

**DUTTON/BRADY
SCHOOL DISTRICT
#28C**

**EMERGENCY
MANAGEMENT GUIDE**

&

DISTRICT CRISIS PLAN

Drafted September & October 2008

Approved by Dutton/Brady Board of Trustees on November 18, 2008

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OVERVIEW

This manual outlines and describes the Dutton/Brady School District procedures for responding to crisis, which are most likely to occur on a school campus. Some examples of these would be:

- A natural or “man-made” disaster that has traumatic impact on a relatively large number of people;
- The death of a student or staff member;
- An individual who becomes violent, aggressive, or otherwise causes a significant disruption during the school day;
- A situation where a person presents an immediate threat to the physical safety of one or more people (but before a major incident occurs).

This manual is designed as a working document. It is advisable after any critical incident to evaluate and critique the emergency response, updating and revising this plan as appropriate.

ADVANCED PLANNING

While the occurrence of a specific emergency cannot be predicted, advanced planning is essential to successful management of emergency situations. Such planning increases both the organization and objectivity of the response and reduces the disorder and emotionalism, which can occur in times of crisis. Routine evacuation and lock down drills with subsequent critiques, and site evaluations will ensure compliance with emergency procedures.

Identification of key personnel who will assist in management of emergency situations is, perhaps, the most important step in advance planning. Personnel identified to have major roles in responding to emergency situations serve as members of the site Crisis Team.

Standard procedures for a variety of emergency situations, evacuation plans, and important phone numbers are included in other sections of this manual.

PROCEDURES FOR COMMON CRISIS

Basic Rules for the Common Crisis:

- The safety of all students and staff is our chief concern;
- Appropriate staff will be responsible for contacting emergency agencies;
- Superintendent and/or other pertinent staff members will be advised of all emergency situations first;
- The Superintendent will be the chief spokesperson. All school personnel are to direct calls to the chief spokesperson and refrain from providing information to anyone, other than emergency personnel. The Assistant Crisis Manager will be the designee if the Superintendent is unavailable.

BUILDING EVACUATION PROCEDURES

- At the sound of the fire alarm, all personnel must walk rapidly in to the hall and out the exit designated by the door in each room. The teacher will check to see that all students are out of the room, will turn off lights, will close the door, and join his/her students at the designated location out of the building. The teacher must also bring their gradebook/roster with them as well as the red/white cards. If all of the students are present, a white card should be held up—if any students are missing, a red card should be held up.
- The first pupils outside must move away from the building so they do not block the exit for those following. When outside, the students should move to the designated area.

CRISIS RESPONSE PROTOCOL

When a staff member discovers a crisis situation, that person will follow these quick steps:

- Always respond to the emergency first! If first aid is needed, contact the office.
- Staff members should notify administration they are aware of any crisis involving students or staff. This will trigger action by the campus or district crisis team.
- This staff member will return to duties or stand in support of the crisis team as requested.
- The designated crisis manager will then assign crisis team members to confirm that all necessary emergency services are in route or in progress.
- The crisis manager will inform the other campuses of any emergency or crisis situation.
- When a campus receives any information of crisis or emergency the crisis manager will advise the office staff where to divert phone calls.
- The crisis team will continue to gather all pertinent information about the crisis, and the crisis manager will continually evaluate changes in the crisis situation, delegating response duties to other support staff as needed.
- The crisis team may organize calls to parents of students known to be involved, but only if that step is appropriate and timely and coordinated through the Superintendent's office. Any information passed on must be verified.

DUTTON/BRADY CRISIS TEAM

Manager:	Superintendent Tim Tharp
Assistant Manager:	Principal Norma Clements
Assistant Manager:	Secretaries Colleen Campbell or Linda Michel
Crisis Team Members:	Maintenance Personnel—Cliff Suek
	Maintenance/Transportation—Greg Clements
	Clerk/Business Manager Betty Brumwell
	Additional staff may be added as appropriate

TELEPHONE TREE DUTTON/BRADY SCHOOLS

This telephone tree will be used to inform staff members of school closures or any other messages deemed important enough by the Superintendent to pass along to the entire staff.

Superintendent Tim Tharp will notify Norma Clements, the Board Chair, Rick Moss, Betty Brumwell and the media.

- Norma Clements will call Rick Moss, Scott Stevenson, Diane Otness and the Bishops.
- Rick Moss will call Kay Philipps, Carol Adams, Bill Thompson and Dave Kleinsasser. Carol will call Joe Hofer. Bill will call Louise Lorenzen and Dan Kleinsasser.
- Greg Clements will call Sherrill Nowlin and Tina Loch. The Bus Drivers will then call their route families.
- Diane Otness will call Tom Tranmer and Bill and Ginger Faust.
- Betty Brumwell will call Ron (who will call his bus route families), Colleen Campbell or Linda Michel, Barb Sheldon, Cliff Suek, Julie Remington, Linda Murray, Dann and Carol Sims, and Becky Duty.
- Cliff Suek will call Barb Sheldon and Sheila Pilgeram.
- Colleen or Linda will call Jana Rathert, Janet Goodell, John Powell, Brent Hitchcock, Linda Quilling, Kathy Wesche, Amy Storle, Kathy DeMars, and Nicole Schuler.

EMERGENCY PHONE NUMBERS

Teton County Sheriff's Office—EMS/Fire/Law	911
Teton County Sheriff—non emergency number	466-5781
Teton County Health Department	466-2562
Town of Dutton (water break)	476-3311
Mountainview Cooperative (propane leak)	476-3411
Juvenile Probation (Laura Swanson)	868-4720
Teton County DFS (Patty Jacobs)	466-5592
Pondera County DFS (Jamie Rogers)	278-5142
Teton County Disaster & Emergency Services	466-5552
Dutton State Bank (Shawn Dutton—Fire Chief)	476-3462
NorthWestern Energy	1-888-467-2353
Poison Control	1-800-222-1222
Centralized Intake	1-866-820-5437
KSEN Radio	434-5241
KMON Radio	761-7600
Power Public Schools	463-2251
Birch Creek Colony School	279-3430
Pondera Colony School	279-3464
Midway Colony School	278-9182
Superintendent Tim Tharp cell phone	788-3168
Principal Norma Clements cell phone	470-0299
Transportation Chief Greg Clements cell phone	470-0170

RESPONSIBILITIES OF SCHOOL PERSONNEL

SUPERINTENDENT and/or PRINCIPAL

The Superintendent/Principal is responsible for all pre-disaster and preparedness for the school, subject only to the directive of the school board and guidelines approved by the school board. In the event of an emergency, the administrator (or designee) will assume overall direction of disaster procedures at the school.

In discharging this responsibility, the Superintendent/Principal of Dutton/Brady School shall:

During Pre-Emergency Conditions:

- Appoint a designee who shall assume the duties of the Superintendent/Principal in his/her absence and identify duty assignments of other school personnel;
- Utilize directives and guidelines established by the school district to:
 - Develop a disaster and preparedness plan, which shall be kept operative at all times;
 - Ensure that school personnel and students are properly instructed in the school Crisis Management Plan.
- Ensure that there is adequate warning system available, and that the various alarm signals are known and understood by students and staff;
- Survey, with police and fire department personnel, primary and alternate traffic control plans for pedestrian and vehicular movements within the school plant;
- Arrange for instruction and training of students to ensure their safety;
- Maintain all emergency equipment and supplies in usable condition at all times by checking them at least annually;
- Know the location and operation of utility “shut-offs.” Instruct at least one other person in the location and operation of the “shut-offs”;
- Communicate with students and parents about the school crisis management plan;
- Conduct regularly scheduled drills and maintain a record of these in the maintenance office;
- Provide substitutes with information regarding their responsibilities, evacuation routes and general procedures;
- Demonstrate the use of emergency equipment utilized at the school.

During Emergency and Post-Emergency Conditions:

- Assume overall direction of school crisis management;
- Direct evacuation of buildings(s), using fire evacuation procedures;
- Arrange for transfer of students when their safety is threatened;
- Issue instruction to teachers if students are to be released from the school;
- Report the situation to the Crisis Team.

TEACHERS

Teachers will be responsible for the supervision of students. They will follow the instructions and guidelines of the district and schools plans, and the specific instructions from the principal.

In discharging their responsibility, teachers shall:

During Pre-Emergency Conditions:

- Be knowledgeable of the hazardous effects of different emergencies and the survival techniques for each;
- Provide instruction and practice for students in the techniques of survival and emergency procedures to be followed;
- Keep personal information on each student accessible at all times.

During Emergency and Post-Emergency Conditions:

- Supervise the lock down or evacuation of students to designated assembly areas;
- Remain with students until relieved of responsibility by the school principal;
- Take roll when class relocates to designated assembly area as soon as possible;
- Report missing students to the principal or designee. If there is reason to believe students may be endangered in a school structure, attempt rescue measure only with available trained personnel only after reporting the student missing;
- Render first aid, restore order, and assist staff and students as needed;
- Release student only to authorized persons by following proper sign out procedures.

MAINTENANCE/CUSTODIAL

The responsibility of the maintenance/custodial personnel shall be:

During Pre-Emergency Conditions:

- Maintain all fire equipment (extinguishers, hoses, etc.) in good working condition;
- Assure fire alarm, public address system, and emergency lighting are in working order;
- Maintain a set of the building's blueprints to be made available for emergency personnel.

During Emergency and Post-Emergency Conditions:

- Shut off utilities immediately when directed to do so;
- Be available to aid emergency personnel with information;
- Conduct damage control to limit damage to school facility;
- Survey and report damage to school principal.

SUBSTITUTE EMPLOYEES

The responsibility of a substitute employee shall be:

During Pre-Emergency Conditions:

- Become familiar with the district crisis management plan;
- Become familiar with the evacuation routes and general procedures at the school site.

During Emergency and Post-Emergency conditions:

- Perform the duties of the person for whom they are substituting;
- Account for all students in their attendance;
- Assist where directed to do so.

PARENTS/STUDENTS

The responsibility of the parents and students shall be:

- Students must familiarize themselves with the preset evacuation routes;
- Students must follow directions without hesitation;
- Parents must be informed of the current crisis management plan;
- Parents must follow the current crisis management plan;
- Parents must provide the school with emergency contact numbers where they can be contacted at any time during the school hours. Parents must keep the school up-to-date throughout the school year on emergency contact numbers;
- Have all necessary medical information on file with the school administration.

THE CRISIS TEAM

The purpose of the crisis team is to effectively respond to a variety of emergency/crisis situations. This will be accomplished in the following ways:

- Assist the principal with developing the specific plan responding to the emergency/crisis;
- Consult with and provide support on an as-needed basis, the affected school's staff in reacting to and dealing with the crisis;
- Provide direct support services to staff and students in distress;
- Make referrals to community resources for those needing follow-up counseling/support;
- Monitor the situation after the emergency/crisis has subsided and provide other follow-up services.

The crisis team will be made up of two components: The **Emergency Response Team** and the **Crisis Management Team**. The Emergency Response Team handles the immediate crisis, managing the safety and communication until the initial crisis has passed and the situation is stabilized. The Crisis Management Team will be involved in the follow-up items to crisis such as providing counseling or helping with the clean up.

Crisis Team members play an essential role in effective management of emergency situations. Preferred characteristics of Crisis Team members also include:

- An ability to anticipate multiple consequences;
- A willingness to challenge an idea and then work cooperatively toward a solution;
- An ability to think clearly under stress;
- Flexibility;
- Familiarity with nuances of the site, its students and its community;
- Expertise in a variety of school functions.

EMERGENCY RESPONSE TEAM GUIDELINES

The Emergency Response Team (ERT) will always be dealing with the immediate action issues of a crisis. This team will be the same people for every crisis.

The ERT is a standing team, which shall consist of the school superintendent, principal, counselor, transportation department chief, maintenance department chief, and secretarial staff. It is suggested the administrator chair the ERT handle the immediate safety issues while a secretary or designee simultaneously handle the communication issues.

- Manage immediate health and safety issues;
- Ensure communication with local emergency response agencies and district office personnel;
- Identify all staff members trained in CPR and/or First Aid;
- Identify site personnel best suited to respond to specific emergency situations, e.g. medical, emotional;
- Form Crisis Management Team for follow-up activities;
- Delineate staff roles and responsibilities.

In the event of an emergency or crisis situation, the Emergency Response Team should:

- Determine what happened;
- Assess consequences, i.e. health and safety, emotional;
- Decide what needs to be done;
- Implement a plan;
- Assign responsibilities.

In the management of a school crisis, the following should be determined:

- Who is in charge in the superintendent/principal's absence?
- Who will "cover" classes/assignments for Emergency Response Team members and/or others during crisis?
- Which community resources need to be contacted?
 - Sheriff/Fire/EMS 911
 - District Superintendent 788-3168
- What building resources are available?
- Who deals with the media?
- What kind of information is released?
- How will phone calls be handled?
- Who meets with the staff?
- Who contacts the family?
- How is traffic controlled?
- How is building secured?
- How and when are students notified?
- Who will intervene with high-risk students?
- Who will decide appropriate intervention?
- Who will assign support role with family, friends, etc.?
- Is it necessary to assign responsibility for property, personal effects?
- Are post crisis activities needed? In school? Family liaison? Community?
- How will "official" communication be made?

CRISIS MANAGEMENT TEAM GUIDELINES

The Crisis Management Team (CMT) duties and membership will vary depending upon the crisis. Some of the responsibilities of the various groups involved on the CMT are listed below. These responsibilities will also vary upon the crisis and include:

- Communication after the incident;
- Providing assistance to faculty and staff;
- Follow-up assistance to family;
- Communication with media and community;
- Memorial service activities;
- Physical plant repair.

Other considerations:

- Establish telephone network;
- Have the crisis management plan available for all staff;
- Distribute the crisis plan;
- Train entire staff on utilization of crisis management plan.

EMERGENCY RESPONSE TEAM CHECKLIST

This Emergency Response Team Planning Checklist may be used with suicide, homicide, or other crisis or accidents, which might occur at school or on their grounds.

On hearing of the crisis the administration will call an emergency meeting to assess the crisis and assign individuals to specific tasks.

- Determine the emergency assistance needed (EMS, fire, police, other).
- When time permits, assign facility members to assume positions at all exits and in each area of the school. Seal off area where crisis has taken place.
- Decide what additional resources are needed and who will request these resources.
- Decide where, when, and the format for notifying the staff of the crisis (memo, PA system, and/or faculty meeting).
- Decide who might need special support and assign members of the crisis management team to assist.
- Notify the superintendent to establish an Emergency Coordination Center. They will then develop a consistent written statement for the press and assign an administrator as the contact person. Notify the secretaries and receptionist of the contact person and strive to have only adults answering the telephones during this time. Assign other members of the crisis team to handle incoming parent calls.
- Assign a member of the crisis team to assist the faculty to deal with their own feelings as well as planning for how they will deal with the student body.
- Assign an administrator or counselor to call the person's family to offer assistance and solicit permission from family to make a general announcement to the student body.
- Assign a counselor to assist the student's siblings, best friends and parents. Notify these people individually before any general announcement is made.
- Compile a list of high-risk students and have members of the crisis team take in these students for preventative counseling.
- Assign members of the crisis team to several areas of the school for small group meeting for the grieving process for the first day.
- Conduct a debriefing and evaluation of the crisis, and how it was handled. Revise the plan to improve the system once the evaluation process has been completed.

CMT MODEL

The Crisis Management Team (CMT) normally is organized so the following functions or responsibilities are covered or performed in a crisis situation. These people should include:

Team Leader:	This is usually the principal. This person deals with the media and also notifies the district office about the crisis.
Counselor:	The school counselor may also be from another school.
Family Liaison:	Two persons may share this role
Personal Effects:	One administrator should handle this responsibility.
Telephone Network:	Should be established at the district office
Answering Phone:	During the crisis period, one secretary should be assigned to respond to all incoming telephone calls.
Close Friends Committee:	This involves staff members who contact close friends of the student in crisis.
Office:	Report immediately to police if potentially dangerous situation develops.

Be ready to answer these questions if a threatening call is received:

- Are there hostages?
- Suspect armed?
- Type of weapon?
- Location of incident?

Use the intercom system for teachers to hold all students in their classrooms.

Be prepared to give the emergency response kit to law enforcement and turn the scene over to the Sheriff's Office.

ABANDONED/LOST CHILD

IMMEDIATE ACTION:

Communication

- Contact family by telephone if possible;
- Contact emergency telephone references;
- If contact cannot be made with the parent, call the Contact Teton County Sheriff's Office for a Deputy to respond.

FOLLOW UP:

- Make written documentation in student file regarding circumstances surrounding the incident;
- If situation reoccurs, a call should be made to Child Protective Services (CPS), to notify them in case they have an on-going investigation with the family.

CONFIDENTIAL INFORMATION:

According to federal statute: *"An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals."*

Law Enforcement and Medical Personnel:

If a law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school must provide whatever information is needed.

Media:

Generally, the only information that should be provided to the media is confirmation of the student's attendance in the district. The media should generally be referred to the Superintendent.

However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

ANIMAL/SNAKE BITES/POISONOUS INSECTS

PRE-EMERGENCY PROCEDURES:

- Keep a list of local emergency agencies and their telephone numbers:
 - Poison Control 800-525-5042
 - Police/Fire 911

- Have first aid supplies available in convenient locations.

IMMEDIATE ACTION:

Safety:

- Identify type of incident (i.e. animal, snake, or insect) number of victims and extent of injuries;
- Calm victim and render first aid;
- Attempt to maintain visual contact of animal until emergency personnel arrive;
- Keep additional students and staff away from area.

Communication:

- Call 911;
- Determine need to contact Poison Control at 1-800-525-5042;
- Notify Superintendent at 788-3168;
- Notify victim's parents.

FOLLOW UP:

- File student accident report;
- Complete incident report and forward to Superintendent.

ASSAULT

IMMEDIATE ACTION:

Note: *More teachers and officers are injured while trying to break up fights than during any other crisis. If weapons are involved call 911 immediately.*

- Notify office (via radio or telephone) of location and number of students involved as well as to the fact that you are responding to it;
- Walk, do not run, to the fight;
- Do NOT try to break up a fight by physical means or disarm a student by yourself;
- Obtain additional help.

ANALYZE THE ALTERCATION:

- Is the fight staged?
- Are weapons involved?
- Is the fight winding down?
- Who was the aggressor?

CONTROLLING THE ALTERCATION:

- Walk briskly but don't run to the fight;
- Advise those watching and encouraging the fight to disperse immediately (make note of who they are);
- Yell out the combatants name and identify yourself and order them to stop fighting;
- If you decide to go ahead and physically intervene and you are by yourself, do not step in between the combatants. Also, decide who to pull off first, the winner or the loser of the fight;
- Preferably, break up the fight using non-violent physical crisis intervention techniques (for your safety and those of the students involved);
- Make sure that the staff members involved in breaking up the fight are debriefed as soon as possible.

FOLLOW UP:

- Assess and determine if medical assistance is needed;
- Notify Superintendent and/or Principal;
- Obtain names of witnesses and have them complete written statements;
- Allow for cooling off period;
- Ascertain the cause;
- Preserve the crime scene for evidence.

BEES SWARMING

PRE-EMERGENCY PROCEDURES:

- Post emergency numbers, 911, Poison Control, 1-800-525-5042;
- Have first aid supplies on hand, along with supplies for closing off areas such as barricades and yellow caution tape;
- Look for bee problems around school grounds.

IMMEDIATE ACTION- BEE ATTACK:

- Evacuate immediate area;
- Seek enclosed shelter or, upon attack, run without flailing arms;
- Treat injured. Remove stingers with edge of credit card or other sharp edge instrument. Do not attempt to pull stinger out with a tweezers or fingers, as this may cause additional venom to be injected.

IMMEDIATE ACTION – SWARM OR HIVE LOCATED:

- Evacuate immediate area;
- Keep bystanders at least 300 feet away by posting yellow caution tape;
- Post someone near area to keep bystanders away until the pests can be controlled.

Communication

- Call 911;
- Notify Superintendent.

FOLLOW UP:

- Have maintenance personnel clean up and remove dead bees;
- Complete incident report and forward to Superintendent.

BOMB THREAT

Bomb threats are usually made by a telephone call and sometimes with a note. The majority of these are pranks attempting to disrupt school function. However, all threats must be taken seriously, and handled quickly and efficiently to ensure safety to the students and staff.

PRE-EMERGENCY PROCEDURES:

- School evacuation plan;
- Telephone bomb threat checklist (copy attached PAGE 55);
- All school personnel should maintain awareness of physical surrounding/conditions.

IMMEDIATE ACTION:

- Remain calm and try to complete bomb threat checklist;
- Try to keep the caller on the phone as long as possible;
- Do NOT hang up until instructed to do so by someone in authority;
- Notify administrator who will assess the validity of the threat, and decide to evacuate the building or not;
- Do NOT use cell phones or two-way radios if a bomb is suspected;
- Call 911;
- If valid, the threatened building shall be evacuated as follows:
 - By appropriate signal;
 - In good weather, remain outside at least 500 feet away from the threatened building;
 - In bad weather, have students go outside. Clear suitable indoor facilities. Have students move into cleared indoor area;
 - Teachers and administrative personnel will give their immediate work areas a quick visual inspection as they leave their assigned areas. **Do not touch or move any item that looks suspicious;**
 - Have appropriate authorities check the building;
- If bomb is found;
 - Remain calm;
 - Notify Superintendent (the Superintendent's Office will be in charge of notifying the media);
 - Notify the transportation department;
 - Follow appropriate instructions for emergency dismissal;
 - Leave everything unchanged in the room (lights, doors, etc.);
 - Keep noise and vibrations to a minimum;
 - Dismiss students for the rest of the school day (Superintendent will make the decision to send students home).

Communication

- Call 911;
- Notify Superintendent.

FOLLOW UP:

- If no bomb is found, return students to class;
- Complete incident report and forward to the Superintendent;
- If bomb explodes;
 - Call 911;
 - Evacuate all buildings in case of secondary device;
 - Secure the integrity of the scene;
 - Establish information center or command post;
 - Arrange for student transportation;
 - Determine casualties.

If bomb threat is received by written message:

- Handle message no more than is necessary;
- Notify police;
- Protect the original message by placing message inside a plastic bag or envelope so fingerprints or other identifying marks are not destroyed;
- Turn note over to police.

Prevention Methods:

- Caller identification to main school lines;
- Identify all strangers on campus.

BUS/SCHOOL VEHICLE ACCIDENT

PRE-EMERGENCY PROCEDURES:

- Standardized bus/vehicle accident procedures
- Written procedures provided to all drivers
- Vehicle accident report form to record information

IMMEDIATE ACTION – DRIVER:

- Stop immediately – Set brake and turn off engine. Do not move vehicle, unless immediate danger exists;
- Radio or phone the school immediately – Give vehicle number, location and extent of injuries;
- Evaluate and render first aid to anyone injured – Do NOT move an injured person unless there is imminent danger;
- Remain with the students and assure their safety until alternative transportation arrives;
- Speak only to law enforcement and school officials about the incident;
- Give name, license, and insurance information to police;
- Obtain names, addresses, phone numbers, and ages of all the passengers;
- Obtain names and insurance information of other drivers involved, from the investigating police officer;
- Continue transporting student when authorized to do so;
- Complete School Bus Accident Report form (found in packet on bus);
- Complete insurance reports for Transportation Department;
- Obtain Case Number from investigating police officer, deputy sheriff, or MHP Trooper.

IMMEDIATE ACTION – TRANSPORTATION:

Safety:

- Call 911;
- Report to scene to assist and investigate.

Communication:

- Notify site Administrator and let them know the names of students on the bus. School personnel will activate the phone tree to notify parents if necessary;
- Notify Superintendent.

FOLLOW UP:

- Prepare district vehicle accident report;
- Complete incident report and forward to the Superintendent.

CAMPUS DISORDER/CIVIL DISTURBANCE

Civil Disturbances may occur within district or individual schools, or may be precipitated by outside school forces. Campus disorders may be avoided by maintaining effective movement and control of student and unauthorized persons.

PRE-EMERGENCY PROCEDURES:

- Develop programs for the enhancement of students on grounds during lunch, PE, or after school activities.

IMMEDIATE ACTION:

Safety:

- Administrator will assess the situation, number of students, nature of disturbance, and assistance needed;
- If outside assistance is needed:
 - Notify police and Superintendent;
 - Instruct teachers to close and lock classroom doors.

Administrators:

- Brief Law Enforcement on:
 - Number of participants involved;
 - Identifiable gangs;
 - Location of gangs;
 - Weapons involved;
 - Outsiders involved;
- Assist law enforcement as necessary;
- Make announcement to inform staff classes will not be released;
- Instruct classroom teachers to account for all students.

Communication:

- Notify Superintendent.

FOLLOW UP:

- Send letter to parents, communicating what occurred and how safety was established
- Debrief faculty as appropriate;
- Complete incident report and forward to Superintendent.

WALK-OUT/SIT-INS

A “walk-out” is a type of demonstration, which needs to be dealt with through dialogue. If a student walk-out occurs and the students remain on the school grounds, the principal or his representative should try to talk the student into returning to their classes. If the students do not return to class, utilize the following information:

IMMEDIATE ACTION:

- Direct students to return to class;
- The school doors should be locked;
- Take roll to determine the names of the students who did not return to class;
- If students turn violent, call 911.

Communication:

- Notify Superintendent.

FOLLOW UP:

- Contact parents of students who did not return to class, and notify the parent a conference will be necessary to reinstate the student in the school;
- Complete incident report and forward to the Superintendent.

CRIMINAL ALLEGATION AGAINST STUDENT

PRE-EMERGENCY PROCEDURES:

- Administrators and staff are provided written guidelines regarding release of information pertaining to students and staff;
- The principal is designated as the contact person for all inquiries regarding criminal allegations against students.

IMMEDIATE ACTION:

- Determine legal authority of individual requesting to question a student on the school premises. If legal authority does not exist, notify individual that permission to question the student on campus is denied. If requesting individual persists, contact school attorney;
- Make reasonable efforts to notify parent or guardian of request to question a student on campus;
- Record request date, identification verification, and parent contact information;
- Work with legal authorities to ensure questioning occurs with the least possible disruption to the school environment;
- If the parent is not present during questioning of a student on campus, an administrator must be present during the questioning;
- Complete the district school incident report form.

Communication:

- DO NOT release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals;
- If criminal allegations involve crimes against other students, contact the parents of those students. Inform them of the allegations made and what actions have been taken thus far. DO NOT provide specific details of the investigation, but refer any questions to the investigating officer.

FOLLOW UP:

- Communication to staff members and to parents of students not directly involved in the situation should be done on a need to know basis only;
- Crisis Management Team services if needed.

DEATH – AT SCHOOL

When traumatic events in a school, school district, or community occur there is an immediate need for effective services to respond to the emotional pain that accompanies loss or distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings that accompany such a tragedy. The school system has many similarities to the family system and like the family, has opportunities to provide a support response.

PRE-EMERGENCY PROCEDURES:

- Establish and train Crisis Management Team;
- Establish a school telephone/communication tree for teachers and staff.

IMMEDIATE ACTION:

Safety:

- Call 911;
- Keep students in classes, away from crisis area;
- Remove students in immediate crisis area;
- Activate Crisis Management Team;
- Secure area until police arrive;
- Make a mental note of the circumstances:
 - Who observed the occurrence?
 - Who reported the occurrence?
 - What vehicle(s) was/were involved?
 - Approximate times of the incident should be noted, when emergency vehicles arrived, and what was done for the victim.
 - Each person involved needs to write down his/her observations as soon as possible and turn it in to the building office.

Communication:

- Verify information;
- Notify Superintendent.

FOLLOW UP:

Family:

- Contact family personally and offer support;
- Establish a family support committee (e.g. to collect money, food donations, etc.);
- Obtain information regarding funeral visitation, home visits and family wishes;
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family.

School Plan of Action: Announcing the Loss

- Notify faculty of the death through a written message or faculty meeting;
- Announcing the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary;
- Arrange for selected class visits to speak to the student;

- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions.

Faculty Response:

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting;
- Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity;
- Provide an opportunity for student to discuss the loss and what they have learned;
- If students are restless, get them active and focused on a project for the family if appropriate;
- Discuss funeral to prepare students who will be attending to know what to expect.

Counseling/Psychology Responsibilities

- Establish an area for counseling (individual or group);
- Reschedule day's activities depending upon the needs of the school;
- Request additional counselors from within the district if needed;
- Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support.

Administrative Responsibilities:

- Keep staff updated on events and circumstances;
- Identify faculty/staff who are in need of mental health support services;
- Utilize counseling, psychology, district office, community counseling, employee assistance programs;
- Emphasize the need to provide hard facts in reducing rumors;
- Be highly visible to show presence, support and control of the situation;
- Provide hope and refocus perceptions toward the future;
- Make arrangements for rescheduling cancelled activities;
- Make arrangement for excused absences for students wishing to attend funeral.

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access;
- Develop a written statement or news release in cooperation with the district communication office;
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken;
- Divert phone calls of concern and questions to appropriate staff;
- Provide a meeting for concerned parents and others to provide input or suggestions to help students;
- Provide a written summary of situation and plans to parents.

Memorial Services:

- Provide an area for staff and student who do not wish to attend services;
- Remove personal items of deceased from lockers, desks, etc. Rearrange seating in classroom when appropriate.

DRIVE BY SHOOTING

PRE-EMERGENCY PROCEDURES:

- School evacuation plan
- School personnel should maintain awareness of physical surrounding/conditions
- Two-way communication with all classrooms
- Two-way communication with personnel monitoring outside areas
- Administration and security equipped with two-way communications with office

IMMEDIATE ACTION:

Safety:

- Administrator assesses validity;
- Secure immediate area – no access;
- Make decision to evacuate or lock down;
- Administer first aid to anyone injured;
- Brief and assist law enforcement as directed;
- Establish command post (probably school office);
- Teacher will account for students under their control ;
- Dismiss students if appropriate.

Communication

- Call 911;
- Notify Superintendent.

FOLLOW UP:

- Emergency Management Team follows situation checklist;
- Complete incident report and forward to Superintendent.

EARTHQUAKE

IMMEDIATE ACTION:

Safety – Inside School Building

- Direct students/staff to drop/cover/hold;
- Lie flat, face down, and wait for shocks to subside;
- Stand against the wall away from windows or get under desks or tables;
- Move away from heavy ceiling fixtures and/or structures such as file cabinets;
- Take roll count of students and report to the person in charge as soon as it is safe to do so;
- Do not attempt to evacuate building until authorized to do so;
- Do not light fires or touch fallen wires;
- Be alert for instructions from person in charge who must determine the safest route out and safe place for students to assemble outside;
- Use extreme caution when evacuating the building, as there may be additional aftershocks and/or the building may still be falling.

Safety – On School Grounds

- Move away from buildings, trees and exposed wires;
- The safest place in the open is down on the ground;
- Do not run.

Safety – General:

- Do not return to the building for any reason until it is declared safe;
- Post security a safe distance from all building entrances to see that no one reenters the building;
- Render first aid if necessary;
- Avoid touching electrical wires that may have fallen;
- Do not light any fires.

Communication

- Notify utility companies of any utility line break, or suspected break ;
- Notify Superintendent.

FOLLOW UP:

- Administration determines the advisability of closing the school. If necessary, procure the advice of a competent authority about the safety of the building.

EXPLOSIONS OR THREAT OF EXPLOSION

PRE-EMERGENCY PROCEDURES:

- School Evacuation Plan;
- On-going inspection of potential explosive hazards should be conducted;
- Inventory of all potentially explosive hazards.

IMMEDIATE ACTION:

Safety:

- If explosion occurs within the building, evacuate building by sounding fire alarm;
- If an odor of leaking gas exists, **do not** use the fire alarm, intercom or any other electrically operated device that might cause a spark and ignite an explosion;
- Have pre-designated person(s) check restrooms, vacant classrooms, etc. to assure all school personnel and students have left the building;
- If explosion occurs outside the building, students and staff will remain in classrooms away from windows, and wait for further instructions or fire alarm signal;
- Render first aid;
- Take student roll.

Communication

- Call 911;
- Notify Superintendent.

FOLLOW UP:

- Students and staff will remain outside of building until emergency officials declare the area safe and secure;
- Emergency Management Team follows situation checklist;
- Complete incident report and forward to Superintendent.

FALLEN AIRCRAFT

IMMEDIATE ACTION:

Safety:

- Move students and staff to a safe distance away, allowing for possible explosion;
- Where necessary, teachers will take immediate action to ensure the safety of students without waiting for directions from the principal or designee;
- Render first aid.

Communication:

- Call 911;
- Notify Superintendent.

FOLLOW UP:

- If aircraft fall on school buildings, appropriate authorities must inspect buildings before resuming classes;
- Notify Superintendent of any damages to the school;
- Complete incident report and forward to Superintendent.

FIRE

PRE-EMERGENCY PROCEDURES:

- School evacuation plan explained and posted in each classroom;
- Test to make sure alarm system is functioning properly;
- Check to assure all fire extinguishers are fully charged and up-to-date;
- Fire drills must be completed and evaluated regularly (Montana State Law requires that at least eight disaster drills be conducted each school year. At least four of the drills must be fire drills).

IMMEDIATE ACTION:

Safety:

- Sound fire alarm;
- Call 911—request fire and EMS;
- Follow evacuation plan with school personnel/students. Relocate students at least 500 feet from the building and firefighting equipment;
- Check all rooms and areas of the building to ensure everyone is out of the building;
- If conditions permit, teachers should close all doors and windows before leaving their assigned areas;
- Keep access roads open for emergency vehicles;
- Station building exit guards to prevent unauthorized entrance of students or other personnel back into the building;
- Make an effort to extinguish small fires with fire extinguisher.

Communication:

- Call 911. The fire department must be notified of the location of all fires, including those put out by school personnel;
- Have designee assist arriving emergency personnel with locations within the school.

FOLLOW UP:

- Students/staff will remain outside of the building until fire department officials have declared the building safe and the all clear signal is sounded;
- Complete incident report and forward to the Superintendent;
- Evaluate the fire procedures.

FLOOD

PRE-EMERGENCY PROCEDURES:

- School evacuation plan/dismissal plan;
- Keep a list of local emergency agencies within easy access, their phone numbers, and the names of their public information officers;
- Know which community officials have the authority to access school property in emergency situations;
- Maintain a plan for sharing school facilities with evacuees;
- In cases of severe weather have access to television, radios or call the National Weather Service to obtain weather updates.

IMMEDIATE ACTION:

Safety:

- Discuss the need for evacuation;
- Provide care for students at school;
- Have custodial staff do the following as directed, depending on the situation:
 - Shut down the boiler;
 - Remove equipment from floors and move to a safe place;
 - Close doors;
 - Shut off water supply;
 - Lock outside doors when the building is secure and empty.

Communication

- If an emergency exists, call 911;
- Notify school Superintendent;
- Notify school transportation department;
- In cases where dismissal is indicated, activate communication through the district office.

FOLLOW UP

- Reschedule school calendar if needed;
- Complete incident report and forward to Superintendent.

HAZARDOUS MATERIALS/CHEMICAL ACCIDENTS

Chemical accidents of disaster magnitude would include tank or truck accidents, or railway car accident involving large or small quantities of toxic gases or harmful chemicals (also on campus spills).

PRE-EMERGENCY PROCEDURES:

- Inventory all hazardous material on campus. A copy of this inventory must be on file in the front office and at the district;
- Material Safety Data Sheet (MSDS) manuals in areas where chemicals are used;
- Read MSDS and label prior to using chemicals. This will provide specific information needed for emergency procedures – i.e. evacuations, chemical containment, first aid procedures, equipment needed for working with chemicals, storage and disposal procedures.

IMMEDIATE ACTION:

Safety:

- Take appropriate action in accordance with MSDS and label on handling and emergency procedures;
- Determine the need to evacuate the school building, and if necessary transport students to a safe location by bus or other means (Possibly to closest school away from spill, i.e. Power or Brady);
- Render first aid.

Communication:

- Contact building administrator immediately;
- Call 911 if assistance is needed for injuries, containment, clean-up and disposal;
- **Poison Control: 1-800-525-5042;**
- Notify Superintendent.

FOLLOW UP:

- Students and staff should not return to the building until the appropriate officials have declared the area safe;
- Take attendance if school was evacuated;
- Contact Maintenance Supervisor for final clean up;
- Provide and estimate of damage;
- Complete incident report and forward to Superintendent;
- Emergency Management Team review.

HOSTAGE

PRE-EMERGENCY PROCEDURES:

- School evacuation plan and lock down procedure;
- School personnel should remain alert and aware of their surroundings;
- Two-way communication with all classrooms;
- Administration and security equipped with two-way communication with front office.

IMMEDIATE ACTION:

Safety:

- Administrator in charge will assess the validity of the situation;
- Secure immediate area – no access;
- Make decision to evacuate or implement lock down procedures;
- Attempt to obtain from witnesses:
 - Number of hostage takers;
 - Number of hostages ;
 - Weapons;
 - Any injuries;
 - Possible identities;
- Brief and assist law enforcement as directed;
- Establish command post (probably front office);
- Teachers must account for all students under their control;
- Dismiss students if it is deemed appropriate to do so by the authorities.

Communication:

- **Call 911;**
- Notify Superintendent.

FOLLOW UP:

- Complete incident report and forward to Superintendent.

INTRUDER (ARMED/UNARMED) OR SUSPICIOUS PERSON

PRE-EMERGENCY PROCEDURES:

- School evacuations plan;
- School personnel should remain alert and aware of their surroundings;
- Two-way communication with all classrooms and student supervision areas outside;
- Administration and security staff equipped with two-way communication with office staff;

IMMEDIATE ACTION:

Safety:

- Notify Administrator of possible locations and description of subject(s);
 - Take another staff member with you to initiate contact with the intruder if it can be determined if intruder is unarmed;
 - Ask another staff member to contact the main office for you and advise them of who is with you, where you will be going, and what you will be doing;
 - Make contact with the intruder with the Triangle Contact method if possible;
 - Make sure you have designated which staff member will be the contact person and which one will be the backup person. Make sure to utilize your non-verbal communication (i.e. – hand signals as follows):
 - 1 Finger – back up staff member may leave;
 - 2 Fingers – back up staff member should stay with contact staff member;
 - 3 Fingers – this indicates that both staff members should break off the contact and the school should go into a campus intruder alert plan. Call 911 immediately.
 - On the basis of the information you receive from the intruder, determine what your intervention will be;
 - Attempt to direct the intruder to the main office and explain the related safety reasons as to why it is important that you are keeping track of who is on your campus;
 - If the intruder refuses to cooperate, do NOT escalate the situation. Break off contact and call the police;
 - If the intruder produces a weapon, assure them that it is not necessary for them to consider using the weapon, as you are leaving. Both of your hands should be up with your palms facing the intruder while slowly backing away;
 - If the intruder tells you to stop, then do as instructed but continue to assure them that there is no need for the weapon to be used.
 - If intruder alert call comes to the office, **Call 911.**
- Monitor intruder's location from a safe distance until law enforcement arrives
- Brief and assist law enforcement as directed

Communication:

- **Call 911**
- Notify Superintendent

FOLLOW UP:

- Complete incident report and forward to Superintendent

MEDICAL EMERGENCY – SERIOUS ACCIDENT
MULTI-INJURY ACCIDENT

PRE-EMERGENCY PROCEDURES:

- Identify and establish an Emergency Response Team – those who are trained in CPR and first aid (post the list in the staff room);
- Develop a school telephone communication tree;
- Have first aid supplies available in convenient locations.

IMMEDIATE ACTION:

Safety:

- Identify type of accident (i.e. – chemical, vehicle, fire, etc.) number of victims, and extent of their injuries, if know;
- **Call 911;**
- Activate Emergency Response Team to begin first responder first aid;
- Secure scene/area of incident;
- Keep uninjured students away from incident location;
- Do not move injured victims unless immediate danger exists;
- Attempt to obtain names, address and phone numbers of the injured and turn this information over to responding EMS personnel.

Communication:

- Call 911;
- Notify Superintendent;
- Notify parents/family of injured;
- Notify Crisis Management Team.

FOLLOW UP:

- File student accident reports;
- File staff accident reports;
- For staff exposed to blood, follow district Hepatitis B Exposure control Plan;
- Complete incident report and forward to Superintendent.

Family:

- Contact family personally and offer support;
- Establish a family support committee;
- Obtain information regarding hospital visitation and home visits;
- Stop any disciplinary, scholarships, testing or special placement notifications that may inadvertently be sent to the family.

School Plan of Action – Announcing the Accident:

- Notify faculty of the accident through a written message or faculty meeting;
- Announce the accident to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary;
- Arrange for selected class visits to speak to the students;

- Follow-up with short faculty meeting to review fact of incident and roll of staff in assisting with the accident. Allow faculty an opportunity to share their experiences and suggestions.

Faculty Response:

- Identify students who were close friends or student who would like an opportunity to attend a group or individual meeting;
- Identify student obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity;
- Provide an opportunity for students to discuss the accident and what they have learned;
- If students are restless, get them active and focused on a project for the family, if appropriate;
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom.

Counseling/Psychology Responsibilities:

- Establish an area for counseling (individual or group);
- Reschedule day's activities depending upon the needs of the school;
- Request additional counselors from within the district if needed;
- Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support.

Administrative Responsibilities:

- Keep staff updated on events and circumstances;
- Identify faculty/staff who are in need of mental health support services;
- Utilize counseling, psychology, district office, community counseling, employee assistance programs;
- Emphasize the need to provide hard facts in reducing rumors;
- Be highly visible to show presence, support and control of the situation;
- Provide hope and refocus perceptions toward the future;
- Make arrangements for rescheduling cancelled activities.

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access;
- Develop a written statement or news release in cooperation with the district communication office;
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken;
- Divert phone calls of concern and questions to appropriate staff;
- Provide a meeting for concerned parents and others to provide input or suggestions to help students;
- Provide a written summary of situation and plans to parents.

MEDICAL EMERGENCY
BLOOD-BORNE PATHOGEN/COMMUNICABLE DISEASE

All procedures or other job-related tasks which involve an inherent potential for mucus-membrane or skin contact with blood, body fluids or tissues, or a potential for spills or splashes of them are to follow the established Universal Precautions at all times. Uses of appropriate protective measures are required for all employees engaged in these tasks.

UNIVERSAL PRECAUTIONS:

- **Barrier protection.** All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:
 - a) Gloves;
 - b) Masks and protective eyewear;
 - c) Disposable smock and aprons.
- **Wash hands if they come into contact with blood or other body fluids;**
- **Avoid accidental injuries.** Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades or other sharp materials. These types of materials should be picked up with tongs or swept into a dustpan and placed in a puncture-resistant container for disposal;
- **Avoid direct mouth-to-mouth resuscitation**—use protective mask;
- **Decontaminate all surfaces and devices after use.**

PRE-EMERGENCY PROCEDURES:

- Awareness of Teton County reporting criteria regarding various communicable diseases;
- Immunization tracking following State mandated requirements;
- Establish communication tree.

IMMEDIATE ACTION:

Safety:

- Follow Teton County directives (each case will be different);
- Notify non-immunized/medically fragile student, parents, and staff;
- Notify support services as needed;
- If non-school hour, initiate communication tree if appropriate.

Communication:

- Notify school Superintendent;
- Send a letter of notification to parents and staff **if** appropriate.

FOLLOW UP:

- Follow Teton County directives;
- Submit written report to Teton County Health Department;
- Follow-up letter of notification, if appropriate, by directive of Health Department;
- Complete incident report and forward to Superintendent.

MISSING PERSON

PRE-EMERGENCY PROCEDURES:

- Review plan with faculty and staff.

IMMEDIATE ACTION – MISSING CHILD:

- If the parent reports the child missing:
 - Have the parent call the police;
 - Get an accurate description of the child, including what the child was last seen wearing;
 - Attempt to find out who last saw the child and where;
 - Contact close friends of the missing student to possibly obtain information on their whereabouts;
 - Check building, athletic fields and after school programs for the missing student;
 - Designate school contact person to continue working with the parents/police if the child is not located.

- If the school notices the child missing:
 - Verify information regarding missing child;
 - Who last observed the child?
 - Where is the child missing from?
 - Designate school official to work as liaison with the police;
 - Have a family member file a police report if the child is not located.

Communication:

- Give police an accurate description of student including clothing, and a photograph if available;
- Contact parent;
- If unable to locate parent, use numbers on student emergency contact form;
- Interview missing student's friends for information as to the whereabouts, possibility of running away, or not returning home afraid of punishment.

IMMEDIATE ACTION – STAFF MEMBER

- Attempt phone contact;
- Contact police to do a safety check at the person's home;
- Contact personnel office for listing of relatives/friends to contact;
- Designate school official to be liaison with police in case person is not located.

FOLLOW UP:

- Arrange selected class visits to speak as necessary to provide facts and reduce rumors;
- Complete incident report and forward to Superintendent.

CONFIDENTIALITY INFORMATION:

According to federal statutes: *“An education agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.”*

Law Enforcement and Medical Personnel:

If law enforcement or medical personnel need information to protect the health or safety of a student, school personnel should provide whatever information is needed.

Media:

Generally, the only information which should be provided to the media is confirmation of the student's attendance in the district. The media should generally be referred to the District Office.

However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible.

SERIOUS ACCIDENT/DEATH OUTSIDE OF SCHOOL

PRE-EMERGENCY PROCEDURES:

- Establish and train crisis response teams;
- Emergency Response Teams checklist;
- Establish a school telephone/communication tree for teachers and staff.

IMMEDIATE ACTION:

Communication:

- Verify information regarding accident or death;
- Activate crisis response team as appropriate;
- Request additional district resources if needed (i.e. counselors, psychologists);
- Notify Superintendent;
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family.

FOLLOW UP:

Family:

- Contact family personally and offer support;
- Establish a family support committee (e.g. to collect money, food donations, etc.);
- Obtain information regarding funeral visitation, home visits and family wishes;
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family.

School Plan of Action: Announcing the Loss

- Notify faculty of the death through a written message or faculty meeting;
- Announcing the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary;
- Arrange for selected class visits to speak to the students;
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions.

Faculty Response:

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting;
- Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity;
- Provide an opportunity for student to discuss the loss and what they have learned;
- If students are restless, get them active and focused on a project for the family if appropriate;
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom;
- Discuss funeral to prepare students who will be attending to know what to expect.

Counseling/Psychology Responsibilities

- Establish an area for counseling (individual or group);
- Reschedule day's activities depending upon the needs of the school;

- Request additional counselors from within the district if needed;
- Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support.

Administrative Responsibilities:

- Keep staff updated on events and circumstances;
- Identify faculty/staff who are in need of mental health support services;
- Utilize counseling, psychology, district office, community counseling, employee assistance programs;
- Emphasize the need to provide hard facts in reducing rumors;
- Be highly visible to show presence, support and control of the situation;
- Provide hope and refocus perceptions toward the future;
- Make arrangements for rescheduling cancelled activities;
- Make arrangement for excused absences for students wishing to attend funeral.

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access;
- Develop a written statement or news release in cooperation with the district communication office
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken;
- Divert phone calls of concern and questions to appropriate staff;
- Provide a meeting for concerned parents and others to provide input or suggestions to help students;
- Provide a written summary of situation and plans to parents.

Memorial Services:

- Provide an area for staff and student who do not wish to attend services;
- Remove personal items of deceased from lockers, desks, etc. Rearrange seating in classroom when appropriate.

SEVERE WEATHER CONDITIONS
NON-SCHOOL HOURS

PRE-EMERGENCY PROCEDURES:

- Keep a list of local emergency agencies with easy access & their phone numbers;
- Establish contacts at local emergency agencies;
- Maintain a plan for sharing school facilities with evacuees;
- Know which community officials have the authority to access school property in emergency situations;
- Staff and student are advised to watch or listen to local media for information on school closures and severe weather.

IMMEDIATE ACTION:

Safety:

- The transportation manager, or designee monitors and determines the safety of roads and bridges within the district;
- The principal will monitor and determine the safety of school building and grounds that may be affected by severe weather conditions;

Communication:

- If school is to be closed, notify local media of decision to close school or schools.

FOLLOW UP:

- Reschedule school calendar if needed;
- Complete incident report and forward to Superintendent.

COLONY STAFF:

- In inclement weather conditions, colony staff may contact the Superintendent to discuss whether or not to hold school at the colonies independent of the Dutton/Brady Campus decisions.

SEVERE WEATHER CONDITIONS
SCHOOL IN SESSION

PRE-EMERGENCY PROCEDURES:

- Keep a list of local emergency agencies with easy access;
- Establish contacts at local emergency agencies;
- Maintain an up-to-date school evacuation/dismissal plan;
- Maintain a plan for sharing school facilities with evacuees;
- Know which community officials have the authority to access school property in emergency situations;
- Be aware of evacuation routes leading away from the facility.

IMMEDIATE ACTION:

Safety:

- Restrict outdoor activities if severe weather conditions are threatening the area;
- Dismiss school **only** after obtaining Superintendent approval;
- If necessary, activate school evacuation plan.

Communication:

- Notify Superintendent;
- Notify local media in the event school will be closed.

FOLLOW UP:

- Complete incident report and forward to Superintendent;
- Reschedule school calendar if needed.

COLONY STAFF:

- In inclement weather conditions, colony staff may contact the Superintendent to discuss whether or not to hold school at the colonies independent of the Dutton/Brady Campus decisions.

SNIPER

PRE-EMERGENCY PROCEDURES:

- School evacuation plan;
- School personnel should remain alert and aware of their surroundings;
- Two-way communication with all classrooms;
- Administration equipped with two-way communication with office staff;
- Copy of building's blue prints, or other school diagrams.

IMMEDIATE ACTION:

Safety:

- Administrator in charge assesses validity;
- Determine possible location of sniper;
- Secure immediate threat area- **no access**;
- Consider line of fire and physical barriers;
- Make decision to evacuate/not evacuate;
- If decision is made to evacuate, lock all classroom and office doors;
- Brief and assist law enforcement as directed;
- Establish command post (Superintendent's office);
- Teachers account for students under their control;
- Dismiss students if appropriate.

Communication:

- **Call 911;**
- Notify Superintendent.

FOLLOW UP:

- Emergency Management Team follows checklist;
- Complete incident report and forward to Superintendent.

SUICIDE

(If suicide occurs on campus, see “Death on Campus”)

PRE-EMERGENCY PROCEDURES:

- Establish and train Crisis Management Team;
- Establish a school telephone/communication tree for teachers and staff;
- Maintain a list of telephone numbers of referrals services.

IMMEDIATE ACTION:

- Verify information regarding death;
- Assist police in their investigation if needed.

Communication:

- Activate Crisis Response Team;
- Notify Superintendent.

FOLLOW UP:

Family:

- Contact family personally and offer support;
- Establish a family support committee (e.g. to collect money, food donations, etc.);
- Obtain information regarding funeral visitation, home visits and family wishes;
- Stop any disciplinary, scholarship, testing or special placement notifications that may be inadvertently sent to the family.

School Plan of Action: Announcing the Loss

- Notify faculty of the death through a written message or faculty meeting;
- Announce the death to the entire school via homeroom/classroom teachers. Provide facts to reduce rumors. Extend homeroom/study hour if necessary;
- Arrange for selected class visits to speak to the students;
- Follow-up with short faculty meeting to review facts of incident and role of faculty in assisting with the loss. Allow faculty an opportunity to share their experiences and suggestions;

Faculty Response:

- Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting;
- Identify students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity;
- Provide and opportunity for student to discuss the loss and what they have learned;
- If students are restless, get them active and focused on a project for the family if appropriate;
- Discuss funeral to prepare students who will be attending to know what to expect.

Counseling/Psychology Responsibilities

- Establish an area for counseling (individual or group);
- Reschedule day’s activities depending upon the needs of the school;
- Request additional counselors from other schools if needed;

- Identify individuals who can work with groups or individuals. Maintain a list of students counseled. Make follow-up call to parents of students in distress and make recommendations for the parent to provide support.

Administrative Responsibilities:

- Keep staff updated on events and circumstances;
- Identify faculty/staff who are in need of mental health support services;
- Utilize counseling, psychology, district office, community counseling, employee assistance programs;
- Emphasize the need to provide hard facts in reducing rumors;
- Be highly visible to show presence, support and control of the situation;
- Provide hope and refocus perceptions toward the future;
- Make arrangements for rescheduling cancelled activities;
- Make arrangement for excused absences for students wishing to attend funeral.

Responding to the Media and the Community:

- Identify a spokesman to remain in a specific area for easy access;
- Develop a written statement or news release in cooperation with the district communication office;
- Set limits for media time/location. Provide handouts of planned school activities to handle the crisis. Emphasize positive action being taken;
- Divert phone calls of concern and questions to appropriate staff;
- Provide a meeting for concerned parents and others to provide input or suggestions to help students;
- Provide a written summary of situation and plans to parents.

Memorial Services:

- Provide an area for staff and student who do not wish to attend services;
- Remove personal items of deceased from lockers, desks, etc. Rearrange seating in classroom when appropriate;
- **Encourage students and staff to resume a normal schedule as soon as possible;**
- **Do not put flags at half-mast;**
- **No memorial page in yearbook for suicide victim;**
- **Do not allow anyone to describe suicide as a heroic act .**

TERRORIST

PRE-EMERGENCY PROCEDURES:

- School evacuation plan and lock down procedure;
- School personnel should remain alert and aware of their surroundings;
- Two-way communication with all classrooms;
- Administration and security equipped with two-way communication with office staff.

IMMEDIATE ACTION:

Safety:

- Administrator in charge will assess validity;
- Secure immediate area – **no access**;
- Make decision to evacuate or not to evacuate;
- Attempt to obtain from witnesses:
 - Number of terrorist takers;
 - Number of hostages;
 - Weapons;
 - Any injuries;
 - Possible identity;
- Brief and assist law enforcement as directed;
- Establish command post (probably Superintendent's office);
- Teachers must account for all students under their control;
- Dismiss students if appropriate.

Communication:

- **Call 911**;
- Notify Superintendent.

FOLLOW UP:

- Complete incident report and forward to Superintendent.

USE OF FACILITIES BY OUTSIDE AGENCY

These procedures are for emergency purposes only and are not to be confused with a facility request contract to use school properties.

PRE-EMERGENCY PROCEDURES

- Be aware of those agencies that have access to school property in emergency situations;
- Maintain a list of agency contact people and phone numbers;
- Designate an on-site person with a master key to be on call during emergency situations which happen during the work week;
- Be aware of how to reach the on-call emergency staff person during emergency situations that occur after school hours;
- Give outside agencies the name of the school contact person and phone numbers;
- Maintain a plan for sharing school facilities with evacuees, including designation of approved spaces.

IMMEDIATE ACTION:

- Respond to a call for assistance from outside agency needing to use district facilities;
- Meet officials at facility to unlock doors and handle and obtain other necessary items;
- Maintain close contact with officials to determine the on-going need for use of facilities.

Communication:

- Notify Superintendent.

FOLLOW UP:

- Complete incident report and forward to Superintendent;
- Network with appropriate officials and agencies to evaluate emergency procedures;
- Make any modifications if needed.

UTILITY OUTAGE

PRE-EMERGENCY PROCEDURES:

- Maintain an up-to-date school evacuation plan;
- Maintain numbers of local utility companies.

IMMEDIATE ACTION:

Safety:

- Administrator and/or designee will assess the outage for safety risk;
 - **Gas Line Odor/Break**
 - Call 911;
 - Move to school evacuation plan if necessary.
 - **Water Outage**
 - Call District Office;
 - Call Maintenance Supervisor;
 - Maintenance Department will provide an estimate and approximate repair time;
 - Make decision to dismiss class for the day.
 - **Electrical Outage**
 - Contact Maintenance Department;
 - Contact local power company to attempt to determine length and severity of the outage;
 - Determine if there is a need to dismiss classes for the day (Superintendent will make the decision).

Communication:

- Contact Maintenance Department;
- Contact Utility company;
- Notify Superintendent;
- Notify Transportation Department.

FOLLOW UP:

- Network with appropriate staff to evaluate emergency procedures;
- Complete incident report and forward to Superintendent.

GUIDELINES FOR SCHOOL EVACUATION PLAN

Plan must include:

- Identification of individuals with special needs, location of students and special accommodations required;
- System for accounting for all students;
- Signal to leave;
- Signal to return;
- Staff designated to check all areas of building to ensure building has been evacuated, including restrooms, cafeteria, etc.;
- Designated safe areas inside and outside of campus;
- Establish evacuation routes;
- Evacuation plan must be posted in every classroom and break room;
- Identify duties to be completed if dismissal is necessary;
- Have fire department and administration evaluate a fire drill at least once a year.

PRE-EMERGENCY PROCEDURES:

- School evacuation plan (include alternative site);
- Clearly states instructions and exit maps posted;
- Instruction and practice in the emergency evacuation plan;
- Conduct regular drills of evacuation plan and lock down procedures, and critique the performance of the students and staff.

IMMEDIATE ACTION:

Safety:

- Signal evacuation;
- Remain in designated area on site until all clear is given;
- Return to class or dismiss students;
- Teacher will have in their possession attendance/roll book at all times during evacuation.

Communication:

- Call 911;
- Notify Superintendent;
- Notify Transportation Department;
- Special Education teachers need to make every effort to contact parents of students who are in self-contained classes and/or those having special medical or other special care needs.

FOLLOW UP:

- Complete incident report and forward to Superintendent.

BRUSH FIRES

PRE-EMERGENCY PROCEDURES:

- School Evacuation plan;
- List of local emergency numbers within easy access;
- Maintain a plan for sharing school facilities with evacuee.

IMMEDIATE ACTION:

- Restrict outdoor activities if fire or smoke is threatening the area;
- Discuss need for evacuation with appropriate fire officials. Administrator in conjunction with fire officials will determine the need to evacuate;
- Follow directions of fire officials;
- Activate school evacuation/dismissal plan if necessary.

Communication:

- Stay in contact with fire fighting spokesperson for updated information;
- Notify Superintendent.

FOLLOW UP:

- Network with police and fire officials to evaluate the extent to which emergency procedures were complied with;
- Complete incident report and forward to Superintendent.

LOCK DOWN PROCEDURE **FOR DEALING WITH INTRUDERS**

In the event of a crisis situation occurring, the principal or designee will decide if it is in the best interest for the safety and welfare of students and staff to evacuate the building or to remain inside and implement a “lock down.” While several schools have already set lock down procedures in place, it is the feeling of this committee that one standardized plan be implemented. The use of codes to lock down a school facility can become confusing to teachers, students and staff. Therefore the use of simple, calm, direct commands over the intercom system will be utilized.

In the event of an emergency, the principal or designee will deliver this message over the intercom system: “Staff members and students, we are in lock down. Staff members, please secure all students in the nearest classroom.”

Then, if possible, describe the intruder and/or situation.

IN CLASSROOM:

Upon hearing this message, teachers are expected to:

- Make a quick visual sweep of outside hallways for students and secure them in their classroom;
- Lock classroom doors and do not open for any reason;
- Move student away from doors and windows;
- Take attendance of all students;
- Put out a red card if possible if someone is injured or in trouble in you classroom;
- Put out a green card if everything is okay in your classroom;
- Attempt to calm and support students until further instructions are received.

OUTSIDE BUILDING:

Upon hearing the message, teachers are expected to:

- Move students to a safe location (depending on the situation, this could be either away from or back inside the school);
- Take attendance of all students;
- Attempt to calm and support students until further instructions are received.

Teachers are expected to remain calm and to control their classrooms while awaiting further instructions from the principal or designee.

**DUTTON/BRADY SCHOOL DISTRICT
TRESPASS NOTIFICATION**

DATE: _____ **TIME:** _____

NAME: _____

ADDRESS: _____

AGE: _____ **BIRTH DATE:** _____ **RACE:** _____ **SEX:** _____ **HT:** _____ **WT:** _____

DRIV.LIC.NO.: _____ **VEH. LIC.NO.** _____

MAKE: _____ **MODEL:** _____ **YR** _____ **COLOR** _____

UPON SCHOOL DISTRICT PROPERTY AT: _____

The person above has been advised on this date that he/she is not to be on the _____
_____ campus at any time by _____
_____ a representative of the Dutton/Brady School District.

If this person has a legitimate reason to be on campus, they must schedule an appointment in advance. A member of the administration must approve this appointment and they must check in at the office prior to the appointment.

**I have read this notification and understand that failure to comply with this agreement will violate A.R.S. 1502 A1 (Criminal Trespass) and I will be arrested if I return to the _____
_____ campus.**

(Signature of Trespasser)

(Signature of School Official)

THREAT CALL CHECK LIST

Date _____ Time of Call _____

1. Record the exact Language of the Threat

2. Ask:

When is it set for? _____

Where is it located? _____

What kind of bomb? _____

Why are you doing this? _____

Who are you? _____

3. Voice on Phone

Male _____ **Female** _____ **Child** _____ **Approximate age** _____

Intoxicated: Yes No **Speech Impediment:** Yes No

Accent: _____

Other (background noises, etc.) _____

ALTERNATE SCHOOL LOCATIONS

- Brady School Campus;
- Bethany Lutheran Church;
- Dutton American Legion.

PUPIL DISMISSAL PROCEDURES

In most emergencies, students will remain and be cared for at school. In the event of an emergency affecting the school that prohibits re-entry to the building (such as broken gas or water main, a fire or sudden loss of utilities in bad weather.

Once the dismissal order is determined necessary, the principal will:

1. Relay dismissal instructions to every classroom by most rapid and efficient means;
2. Notify alternate school locations if their facilities are needed;
3. Contact radio and TV media and provide information to be relayed to parents regarding dismissal, transportation, and location of alternate sites if used;
4. Designated school personnel will inspect the entire structure once dismissal is completed to assure the building is empty and appropriate precautions as specified in the plans have been taken;
5. If possible, students will be sent home, or parents can pick them up at school or alternate school location. Information on student pickup will be supplied by the administration and broadcast on radio and television.

**DUTTON/BRADY SCHOOL DISTRICT
SCHOOL INCIDENT REPORT**

Date: _____ Time: _____ Location of the Incident: _____

Circle type of incident:

Tobacco Trespassing Alcohol Drugs Assault Criminal Damage Fighting
Theft Other _____

Student(s) Involved: _____

Witness(es): _____

Staff Member(s) in charge: _____

Were there any weapons present? Y N If so, list the type. _____

Was anyone injured? Y N If so, by whom? _____

Search Method – Student emptied contents of: pockets purse book-bag locker other: _____

School Official Searched: pockets purse book-bag locker other: _____

If items were found, list items of evidence and where items were:

Please describe the incident: _____

Signature of person completing report: _____ Date: _____

SITE FACILITY & EQUIPMENT/SUPPLY INFORMATION

Equipment/Supplies Checklist

Indicate the exact locations of the items listed below. Be specific, so that in your absence anyone can locate critical supplies and materials.

	Office/room	Specific Location
Classroom emergency folders	<u>in all classrooms</u>	<u>next to door</u>
Disaster Folders	_____	_____
School map/floor plan*	_____	_____
Student rosters or grade book	_____	_____
Staff roster & room assignments	_____	_____
First aid supplies	_____	_____
Blankets	_____	_____
Battery-operated AM/FM radio	_____	_____
Extra batteries	_____	_____
Two-way radios	_____	_____
Flashlights/batteries	_____	_____
Tools (crowbars, wrenches, etc.)	_____	_____
Soap/restroom supplies	_____	_____
Food/water supplies	_____	_____
Extra keys	_____	_____

School Map/Floor Plan

The school map/floor plan should be clearly marked with the following:

_____	Classrooms, library, first aid stations, multipurpose rooms, cafeteria, locker rooms, restrooms, hallways, doors
_____	Main shut-off for gas, water, electricity
_____	Fire extinguishers
_____	First aid kits
_____	Outside water faucets/hoses
_____	Evacuation routes
_____	Designated outside assembly areas

- Before determining large-group assembly areas and evacuation routes, each site administrator should request an on-site meeting with maintenance personnel to identify potential hazards which may occur during a major earthquake.

Classroom Emergency Folders

The principal will ensure that each classroom have a Classroom Emergency Folder, appropriately labeled and located in a prominent place near the door.

Purpose – To provide emergency information and materials for the regular Classroom Emergency Folder, appropriately labeled and located in a prominent place near the door.

Contents to Include:

1. Fire evacuation route map;
2. School map/floor plan;
3. Designated large-group assembly areas;
4. Emergency action signals and procedures to follow for each;
5. Pupil Release forms;
6. Name tags for each student in class (elementary only);
7. RED and GREEN door signs to be posted outside of door. RED – “Needs help! Students and/or staff are injured.” GREEN – “No additional help needed”;
8. Current student roster/form, gradebook or roll book;
9. RED & WHITE signs for use when evacuated from building;
10. Blank paper for additional signs.

HOLD HARMLESS AGREEMENT

In consideration of the use of _____

for a temporary shelter for school children during a School District determined emergency,

Dutton/Brady School District #28C agrees to defend and hold _____

_____ harmless for any injuries or property damage arising out of such use.

The coverage is to be in effect while students are at your location. The students will be supervised by

District employees while on you premises. You will be notified by the School District before any

students are brought to your facility.

(Property owner/agent)

PHONE NUMBER TO CALL:

() _____

Contact Person: _____ Date: _____

Copies to: Property Owner, School File, Administration File

INDIVIDUAL RESPONSIBILITIES FOR SCHOOL DISASTER PREPAREDNESS

State Office of Public Instruction

1. Prepares and distributes recommended guides and materials for all phases of a school safety planning program.
2. Provides specialized consultative services as needed.
3. Recommends and prepares legislative proposals for implementation and operation of school safety planning programs at the district and state level.
4. Administers and dispenses state and federal funds when appropriated for school safety planning programs.

Local School Board of Trustees

1. Develops a policy statement regarding school safety planning.
2. Selects and appoints an advisory committee of knowledgeable professionals from a cross-section of the school and community.
3. Is aware of and considers emergency/disaster planning when reviewing school construction specifications.
4. Establishes policies related to school personnel responsibilities.
5. Complies with competent legal advice concerning the status of school personnel and school property in time of emergencies, drills and exercises.

Superintendent of Schools

1. Is responsible for overall administration, budgeting, program organization, assignment of personnel, and updating of the school safety planning program.
2. Implements a basic operational accident reporting system to establish data for improvements of administrative, instructional, and protective measures.
3. Appoints a staff member to act as Director of Safety.
4. Stimulate continued interest in the school and community for safety education and planning.
5. Makes provisions for involving students and parents.

Director of Safety Education

1. Serves as consultant specialist for the development of policies and procedures encompassing the entire district's school safety planning program.
2. Acts as a public relations representative between school district and governmental agencies, other school districts, the students and parents.
3. Acts as consultant in the areas of curriculum study projects.
4. Implements, supervises and evaluates appropriate programs to fulfill the needs of a district school safety planning program.
5. Maintains vital school records.

Principal

1. Safeguards health and general well-being of staff and students by complying with the rules, regulations and laws governing safety and health.
2. Initiates, implements, and supervises the safety education program at the building level

3. Plans and disseminates safety program information to staff, students, parents and other district personnel (with assigned duties in that building).

School Safety Coordinator

1. Coordinates the plans for her/his school with those of other schools in the system.
2. Requests, maintains and checks all supplies, materials, and equipment for his/her school.
3. Reports the school safety program status periodically to the building principal.
4. Provides for the training of all building personnel in emergency procedures.

Teachers

1. Actively cooperate and participate in all phases of the school safety education program.
2. Become aware of emergency and disaster procedures, developments and information.
3. Include in the curricular units of classroom instruction, safety education and emergency procedure information.
4. Participate in safety education training programs – for example, first aid, earthquake and fire drills.

Non-Teaching Personnel

1. Supervisors, guidance personnel, librarians, office personnel and others:
 - a. are assigned specific responsibilities during disasters or emergencies;
 - b. are aware of emergency and disaster procedures for each contingency;
 - c. participate in appropriate training programs.
2. Cafeteria employees:
 - a. maintain an adequate supply of foods and liquids in recommended containers for use during emergencies or disasters;
 - b. are responsible for maintenance of facilities and equipment for mass food preparation and distribution;
 - c. know emergency and disaster procedure and participate in the development of emergency preparedness plans and training programs.
3. Custodians and maintenance personnel:
 - a. locate and chard all valves, switches, and lines of all utility services;
 - b. perform periodic inspections to insure utilities controls are operational and post charts for use by other personnel during emergencies;
 - c. provide for emergency operation or control of utility services during disasters;
 - d. inspect, report to an assigned coordinator, and repair damages during or following emergencies or disasters;
 - e. inspect, maintain, and are responsible for the use of protective equipment and emergency facilities;
 - f. assist in developing disaster preparedness programs.
4. The workers or repairmen follow the instructions given by the custodian or maintenance personnel.
5. School transportation personnel:
 - a. are represented in development of emergency preparedness plans;
 - b. know emergency plans to be used during school hours or while students are en route to or from school;

- c. know alternate routes for transportation of students to their home, a shelter, or evacuation assembly area;
- d. are prepared to conduct emergency evacuations;
- e. keep in the bus an updated list of students that ride on the bus and an updated route schedule;
- f. render first aid as needed.

In addition to the school and other related personnel, two other groups – students and parents – must be considered in developing emergency preparedness plans and programs.

The involvement of both students and parents in safety education and emergency planning should be determined at the district level. A positive approach is always necessary when working with these groups, whether in the area of curriculum or actual physical involvement in safety planning or conducting emergency drills.

1. Students:

- a. are requested to assist in developing parts of the district emergency preparedness plans;
- b. are informed, through regular school channels, of their responsibilities for each type of emergency;
- c. participate in regular emergency drills as conducted in the district;
- d. have opportunities to develop safety concepts through curricular offerings which support the school districts emergency preparedness programs and activities.

2. Parents:

- a. are invited to participate in developing disaster preparedness plans and are urged to cooperate in carrying out subsequent action programs developed for the district;
- b. are informed of the local school's plans for emergencies through written and oral communication from the school district;
- c. are informed and prepared to react to the transportation need of their children during an emergency;
- d. are informed and prepared to handle an emergency or disaster in the home.

Pre-Disaster Mitigation and Preparedness Plan Dutton/Brady School District

INTRODUCTION

The effects from natural and man-made disasters directly impact the safety of the residents of Dutton/Brady School District. In the past, residents have managed through many dire situations, and while most hazards cannot be eliminated, this plan will offer guidance and direction to decrease those effects on the local population. The plan outlines a series of projects that will assist Dutton/Brady in reducing risk and preventing loss from future events of disaster or hazard. Given the integral position of the Dutton/Brady School system in the activities of the community, this plan will be centered around the school facilities with particular emphasis on the needs of students and their families, as well as the staff of School District 28C.

Mitigation Strategy

In reviewing potential activities and projects aimed at mitigating the effects of disaster, it is critical to this plan to embark on efforts that build on the community's existing resources and capabilities. The goals of this strategy are as follows:

- **Enhance communication systems and coordination practices within the district and with collateral agencies.**

Objectives: Create partnerships and actively participate in meeting with the Teton and Pondera County Sheriff's Departments, Dutton and Brady Fire Departments, MSU Extension, Disaster & Emergency Services in Choteau and Conrad, Family Services of Choteau and Conrad, Dutton EMS, Teton County Ambulance, and Pondera County Ambulance.

- **Establish pre-disaster and preparedness responsibilities of school personnel.**

Objectives: Develop and implement comprehensive professional development schedule to enhance response skills and outcomes.

Establish clear outline of tasks by individuals to decrease likelihood of redundancy or confusion in the event of disaster.

- **Develop schedule of training for students and parents, community members and school personnel.**

Objectives: Establish calendar of training and activities, and distribute to students, parents and community via hard copy, newspaper and radio. Collaboration with existing programs (MSU extension, local law enforcement officers, and public utility employees) will be critical to the success of this endeavor.

Professional staff will be responsible for taking the NIMS Training and other trainings directed at crisis management.

Parents and community members will be provided with local opportunities for training directed at a wide range of mitigation/preparedness topics.

- **Implement regularly scheduled drills and record response data.**
Objectives: District 28C administrative staff and District Safety Director will plan, implement, monitor and evaluate safety policies and procedures, to insure efficiency and increase familiarity among students and staff.
- **Address high-risk and disruptive behaviors of student population.**
Objectives: School personnel will assist in the identification of students with high-risk behaviors. Appropriate referrals will be made to local health care providers, spiritual leaders, etc. to facilitate increased positive behaviors. Parents will need to be significantly involved in this process to increase the sustainability of the crisis management plan.

Plan Maintenance Strategy

Monitoring, Evaluating and Updating

- Coordination and collaboration between school superintendent, district safety officer and crisis management team leader.

Implementation Through Existing Programs

- Local officials will work with county, state, federal, and other local departments to ensure plans and activities are consistent with other goals, and will integrate them where appropriate.

Continued Community Involvement

- Parents and other community members will be encouraged to review the district's plan to provide feed-back to the district. The potential for sustainability relies heavily on the involvement over time of all members of the district, both individuals and groups.