main entrances at the office will be used by any personnel.

*\*Special attention to securing all Gym doors and Agri shop doors.*

Once the heightened level of security is no longer required, administration will terminate Controlled Access Procedures by announcing via intercom and email, “Teachers resume normal day to day operations at this time.” No other requirements for terminating Controlled Access Procedures.

## Lockdown Procedures

A lockdown is implemented when there is advanced warning of a possible threat within the community. Such as a prison escape or any other threat known or unknown that is deemed appropriate by school administration. **It is NOT used during an Active Killer incident.**

Implementation of lockdown will be a voice announcement “*We are in Lockdown, teachers secure your classrooms and continue classroom instruction, but do not leave the classroom.*”

Lockdown procedures are not the same as “Hide” procedures. You *can* continue classroom activities as long as it does not create excessive noise that could be heard outside the classroom. This may help with keeping the students calm.

A Lockdown is a process to secure an area from a threat.

If a Lockdown is announced all exterior doors are secured and checkpoints are established at vehicle entrances (if required and personnel are available).

Movement of those inside is restricted and visitors are prevented from entering.

### Your Actions:

Immediately account for all students in your class and notify the office if you are missing any.

Clear all hallways and stay inside the classroom, library, ect.

Secure doors. ***DO NOT open your doors or windows.***

Keep your classroom secured (locked with all windows covered) until the “*All Clear*” is announced over the intercom, an email from office personnel **and** a *Two Person Authentication* verifying the all clear at your classroom door. Only after the teacher has verified the all clear, the teacher will unlock and open the classroom door for the two personnel at the door.



### **Active Killer (*also known as Active Shooter*):**

The response for all incidents involving an individual actively causing or attempting to cause harm to students, faculty, staff, or visitors on campus will immediately implement the national standard *Hide – Run – Fight*.

Whether it is announced over the intercom, activated via the “Panic Button” app, *yelled* throughout the building, or heard gunfire, explosions, or mass panic, you will safeguard all students using the “*Hide – Run – Fight*” procedures.

All Calico Rock School District employees are required to participate in Professional Development training annually on “*Hide – Run – Fight*” procedures.

These procedures are not in “order.” The situation will dictate the appropriate actions. You may have to *Fight* first!

#### *Hide:*

Find a place to hide where the shooter is less likely to find you.

Plan this out ahead of time in your workplace.

Determine a place that will not trap you, if possible.

Stay out of the shooter’s view

Lock the door, barricade with heavy furniture if possible.

Hide behind heavy objects (desks, file cabinets, etc.)

Remain quiet. Silence your cell phone ringer/vibrate and other sources of noise.

Dial 911 if possible.

If you cannot talk, just leave the line open

**\*\*\*You cannot text 911!!\*\*\***

#### *Run:*

Use your escape plan! Get out at the first sign of danger.

Leave belongings behind.

Take your class with you. Keep your class together **if possible**.

Leave wounded behind ***if necessary***.

You cannot help others if you become a victim yourself.

Try to prevent others from entering.

Keep your hands visible.

Follow orders of law enforcement officers.

Call 911 when safe to do so.

If you are evacuating a room through the door, leave the door open so law enforcement can clear the room easily.

*Fight:*

As a last resort to save your life or the life of a student, you may need to attack the shooter.

Act as aggressively as possible!

An attack by a group is more effective than by a single person (Remember United Flight 93)

Improvised weapons (chair, laptop, paperweights, sharp objects, pens/pencils, fire extinguisher, etc...)

Throw things

Yell and shout, try to disorient the shooter

Commit to your actions!

If you successfully disarm the attacker, secure the weapon inside something to conceal it. Place the weapon inside a trash can, briefcase, backpack, box, ect.

You do not want to be holding a weapon when law enforcement arrives and you do not want to leave it where a student could pick it up.

## **Suicide Threat**

Step 1. Go through the SLAP model with the student.

- a. How **S**pecific is the plan?
- b. How **L**ethal is the proposed method?
- c. How **A**vailable is the proposed method?
- d. What is the **P**roximity of helping resources?

If you get all the way through the model, call for help immediately. If not, go through the six-step crisis intervention plan.

1. Define the problem
2. Ensure safety
3. Provide support
4. Examine alternatives
5. Make a plan
6. Obtain a commitment (no harm agreement)

Step 2. If the student has suicidal intentions, but does not have a plan or the means to follow through on a suicide threat. Notify the parents or guardian immediately. Give specific written recommendations as follows:

1. Close supervision of the child
2. Check in with the child frequently
3. Structure activities so the child is not alone
4. Get to another resource

Step 2a. If the child begins to talk about a plan, the parents need to get immediate help.

1. Set up a follow-up appointment
2. Get them in contact with counseling services listed with the Crisis Intervention Team. (page 2)

Step 3. Additional agreement with the child

No Harm Agreement in the child's handwriting.

Statement that he/she will not harm themselves.

Statement that if he/she does think about harm he/she will contact a parent if at home, counselor if at school, he/she will tell someone

Set up regular appointment times.

All parties sign the agreement.

Copies go to the child, parents, and counselor.

Step 4. If the student will not sign the No Harm Agreement:

Go back to SLAP and assume the child is suicidal

Determine if the police need to be called.

Do not leave the student unattended.

Step 5. If the student does not go all the way through SLAP and we cannot get in touch with the parents. Have the principal sign the No Harm Agreement along with the counselor and the student to show that we did try to contact the parents.

Step 6. Send written documentation to the administrator.

Step 7. DOCUMENT EVERYTHING.

### WARNING SIGNS

I wish I were dead.

I want to quit.

I hate myself.

I hate my life.

I can't do this anymore.

What do you think happens when people die?

I'm getting out.

I'm tired of my life.

I've had it!

I'm through.

Depression

### Questions

Are you thinking of hurting yourself?

Have you thought about killing yourself?

How would you do it?

Are you thinking about it today?

## **AFTERMATH OF A COMPLETED SUICIDE**

- Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals. Inform them of the situation.
- Step 2. Start debriefing the students that were the closest to the deceased.
- Find out where these students are.
  - Find out their needs.
  - Find out how they are handling the situation.
  - Contact their parents.
- Step 3. Meet the needs of the other students.  
Some casual acquaintances of the deceased may be very upset.  
Let the students know there are counselors available if they need to talk to someone.
- Step 4. Teachers may identify the students who need to be seen individually.
- Step 5. Small groups
- Talk about why it happened. (They may have cognitive distortions initially.)
  - Talk about the good qualities of the student.
  - Say good-bye. (Letters, scrapbook to parents, etc.) Do not put anything on the walls. Put everything into a box to give to parents.
  - Help students turn loose – reach acceptance.
  - Resolve the issue.
- Step 6. **MAKE SURE THERE IS NO ASSEMBLY OR FUNERAL AT SCHOOL.**  
Everything should be kept low key, yet meet the needs of the students.
- Step 7. Have a meeting at the end of the day to determine how the next few days will be handled.

## **Death of a Student**

### **Death of a Student at School**

- Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals.  
Inform them of the situation.
- Step 2. Make sure that all students are out of the area where the incident happened.
- Step 3. All students that witnessed the event should be taken to an area where they receive immediate counseling.
- Step 4. All other students stay in their classrooms. No students are allowed in the hallways.
- Step 5. Have the teachers check their email. Give them information on what has happened and how to handle the situation with the students in their classrooms.
- Step 6. The Crisis Intervention Team will meet with students on a need-to-know basis. Make sure friends of the student are accounted for and taken care of.
- Step 7. Use small groups for students as needed.  
Talk about what happened.  
Talk about the good points of the student.  
Say good-bye (letters, scrapbook to parents, etc.)  
Help students turn loose-acceptance.  
Resolve the issue.
- Step 8. Meet with the staff at the end of the day to determine how to handle the next day.

## **Death of a Student Outside the School**

- Step 1. Call the Crisis Intervention Team, all school counselors, and available mental health professionals.  
Inform them of the situation.
- Step 2. Check on the students close to the student that died, make sure they are ok; and decide who needs counseling.
- Step 3. Inform the teachers of what has happened and tell them to keep the routine as normal as possible. Also, tell them what to tell the students. This can be done through e-mail. (Teachers may refer to the counselor for any students who need additional help.)
- Step 4. Crisis Intervention Team should be meeting with students that need help. Additional school counselors may be called as well as mental health professionals depending on the number of students needing counseling.
- Step 5. Use small groups for students as needed.  
Talk about what happened.  
Talk about the good points of the student.  
Say good-bye (letters, scrapbook to parents, etc.)  
Help students turn loose-acceptance.  
Resolve the issue.
- Step 6. Meet with the staff to determine how to handle the next day.

## **Allegation of Abuse from a Student**

Step 1. Assess the allegation and determine the identity of the alleged abuser.

Step 2. Ensure the safety of the student.

Make sure the perpetrator does not have access to the child.

Make sure the student does not leave the school premises.

Get immediate medical attention.

Step 3. Notify the Authorities.

Call the School Resource Officer. He *and* you shall call the State Police Child Abuse Hotline (*1-800-482-5964*) to notify them of suspected child abuse.

Notify the Department of Youth and Family Services.

Notify the Principal.

Notify the Parents (when appropriate.)

Step 4. Prepare the student for what is going to happen next.

Look at the alternatives.

Provide support.

Make a plan.

Get a commitment.

Step 5. Follow-up

Contact the Department of Youth and Family Services and find out where the student is living.

Contact the student.

Step 6. ***DOCUMENT EVERYTHING.***



## **Bomb Threat**

***Do not use radios or cellular telephones.*** Transmitting electronic devices could activate an explosive device.

Staff:

1. Notify the Principal or designee. They will provide any direction you need or follow designated school procedures.
2. If you are asked to evacuate-
  - a. Leave the lights on.
  - b. Do not lock doors.
  - c. Take your grade book or roll sheet.

Administrator or Designee:

1. Contact the Superintendent or designee and School Resource Officer. They will provide any direction you need and will call the appropriate law enforcement agencies.
2. The Administrative Team/School Resource Officer will conduct a visual inspection of all common areas.
3. Ask staff to make a visual check of their area and send information to the front office.
4. The School Resource Officer or other law enforcement officials will decide if fire or medical personnel need to be called.
5. If evacuation is necessary, ask staff to:
  - a. Leave lights on
  - b. Do not lock doors
  - c. Take your class roster
6. Ensure all personnel answering telephones are aware of the policies and procedures implemented by the school district and the local law enforcement regarding obtaining information from a caller.

## **Bomb Threat Call Checklist**

The following is the Department of Homeland Security Bomb Threat Procedures and Checklist. Copies of this should be printed out and placed in every office and next to every landline phone.

You can copy the Bomb Threat Checklist from page 15 or from [www.dhs.gov](http://www.dhs.gov) website.

<https://www.dhs.gov/sites/default/files/publications/dhs-bomb-threat-checklist-2014-508.pdf>

## BOMB THREAT PROCEDURES

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.*

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

### If a bomb threat is received by handwritten note:

- Call Principal or designee
- Handle note as minimally as possible.

### If a bomb threat is received by e-mail:

- Call Principal or designee
- Do not delete the message.

### Signs of a suspicious package:

- No return address
- Poorly handwritten
- Excessive postage
- Misspelled words
- Stains
- Incorrect titles
- Strange odor
- Foreign postage
- Strange sounds
- Restrictive notes
- Unexpected delivery

**\* Refer to your local bomb threat emergency response plan for evacuation criteria**

### DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

### WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the DHS Office for Bombing Prevention at [OBP@dhs.gov](mailto:OBP@dhs.gov)



**Homeland Security**

2014

## BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER  
HUNG UP:

PHONE NUMBER WHERE  
CALL RECEIVED:

### Ask Caller:

- Where is the bomb located?  
(building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

### Exact Words of Threat:

### Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	Other Information:	
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

This is after all students, faculty, and staff have been accounted for and the safety of the building has been ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety have been met.

If remaining in the school building, someone should be posted at every door. No one can leave without permission and his/her leaving must be recorded. The school is responsible for every student.

Step 1. Call the Crisis Intervention Team, all school counselors, and all mental health professionals.

Step 2. Assess the situation:

What services are needed?

Which students need intervention?

What are the needs of the majority of students?

What are the needs of staff and faculty?

What are the needs of parents?

What are the needs of the community?

Step 3. Provide Support:

a. Faculty and staff

They need to know they are safe.

They need to be debriefed.

They have to meet the needs of the students.

Some students are afraid.

Some students need to know how to handle the situation.

b. Majority of students

Address their safety concerns.

Give factual information.

Remind students not to use cell phones.

## **Bus Transportation Accident**

### **Bus Driver**

1. Immediately notify proper law enforcement and at least one of the following: Superintendent or Director of Transportation.
2. Secure the bus so that passengers do not wander off the bus and people passing by do not board the bus. This will make it easier to complete your passenger list.
3. Set out warning devices such as triangles or cones so that other motorists can see your vehicle more easily.
4. Determine if there are injuries.
5. Move the bus to the side of the road ONLY if it can be moved and the passengers would be safer.
6. Your main concern should be for your passengers' safety. If the bus is not badly damaged and it is in no danger of being struck by other vehicles, keep the passengers on the bus. This way you will know where they are and they will be safe.
7. Refer any media to the administrator or designee.

### **Transportation personnel**

1. Upon arriving at the scene, immediately assess the situation for safety concerns.
2. Fill out accident reports, leave no blanks and take pictures, using the entire roll of film or digital media.
3. Refer any media to the administrator or designee.

### **Schools**

1. Contact parents of involved students to make them aware the children have been in an accident and relay necessary information.
2. Conduct follow-up on all children who received medical treatment within three days of the incident.

## **Missing or Abducted Child**

**A student should be released from school only to custodial parents or guardians designated on the student's school record.**

If a student is missing from campus

### Staff:

1. Notify the principal or designee of a missing student. They will provide any direction you need.
2. Be prepared to provide the principal or designee with as much information as possible such as name, sex, race, age, grade, physical description, distinguishing marks, etc...

### Administrator or designee:

1. Contact the Superintendent or designee and School Resource Officer.
2. Call 911 if the SRO can not be reached. (Izard County Sheriff 1-870-368-4203)
3. Contact the parent or guardian listed on the student's school records.
4. When law enforcement arrives, they will take control and work closely with school officials and relatives. If possible, have a description of the student (school picture, description of clothing) and a suspect, if known, for law enforcement officials.
5. Identify a team to work on the crisis response while the school maintains its daily routine.
6. Consider preparing a memo to inform staff and parents of facts and actions taken.
7. Arrange counseling for students and staff if necessary.

## **Weather Emergencies and Earthquakes**

### **Tornado watch received during school hours:**

1. Principal or designee will notify all staff in the school.
2. Teachers will continue with regular classroom activities.
3. School will dismiss at the normal hour in the regular manner, but drivers will follow regular routes using due caution.
4. Review school procedures for establishing safe areas.

### **Tornado warning received during school hours:**

1. Principal or designee will receive this warning by way of the radio tuned to the Weather Channel, call from Superintendent, law enforcement or Civil Defense Office.
2. Principal will inform the staff.
3. Staff and students will immediately proceed to the east gym shelter and everyone should then crouch low, head down, protecting the back of the head with their arms.
4. Teachers will take roll and notify the principal or designee if anyone is missing.
5. The secretary will secure necessary records. Counselor will close the vault.
6. All qualified personnel will render first aid if needed.
7. Staff and students will not return to their classrooms until the principal or designee declares an "all clear".

### **Tornado sighted but no warning during school hours:**

1. If time permits, take students to designated area
2. If time does not permit, go to the nearest enclosed hallway, not to open corridors; avoid open spaces and outside hallways; avoid areas with a large roof expanse such as the gymnasium, cafeteria, or auditorium.

The appropriate drill will be followed to ensure safety of students. Everyone will remain in the drill position until the disaster is over and the all-clear signal is given.

All students, faculty, and staff must be accounted for and the safety of the building has to be ascertained. Everyone will be transported to a safe place if necessary. Immediate needs for health and safety will be met.

If remaining in the school building, someone should be posted at every door. No one can leave without permission and his/her leaving must be recorded. The school is responsible for every student. Everyone must be accounted for.

## **Earthquake:**

In the event of an Earthquake, immediately *DROP, COVER and HOLD ON*. Faculty, staff and students should drop to the ground/floor, get under any sturdy table, cover the back of their head/neck with one hand and hold on to the table leg with the other. If you are outside, move away from any buildings and drop to the ground and cover the back of your head and neck.

### **After a weather emergency or earthquake:**

Step 1. **Call the Crisis Intervention Team**, all school counselors, and all mental health professionals.

Step 2. **Assess the situation:**

- What services are needed?
- Which students need intervention?
- What are the needs of the majority of students?
- What are the needs of staff and faculty?
- What are the needs of parents?
- What are the needs of the community?

Step 3. **Provide Support:**

#### **A. Faculty and Staff**

- They need to know they are safe.
- They need to be briefed as to what has happened and the severity of the situation.
- Remind them to try to control their emotions and remain as calm as possible.
- They have to meet the needs of the students and need to be told how to do this.
- Some students are afraid.
- Some students need to know how to handle the situation. (Teachers should try to model appropriate behavior.)
- Some students need follow-up. (Refer to the counselor.)

#### **B. Students**

- Address their safety concerns.
- Give factual information.
- Optional counseling is available for students who are having trouble.
- Try to keep the normal routine of classes if possible.

Open house (if there was damage at the school)-make sure things appear “normal.”

If needed, paint the walls the same color.

Make sure the bulletin board is the same.

Teachers leave everything the same.

This is not the time to change things, students need “normal.”

If specific students had losses due to the disaster, make sure they receive counseling to help them cope.

**C. Parents**

Hold a meeting to explain the situation-if school has to be conducted in another place or cancelled for a few days.

Address safety concerns.

Do some debriefing with parents.

Identify specific parents that need follow-up (referral)

**D. Community**

Hold meetings that are factual.

The school may be used as a relief shelter if it was not damaged and other areas in the community were.

\*Enlist media help in informing the community of the facts and that the safety of students is top priority during the situation and afterwards. Parents may be informed of the best way to pick up their children after the disaster. Media has the power to help the community regain a sense of safety and limit confusion and hysteria.



## **Fire**

### Staff:

1. If the fire alarm has not sounded, activate the alarm manually. Notify the Principal or designee.
2. If the fire alarm has sounded-
  - a. Take a class roster and ask students to take with them anything easily accessible.
  - b. Check the evacuation route posted on the wall.
  - c. Close all doors and windows.
  - d. Turn off lights.
  - e. Exit from the building quickly and quietly.
  - f. Move at least 50 feet from the building avoiding parking lots or areas that would impede emergency vehicles and personnel.
  - g. Take roll and notify principal or designee immediately of any absence. Do not re-enter the building.
  - h. If you do not have students and have been assigned a numbered evacuation zone, check for any students remaining in the building, check that all doors and windows are closed, and that lights are off.

### Administrator or designee-

1. Once the alarm has sounded, check surroundings immediately to verify that a fire threat exists before evacuation procedures begin.
2. Have all personnel assigned to a zone move to their areas and check for any students remaining in the building. Turn off lights and close doors.
3. Notify the School Resource Officer.
4. If all zones report “all clears,” issue an order to re-enter the building.
5. If fire or injury is reported in a zone, follow appropriate emergency procedures.

## **Criminal Activity**

- Step 1. Notify the administration and the School Resource Officer.  
Call 911 if the SRO can not be reached.
- Step 2. Assess the situation and call the Counseling Intervention Team if necessary.
- Step 3. Depending on the severity of the situation, contact the teachers and have them keep the students in their classrooms.
- Step 4. Provide support for students. Also provide support for those affected by the criminal activity. Explain to the students involved what to expect from the proper authorities.
- Step 5. Meet with the administrators, the counseling team, and the School Resource Officer to decide the best course of action to take.