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# General Information

## Phone Numbers

### **Emergency**

Fire and (emergency only).....	911 or 385-5100
Millington Police Department.....	872-3333
Millington Fire Department.....	872-3331
Shelby County Sheriff Department.....	495-1111

Tipton County Sheriff Department.....	475-4300
Tennessee Highway Safety Patrol.....	543-6256
Emergency Management Agency.....	475-4300

**Hospitals**

Baptist East.....	266-3000
Methodist North.....	384-5200
The Med.....	545-7100
St. Francis.....	765-2180
LeBonheur.....	572-3112

**School Telephone Numbers**

Administration.....	829-4221
Upper School Office.....	829-4221 ext. 1303
Upper School Guidance Counselor.....	Ext. 1208
Lower School Guidance Counselor.....	Intercom # 105
Elementary School.....	Ext. 3001
Athletics Office.....	Ext. 1210
Business Office.....	Ext. 1004
Upper School Fax.....	829-4292
Elementary School Fax.....	829-6475
Business Office Fax.....	829-4477
Automated Voice Mail.....	829-4222

**Drug Treatment and Rehabilitation**

Tennessee Regional Poison Control Center.....	528-6048
Lake Side Hospital.....	377-4700

**Mental Health, Child Abuse, Neglect, and Sexual Assault**

Youth Crisis Hotline.....	800-621-4000
Rape Crisis Hotline.....	272-2020

**Suicide Prevention**

Suicide Hotline.....	274-7477
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**Television Stations**

WPTY Channel 24.....	323-2430
WHBQ Fox 13.....	320-1340
WREG Channel 3.....	543-2333
WMC-TV Channel 5.....	726-0416
WLMT-TV Channel 30 .....	323-2430

**Radio Stations**

FM 100.....	
WRVR 104 FM.....	767-0104
ROCK 103.....	578-1103
WOGY 94.....	683-9400

**Newspaper**

Commercial Appeal.....	529-2211
Millington Star.....	872-2286
Covington Leader.....	837-7116
Bartlett Express.....	872-2286
North East Shelby Review.....	465-4042
Lauderdale Voice.....	635-1238
South Tipton Star.....	872-2286

**Safe Schools**

Tipton-Rosemark Academy must be prepared to respond to natural disasters such as tornadoes, earthquakes and fires, as well as bomb threats, terrorists threats, and hostage situations. A state of unpreparedness cannot be permitted to exist; therefore, the following plan is effective immediately.

**Mission:** To prevent and minimize personal injury, loss of life and property within its jurisdiction from any type of disaster; to provide the capability and the necessary procedures by which the local school officials can protect the students and faculty in any type of disaster.

**Emergency Management Team:** In an effort to facilitate implementation of the plan, an Emergency Management Team has been designated.

Headmaster.....	John Scott
Upper School..... Whitmer	Steve Tynes and Justin
Elementary School..... Susan Cranford	Marylou McDaniel and
Teacher Representative..... Hope Turner	Michelle Ruse and
Plant Manager.....	Art Taylor

### **School Crisis**

Unanticipated tragic events can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. The exact nature of such tragic events varies. Knowing what to do when a crisis occurs can minimize the impact of the event on students and community.

When a disaster strikes, teachers and school staff members are torn between the need to deal with student reactions at the same time they are coping with their own reactions. This time often proves to be a time when they are least prepared to think quickly. With some advance planning, this process can be much smoother when an effective management plan is in place.

### **Definitions**

**Crisis:** A sudden, generally unanticipated event that profoundly and negatively affects the school population and may involve serious injury or death. Students and staff may be affected. The psychological and emotional impact will be moderate to severe. Outside assistance will be needed.

**Crisis Team:** A group consisting of administrators, counselors, and other designated persons to handle media, traffic, logistics and information. With the headmaster as the overall leader, each building principal leads a site team. The crisis management plan delineates responsibilities of the team members. **NOTE:** Classroom teachers who have regular charge of students should **not** be on this team although teachers may be designated as hall supervisors during a crisis situation.

**Code Warning System:** Each school has its own CODE WARNING SYSTEM. In essence this is a “lockdown”. The purpose of this “secret code” is to warn teachers and/or students that there is an emergency situation or crisis situation. Upon hearing the “secret code” teachers will systematically provide for the safety of their students. A faculty member would be posted at the front doors to let students in if this occurred during arrival time.

**Evacuation:** The evacuation plan, commonly referred to as the fire escape plan, is applicable to all crisis/emergency situations requiring that a building be evacuated.

**School Command Center:** The Headmaster’s office will serve as the headquarters for the crisis management team.

## **Stages of a Crisis**

Glass (1959) identified five stages of responses to a crisis, with specific characteristics manifested by the individual in each stage.

1. Pre-Crisis Phase
  - Individual is in a state of stability of equilibrium.
2. Impact Phase
  - Precipitating event creates great stress.
  - Tension increases rapidly.
  - Disturbing feelings come to the surface.
  - Some disorganization of behavior may be displayed.
3. Recoil or Crisis Phase
  - Shock is an early reaction.
  - Tension or anxiety is at very high levels.
  - Coping may be adaptive or maladaptive.
  - Period of confusion and disorganization is of varying severity.
  - Period of trial and error reorganization begins.
4. Resolution or Adjustment Phase

- Regains control over emotions and works toward a solution.
- Anxiety and tension decline to more manageable levels.
- Works on healing, which requires a great deal of, sustained energy.

#### 5. Post-Crisis Phase

- Comes out of the crisis and resumes normal activities.
- Approximately 25% of individual (victims) do not resolve the crisis.
- Unresolved crisis can lead to personality disorganization, depression (even suicide), confusion, or hysteria.

### **School Management Team for Crisis/Emergency**

In times of crisis, administrators will want to disrupt the school routine as little as possible to efficiently and effectively control the situation. Remember, choice of words, voice, tone and inflection are very important and will set the tone for management of the crisis or emergency.

The headmaster is the overall director of the school management team. Other management team members include: building principals, teacher representative, and maintenance director. Each building principal manages his/her own team, and in so doing exercises sound judgment and discretion in assembling team members and assigning duties.

### **Crisis Management Team Response**

Should a tragic event occur, the headmaster would be informed immediately. The headmaster notifies the president of the board. The building administrator contacts emergency services as quickly as possible. **IMMEDIATE safety of the student is a must.**

After the building administrator makes initial contacts, the following steps occur:

1. The headmaster assembles the school team to plan response.
2. The team implements the process that best provides for the welfare of the students.

3. The team plans a follow-up and assesses the need for additional support.
4. The team evaluates the response to discern whether or not changes need to be made prior to a future crisis or emergency.

### **The Telephone Tree**

Communication is crucial during a crisis situation. The mechanism for contacting members of the faculty and members of the crisis management teams needs to be determined immediately. A “telephone tree” should be developed. It is recommended that the plan have a back-up system in the event individuals cannot be reached or are personally involved in the crisis event. All members of the crisis management teams and faculty members at each school should have a copy of the “telephone tree” so that they can assist in contacting personnel and serve as back-up personnel in contacting individuals. Copies of the “telephone tree” should be maintained at home and at work. The list of names and telephone numbers should be updated at the beginning of each school year and as personnel change throughout the school year. Cellular phone numbers should be included as back-ups, along with an indication denoting whether the person typically carries his/her cell phone. Cell phones should be maintained, at a minimum, in the offices of the Headmaster and each principal as back-up communication in extreme circumstances. The principal, or designee, should contact members of the school-level crisis management team and the Headmaster. The Headmaster should contact members of the Board and administrators. Department Directors and subject area chairman should serve in the same function. If unable to contact the next person on list, go on to the

following person and later follow up with the person one is unable to reach. Make certain that the last person called, calls the first person so they know the telephone tree worked.

## **Line of Responsibility for Contacting Personnel**

### **“The Telephone Tree and Snow Lists”**

#### **School Assignments**

##### **Responsibility:**

- A. Headmaster:** It will be his responsibility to coordinate the crisis management plan and to disseminate all information to the crisis management team.
- B. Principals:** Upon receipt of warnings from the headmaster, the principals will alert all teachers via the intercom system, bell and/or runner, whichever is available at the time of warning, as to the nature of the threat. If other than a severe weather threat, the principal will instruct teachers to take action as outlined in the school crisis management plan. If a nuclear disaster should occur, the principals will await further instructions from the headmaster. The principal will have designated faculty, trained in first aid, to assist in maintaining a well-equipped first aid station.
- C. Classroom Teachers:** In severe weather warnings, such as tornado, teachers will seat all students in halls or designated classrooms.
- D. Office Staff:** In each building on campus there will be a clipboard with faculty/staff address list, a detailed list of students by grade and a current school

directory. The office personnel will maintain communications through the school by the intercom system or runner. Also, they will answer the telephone and monitor the radios, which will be turned to Emergency Broadcast Stations. The office staff will respond as directed by the principal/administrator.

**E. Custodial or Maintenance Staff:** It is the duty of the Food Service Personnel to close all stove valves to off position, and fill containers with water before custodial staff turns water off. If necessary, maintenance personnel will turn off natural gas valves.

## **Guidelines for Principals, Counselors, and Teachers**

### **Principal's Role**

- Support response efforts, be available for consultation and defer to decisions of Headmaster
- Be visible, available, and supportive to empower staff.
- Provide direction for teachers to alter the curriculum. Specifically, consider testing, if postponement is necessary.
- When appropriate notify feeder schools so they can prepare siblings and other students regarding the crisis.
- In the event of the death of a student, contact family of the deceased and inform staff.
- Arrange for the large number of parents who will pick up their children early.

### **School Counselor's Role**

- Be available by canceling other activities

- Locate counseling assistance by checking community resources. Be sure to consider using counselors from feeder school.
- Provide individual and group counseling
- Keep records of affected students and provide follow-up services.
- Contact parents of affected students with suggestions for support and further referrals.
- Establish a self-referral procedure. Make referral forms available.
- Distribute open-ended questions to assist teachers with classroom discussion.
- Ensure that students who are closest to the victims are picked up by parents at school.
- In the event of the death of a student, assign a counselor or responsible adult to follow the deceased student's schedule for the day.

### **Teacher's Role**

- First acquire, and then provide accurate information to students as to what has actually happened and the school's response.
- Lead classroom discussions, when warranted, that focus on helping students to cope with loss. See "Counseling Strategies", Appendix C & D.
- If necessary, alter curriculum.

### **Student Dispersal**

#### EMERGENCY DISPERSAL OF STUDENTS WHEN NECESSARY

A. Students will be sent home under the following conditions:

1. The parent makes a request.

2. The headmaster authorizes the decision because there is inadequate shelter in the school complex.
  3. The headmaster notifies local radio stations that a situation has occurred requiring dismissal of students.
- B. Students will be kept at school under the following conditions:
1. Parents are not at home or cannot be contacted.
  2. Students cannot be cared for any other place, and school is safest shelter.
  3. There is not adequate time to be sent home.
  4. The students cannot be transported home.
- C. Students will be sent to shelters other than school if the school does not have proper shelter.

### **Guidelines for Handling the Media**

Whenever a natural disaster or a crisis situation occurs media coverage is a certainty.

There is a twofold responsibility: protecting those involved in the crisis, especially

confidentiality of a minor, and responding to the community's concern. In these instances, the media can become quite obtrusive due to the number of news agencies covering the incident and the methods used by some reporters. Having a prescribed plan as to how to handle the media lessens the anxiety level for all involved. The school has the right to determine who is allowed on school premises. A school spokesperson/media consultant will provide factual information to the press. The school is encouraged to follow these guidelines:

1. Develop a written statement about the specifics of the crisis situation. Overall accuracy and completeness of media coverage depends to a large degree on "how fast" and "how much" info they receive. The goal is to ally the media as an educational and informational tool in communicating a crisis or emergency situation and in explaining the efforts of the school.
2. Keep the staff informed through one person.
3. Be proactive with the media
  - Contact the media before they contact the school.
  - Set geographic and time limits
  - Explain restrictions.
  - Hold the press accountable
  - Create positive relations with the media before an emergency crisis occurs.
4. Stress positive actions taken by the school.
5. Spokesperson should speak to the media or they will turn to less reliable sources.
6. Do not disclaim responsibility until all facts are known.
7. Announce new changes made after the incident has passed.

8. No one is required to be interviewed by the media. The school has a legal right to restrict the press from interviewing faculty or staff on the school premises, and the faculty and staff have the right to refuse to give an interview at any time.  
Preferably, the staff should defer all questions to the school's spokesperson.
9. Prior to giving permission for the press to interview a student, parental permission must be obtained. The school has an ethical responsibility to protect students from over-zealous reporters.

# **Crisis Management**

**Bomb Threats and Harassing Calls**

The teacher, staff member or principal should follow these guidelines and complete to the “Bomb Threat Checklist” found in Appendix: B

1. If you receive a call alleging that a bomb has been placed in the school, remain calm, make notes and you talk, be observant about background noises, etc. Ask short questions such as:
  - Where is the bomb?
  - When is it set to go off?
  - What kind of bomb is it?
  - How big a bomb is it?
  - Why was it put there?
1. Play on the caller’s mercy. Remind the caller that many innocent students are in the building and will be injured.
2. As soon as the caller hangs up, press \*69 then hang up.
3. Call 911 or 495-1111(Sheriff’s Dept.) and report the annoying call you received by giving time of call and the number of the telephone that received call.
4. Notify the principal.
5. Notify the headmaster.

The classroom teacher should follow these guidelines:

1. Usher the students out of the building according to the individual school’s fire escape plan. Leave through the nearest accessible door if the planned route is inaccessible.
2. Call the roll to be sure all students have exited safely; notify the administration immediately if a student appears to be missing.

**THE SPEED IN WHICH THIS PROCEDURE IS IMPLEMENTED WILL  
DETERMINE THE SUCCESS IN TRACKING THESE CALLS.**

**Chemical Spill**

The administration staff will follow these guidelines to ensure the safety of all students:

1. Notify authorities and communicate with all building supervisors.
2. Follow authorities directives concerning lockdown or evacuation procedures.
3. In a “lockdown” situation announce the school’s code over the intercom and the principal will direct teacher to turn off the air conditioning system. The teacher will keep all students in the classroom until notified.
4. If the buildings need to be evacuated follow the fire drill procedures.

## **Explosion**

The teacher will instruct students to move from the site immediately. The entire school will be evacuated according to the prescribed plan.

The principal or designee will notify emergency personnel and direct them to the site of the explosion to care for the injured.

## **Fallen Aircraft**

In case of a jet aircraft fall, for protection in case of explosion, the minimum safe distance from the site is 440 yards.

The principal will follow these guidelines:

1. Call 911 immediately.
2. Notify the headmaster.

The teachers will follow these guidelines:

1. Keep all students away from the fallen aircraft.
2. Evacuate the building if necessary. Follow the same procedure as for a fire drill.
3. Notify the office if any students are missing.

## **Fighting or Riot**

### Procedure for Stopping a Fight

The teacher (or principal) should follow these guidelines.

1. Send a reliable student to the office to summon assistance if a teacher in a classroom learns of a fight.
2. If the teacher or principal is in sight of the altercation, speak loudly and let everyone know that the behavior should stop immediately.
3. Obtain help from other teachers if at all possible.
4. If students are starting to gather, call out to any of the students whose names are known and start giving orders. Attempt to get students away from the commotion as quickly as possible.
5. Call out the names of the involved students (if known) and let them know they have been identified.
6. Get additional help if confronted with a serious fight, especially one that involves weapons; do not try to be a hero.
7. After separating the students, try to avoid using further confrontational behavior. Do not point at the students, make accusations, or corner them with their backs against the wall.
8. Remember that no one can “cool down” instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

### Procedure For Handling a Riot or Disturbance Resulting From Fight

The principal should follow these guidelines:

1. Encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify law enforcement of the disturbance.
3. Have law enforcement evaluate the situation and call for any necessary resources such as back-up help, emergency medical help, etc.
4. Activate needed emergency plans, which may include;
  - a. Instructing office staff to man communications.
  - b. Initiate lockdown and immobilize the campus.
  - c. Assign staff to temporary detention facility, such as a gymnasium, to secure students and log information.
  - d. Brief a representative to meet the media.
  - e. Assign staff to a pre-designated medical treatment/triage facility.
5. Notify guidance counselors.
6. Convey information at the debriefing.

## **KIDNAPPING OF STUDENT**

## Procedures

1. Upon learning that a child has been abducted or is missing, immediately notify the Administrator-in-Charge.
2. Obtain a detailed description of the abductor; including physical appearance, type and color of clothing, and make, model, color, and license number of any vehicle used the abduction.
3. In the case of a missing child, obtain a detailed description of clothing, and the time and location when the child was last seen.
4. Await arrival of police.

### Administrator's Responsibilities

#### Abduction:

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, it may be necessary to notify their parents, as the children will be upset.
6. It may be advisable to brief EMT members on the situation and arrange for counselors for the next day.

### Teacher's/Staff Responsibilities

#### Abduction:

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify office and provide as many details as possible.
4. Maintain control of students.

## **Parental Custody Policy**

### Procedures

School officials will release a student to his/her mother or father. When there are custody questions, the above policy will be followed unless we have a written Court Order.

## **Missing Student Policy**

### Administrator's Responsibilities

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.

### Teacher's/Staff Responsibilities

1. Immediately notify the office when a student is missing.
2. Assist administrator with questioning of friends and fellow classmates as to why the student is missing.
3. Maintain control of remaining students.

## **Hostage Situation**

The teacher should attempt to follow these guidelines:

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.
4. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captors of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve situation by force.
8. Be observant and remember everything that is seen or heard.
9. If a rescue takes place, lie on the floor and await instructions from rescuers.

The principal or office will be responsible for the following:

1. Immediately notify law enforcement.
2. Move other students and teachers completely away from those who are in the hostage situation.
3. Keep everyone as calm as possible.
4. Be prepared to answer questions from media or family.
5. Alert the debriefing team and provide counseling for all involved.

## **Intruder or Individual With Deadly Weapon**

The principal should follow these guidelines:

1. Notify law enforcement.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The teacher/staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon when notifying the office.
4. Alert the debriefing team and provide counseling for all involved.

## **Bus Accidents**

### Procedures

1. Upon receipt of notification of accident, obtain the following information:
  - a) bus number or route number
  - b) location of accident
  - c) number of injured students/adults
  - d) time of accident
  - e) whether police/fire/ambulance have been notified or are the on scene.
  - f) location of where additional buses are needed to transport non-injured students.
2. Notify the Administrator-in-Charge.

#### Administrator's Responsibilities

1. Dispatch EMT to accident scene with Emergency Response Kit.
2. Notify Superintendent's Office.
3. Notify Transportation Supervisor and arrange for additional buses, if required.
4. Obtain list of students who were on the bus and have their Emergency Notification Cards pulled.
5. Determine if siblings of bus-riding students are still at school. (Assemble these students and make them available for parent pickup.)
6. When advised by EMT member on scene of current status, direct appropriate notifications be made.
7. If appropriate, go to the hospital.

#### Bus Driver/Field Trip Teacher Responsibilities

1. Assess the situation and call 911 if appropriate.
2. If danger of fire or if vehicle is in precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of any injuries- (specifically the number of injured students.)
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

See Appendix H.

## **Student Death**

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence by students, faculty, and staff. A student's death that occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy.

The following are suggestions for our school's responses to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of posttraumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student or family's privacy. The principal and counselor might consider moving from room to room to tell the students what has happened. They should tell the truth allow for ventilation and affirm any expressions or feelings the students have. Students need to be told that they may visit the counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to ventilate and express their grief with other students.

5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

See Appendix D.

## **Suicide**

The school community should do everything possible to prevent this most tragic form of death.

Part of prevention is early detection of students who appear to be severely troubled.

Improvement of each student's self-esteem is an underlying goal of the educational process.

Character building programs and conflict resolution initiatives help to improve self-esteem and self-worth.

The first step is to verify the report of a suicide and then follow the recommendations below:

1. Don't dismiss school or encourage funeral attendance during school hours.
2. Don't dedicate a memorial to the deceased without checking with parents and considering the emotional welfare of all students.
3. Don't have a large assembly.
4. Do give facts to the students.
5. Do emphasize prevention and everyone's role.
6. Do provide individual and group counseling.
7. Do emphasize that help is available and that there are alternatives to suicide.
8. Do contact the family of the deceased immediately and offer support of the faculty and staff.
9. Certain situations such as sporting events, extracurricular activities, graduation and the anniversary of the suicide itself may awaken the distress. Prepare to re-introduce post intervention measures.

# **Emergency Operations**

**Fire**

Fire is an ever-present danger in any public building. Homeroom teachers and classroom teachers should instruct students on the procedures for fire safety and the emergency evacuation process from their teaching areas.

The signal that a fire exists or that a fire drill is being conducted is a continuous ring of the alarm. When you hear the alarm, have your students stand and file out of the room in a quiet and orderly manner. Proceed through the designated exit to the Assemble Area for your room. Be certain that you have with you your class roster. Lead the class yourself having the last student out of the room close the door. If students are in cafeteria, use the closest exit and proceed to your normal Assembly Area or otherwise designated area (depending on individual class).

Once you have your class organized in the Assembly Area, take attendance immediately. Be prepared to report the absence of a child or the presence of a child who is not assigned to you. Do not send an “extra” student back to his/her correct room and do not go looking for a missing child. Main office personnel or their designated representative will check with each teacher in order to obtain an accurate school attendance report.

Unassigned faculty will exit by the most appropriate route and report to the Faculty Assembly Area for instructions.

The individuals named below are responsible for ensuring that the assigned areas are not occupied. The first person listed has prime responsibility; the second will act as a backup should the first person not be available to fulfill the assignment (substitute teachers will not be expected to assume the below listed responsibilities).

Lower School (4K-5<sup>th</sup>):  
Elementary facility-Elementary Principal/Assistant Principal/Secretary/Assistant Secretary  
Upper School (6<sup>th</sup>-12<sup>th</sup>):  
Offices, gymnasium, locker rooms, front restrooms-Secretary/Head of School  
High-school wing-Guidance Counselor/Senior English Teacher  
Middle-school wing-Science Teacher/8<sup>th</sup> Grade Language Arts Teacher

When the “All Clear” signal is received, return the class via the same route used for evacuation.

## **Tornado**

A **tornado watch** means that a tornado formation is likely (conditions are right for a tornado). Teachers will be notified by the administration if the area is placed under a

tornado watch. Normal classroom procedures may continue. If the teacher desires, (s)he may review the tornado Emergency Action Plan and Assembly Point and/or review the required actions which would be required should a tornado warning be in effect.

A **tornado warning** means that a tornado has been sighted or indicated by weather radar. Faculty and students will follow the action plan below in event of a tornado warning or drill.

The signal for a tornado warning or drill is an announcement over the school's intercom system. Upon hearing the signal, teachers should lead their students to the designated Tornado Area in the hallway; ensure that students kneel on the floor, facing the wall, with heads down and hands covering the head. Teachers should bring the class roster to the Tornado Area to assist in taking roll after the emergency. The teacher will close the door after the last student leaves.

Special Instructions:

Elementary:

1. Elementary students should report to the Tornado Area assigned to their section anytime they are in the confines of the elementary complex.
2. Elementary students on the playground should report to their designated tornado area inside the elementary complex.
3. Elementary students in the Founders Hall gymnasium should proceed to the Tornado Area, which is the closest interior hall.
4. Elementary students in the cafeteria/multipurpose area should proceed to the Tornado Area in which is the closest interior hall.

## **Earthquake**

An earthquake safety program is an ongoing activity that includes identifying the hazards and conducting drills. Since earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover.

### Hazard Identification

Emergency management team members identify earthquake hazards in all buildings. Teachers identify potential earthquake hazards in classrooms. These include bookcases with heavy items on the top shelf; objects on walls; acids/chemicals in science labs; and gas turnoffs in labs.

### Earthquake Drill

Staff will be notified by intercom or by repeated blasts from air horn. The teacher will provide the following instructions:

8. **DUCK** or drop down to the floor.
9. Take **COVER** under a desk, table, or other heavy furniture.
10. **HOLD** on to the sturdy piece of furniture and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.
11. Teacher should close blinds and open classroom door (doors may close and door frames may become bent preventing exit).
12. Keep students in classrooms until evacuation notice. At that time lead the students out of the building according to the established route for fire evacuation. Leave through the nearest accessible door if the planned route is inaccessible.
13. Call roll to be sure all students have exited safely; notify the administration if a student is missing.
14. Instruct students to stay clear of the buildings and power lines.

## **Appendix A**

### **Emergency and First Aid Supply List**

Emergency supplies and first aid supplies are necessary when a disaster of any nature occurs. The following list contains items that may be useful during a crisis.

EMERGENCY

Candles	Paper Towels
Matches	Wet Ones
Bottled Water	
Flashlights	
Batteries	
Radio (battery operated)	

FIRST AID

Hydrogen Peroxide	Iodine
Alcohol	Assorted Band Aids
Gauze	Sterile Water (for burns)
Tape	Scissors
Tweezers	Bandages
Instant Ice Packs	Ace Bandages
Package of Sewing Needles	Slings
Anti-bacterial salve	Steri-strips or butterfly stitches
Disposable gloves	Facemask
CPR (disposable mouthpieces)	Cotton Balls
Current first aid book	Contact Lens Solution
Eye Wash	Epipen
Benadryl	Temporary splints
	Stretcher

**Appendix B**

**Bomb Threat Checklist**

## Fire and Police: 911

INSTRUCTIONS: LISTEN. DO NOT INTERRUPT CALLER EXCEPT TO ASK:

- \* When will it go off?      Certain Hour \_\_\_\_\_ Time remaining \_\_\_\_\_
- \* Where is it planted?      Building \_\_\_\_\_ Area \_\_\_\_\_
- \* What does it look like? \_\_\_\_\_

Did caller appear familiar with building by his description of the bomb location? \_\_\_\_\_

Name of Operator \_\_\_\_\_ Time of call \_\_\_\_\_ Date \_\_\_\_\_

Caller's Identity

Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female      Race \_\_\_\_\_      Approximate Age: years \_\_\_\_\_

Origin of Call

Local \_\_\_\_\_ Long Distance \_\_\_\_\_ Booth \_\_\_\_\_ Internal(within building) \_\_\_\_\_

<b>VOICE CHARACTERISTICS</b>		<b>SPEECH</b>		<b>LANGUAGE</b>	
_____ Fast	_____ Slow	_____ Excellent	_____ Good		
_____ Loud	_____ Soft	_____ Distinct	_____ Distorted	_____ Fair	_____ Poor
_____ High Pitch	_____ Deep	_____ Stutter	_____ Nasal	_____ Foul	
_____ Raspy	_____ Pleasant	_____ Slurred			
_____ Impaired					

<b>ACCENT</b>		<b>MANNER</b>		<b>BACKGROUND NOISES</b>	
_____ Local	_____ Not Local	_____ Calm	_____ Angry	_____ Office Machines	
_____ Foreign	_____ Regional	_____ Rational	_____ Irrational	_____ Factory Machines	
_____ Race	_____ Other	_____ Coherent	_____ Incoherent	_____ Traffic	_____ Airplane
		_____ Deliberate	_____ Emotional	_____ Bedlam	_____ Trains
		_____ Righteous	_____ Laughing	_____ Animals	
_____ Voices					
_____ Music				_____ Quiet	
				_____ Mixed	
				_____ Party Atmosphere	

Name of Operator \_\_\_\_\_

\_\_\_\_\_ Time of call \_\_\_\_\_ Date \_\_\_\_\_

Caller's Identity

ACTION TO TAKE IMMEDIATELY AFTER CALL

**NOTIFY HEADMASTER OR OTHER ADMINISTRATIVE SUBSTITUE**

Write down the message in its entirety as received from the Informant:

Appendix C

Phase 1      Information Phase

- What happened?
- Where were you?
- What role did you play?

Phase 2      Idea Phase

- What thoughts have you had?
- What ideas did you think of?

Phase 3      Emotional Phase

- How did you react at first?
- How are you reacting now?
- What impact has this had on you?  
(Allow and encourage emotional expression: crying, anger, fear, etc.)

Phase 4      Meaning Phases

- What repercussions has this had on your life?
- What symptoms are you experiencing?
- How has this affected your family? school? health? friends?

Phase 5      Educational Phase

- How have you coped with difficulties before?
- What are you doing to cope now?

Closure

- Remind students of strengths.
- Reassure them that it will take time to heal.
- Reassure them that you (or someone) will be there.

Appendix E

Appendix F

Appendix G

Appendix H





