



HCS

HANOVER COMMUNITY SCHOOL CORPORATION



HOLD!



SECURE!



LOCKDOWN!



EVACUATE!



SHELTER!

EMERGENCY PREPAREDNESS PLAN

www.hanover.k12.in.us (219)374-3500

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Emergency Phone Numbers

Fire, Ambulance and Police Emergency 911

Non-Emergency Phone Numbers:

Cedar Lake Police Department	(219) 374-5416
Lake County Sheriff's Department	(219) 660-0001

Cedar Lake Fire Department	(219) 374-5961
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Public Utilities:

NIPSCO (Gas and Electricity):

Report a Gas Emergency	(800) 634-3524
Report a Power Outage & General Questions	(800) 464-7726

Public Works:

Cedar Lake Public Works	(219) 374-7478
Lake County Public Works	(219) 755-3185

Railroads:

CSX Railroad	(708) 832-2060
Norfolk Southern	(800) 453-2530

Emergency Management Agencies:

Cedar Lake Volunteers In Police Service (VIPS)	(219) 374-5416
Lake County Homeland Security & Emergency Management Agency	(219) 755-3000
Poison Control Center	(800) 222-1222
Department of Child Services (DCS) Child Abuse and Neglect Hotline	(800) 800-5556

Crisis Counseling Assistance:

Regional Mental Health Services	(219) 736-7200
LifeWorks (Employee Assistance Program)	(866) 451-5465

HCSC:

Administrative Service Center	(219) 374-3500
Buildings and Grounds	(219) 374-3521
Food Services	(219) 374-3921
Security	(219) 374-3882
Technology	(219) 374-3530
Transportation	(219) 374-3838

HCSC Emergency Preparedness Plan Partnering Agencies

- Hanover Community School Corporation
 - Administrative Service Center
 - Jane Ball Elementary School
 - Hanover Central High School
 - Hanover Central Middle School
 - Hanover Learning Academy
 - Hanover Transportation Facility
 - Lincoln Elementary School
 - Red Cedars Upper Elementary School
- Cedar Lake Fire Department
- Cedar Lake Police Department
- Lake County Safe Schools Commission
- Lake County Sheriff's Department

OVERVIEW

This document was developed for schools to use as a guide during an emergency/crisis within the school environment.

It's important to note the partnerships created by this document are intended to continue through information sharing in relation to critical assets, infrastructure protection and school safety.

The first step in emergency preparedness is defining the priorities, objectives, strategies and tactics (P.O.S.T) that will be used during an event. While every incident will be unique, there are considerations that can be addressed in advance.

Articulate Your P.O.S.T

Priorities:

- Student and staff safety and well being
- Student and staff location and condition
- Student/parent reunification
- Starting the recovery process

Objectives:

- Every student has been accounted for
- Every staff member has been accounted for
- Every student still in the school's control is reunited with his parent or guardian

Strategies:

- The HCSC Emergency Preparedness Plan
- Interagency Cooperation
- Ongoing Training/Drills
 - o Standard Response Protocol (SRP)
 - o Run, Hide, Fight/Defend
 - o Standard Reunification Method (SRM)
 - o CrisisGo
 - o Best Practices

Tactics:

- Tactics will vary based on the event and the environment

School Emergency Preparedness: Roles and Responsibilities

Superintendent of Schools:

- Recommends school safety, violence prevention and emergency preparedness programs to the HCSC Board of Trustees.
- Appoints an administrator to assist with planning, monitoring and implementation of the Emergency Preparedness Plan.

Director of School Safety and Security:

- Assigns selected faculty/staff members to be a part of the District Crisis Team.
- Consults with local emergency managers to analyze system needs for school safety and emergency preparedness, planning, training and coordination of school and community plans.
- Develops competency and coordinates drills/training for all school personnel.
- Implements change in school emergency plans based on evaluation of local policies, needs, best practices and experiences.
- Initiates, administers, participates and evaluates school safety and emergency preparedness programs to ensure coordinated response for all district schools and other buildings/programs.
- Monitor neighboring school system emergency management policies and make mutual aid agreements (as needed).
- Identifies school and/or non-school facilities for use as reunification sites and emergency shelters.
- Identifies suitable school facilities for use as community emergency facilities and coordinates related activities with local emergency managers.
- Work closely with law enforcement, fire officials and emergency managers.
- Maintain maps and blueprints, if available, of school facilities

Administrators:

- Are familiar with the HCSC Emergency Preparedness Plan.
- Serve as the school emergency coordinator/incident commander.
- Assign selected staff to be a part of the School Crisis Team.
- Assist in the development of building specific emergency procedures.
- Ensure the building emergency procedures coordinate with the district's plan.
- Assign school emergency responsibilities to staff as required.
- Monitor staff participation in training and competencies.
- Encourage incorporation of school safety, violence prevention and emergency preparedness into school culture.
- Conduct drills and initiate needed plan revisions based on drill evaluations.
- Arrange for procurement, storage and maintenance of needed emergency supplies and equipment.
- Keep parents informed via the emergency notification system(s).
- Supervise/conduct periodic safety checks of school facilities.
- Keep the Director of School Safety and Security informed of actions taken and resources needed to provide a safe school environment.

Crisis/Safety Teams:

- Are familiar with the HCSC Emergency Preparedness Plan.
- Ensure the building emergency procedures coordinate with the district's plan.
- Address unsafe conditions, crime prevention, school violence, bullying, criminal activities, child abuse and sexual abuse within the school setting.
- Coordinate school specific crisis response strategies.
- Encourage stakeholder environment in school activities.
- Conduct professional development on school safety related activities.

Teaching and Support Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Is aware of building-specific emergency procedures.
- Participates in emergency preparedness exercises, drills and training.
- Provides instruction and practice in emergency response procedures.
- Helps students develop confidence in their ability to care for themselves and help others in an emergency situation.
- Provides leadership and activities for students during a period of enforced emergency confinement.
- Is familiar with the psychological needs of children in the stress of an emergency situation.

Counseling/Mental Health Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Is aware of building-specific emergency procedures.
- Provides preliminary crisis counseling services to students in need.
- Participates in emergency preparedness exercises, drills and training.
- Helps students develop confidence in their ability to care for themselves and help others in an emergency situation.
- Is familiar with the psychological needs of children in the stress of an emergency situation.
- Shares signs and symptoms of post-traumatic stress with staff members after a crisis event.

Nursing Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Is aware of building specific emergency procedures.
- Renders first aid and prepares victims for transport to medical facilities.
- Supervises and trains first aid teams (if applicable).
- Advises students and teachers of emergency health measures.
- Informs the principal of needed emergency supplies and equipment.
- Advises on necessary accommodations for persons with special needs during all types of emergencies.

School Resource/Security Officers:

- Are familiar with the HCSC Emergency Preparedness Plan.
- Are aware of building specific emergency procedures.
- Supervise/conduct periodic safety checks of school facilities.
- Provide the first line of defense for any crisis situations in the school setting.
- Serve as the primary contact to emergency service personnel.

Buildings and Grounds Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Is aware of building specific emergency procedures.
- Inspects facilities for structural safety and reports areas of concern.
- Identifies shutoff valves and switches for gas, water and electric in an emergency.
- Provides emergency protocol for ventilation systems (HVAC).
- Posts location of all protective equipment.
- Maintains an inventory of tools and equipment needed for emergency response.
- Advises the administration and crisis team of hazardous areas of the school building, available emergency equipment and alternate power sources.
- Assists with controlled access measures for all schools (keys & fobs).
- Maintains maps and blueprints, if available, of school facilities.

Transportation Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Instructs children and practices emergency bus evacuation procedures.
- Is prepared to render aid in an emergency.
- Informs school and district administration of changing route conditions, road construction projects, etc. which may be potentially hazardous or alter emergency transportation plans.
- Follows district policies to ensure students' safe arrival at home (e.g. unscheduled releases).
- Keeps emergency equipment, procedures and telephone numbers in the bus.
- Is aware of emergency shelter facilities along transportation routes and within the local community.
- Services vehicles regularly and is ready to transport evacuees in an emergency (evacuation/reunification).

Food Services Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Is aware of building specific emergency procedures.
- Maintains adequate supplies of food and water for emergency use.
- Contracts or prepares with a local supplier for times of extended emergencies that may require large amounts of needed water and food (three-day supply).
- Rotates emergency supplies to ensure freshness.
- Plans for mass feeding under emergency conditions.
- Practices kitchen health and safety laws, rules and regulations at all times.

Media Center Staff:

- Is familiar with the HCSC Emergency Preparedness Plan.
- Is aware of building specific emergency procedures.
- Collaborates with teachers and administrative staff to research, evaluate and make recommendations for the acquisition of teaching aids and literature relevant to mental health/violence prevention and emergency preparedness programs utilized within the HCSC.

Parents:

- Are aware of the school emergency processes and procedures.
- Encourage and support school safety, violence prevention and emergency preparedness programs within the HCSC schools.
- Provide volunteer services for school emergency preparedness.
- Provide the school with requested information concerning emergency situations, early and late dismissals and other related release information.
- Practice emergency preparedness in the home to reinforce school training and ensure family safety.
- Are familiar with the school's reunification plan and process.

Students:

- Are aware of school emergency processes and procedures.
- Understand the importance of reporting situations of concern (e.g. See Something/Say Something).
- Cooperate during emergency drills and exercises.
- Are responsible for themselves and others in an emergency.
- Develop an awareness of all visible hazards.
- Take an active part in school emergency response programs.

Crisis & Safety Teams

District Level Crisis Team

IC 5-2-10.1-12 – Every school corporation shall establish a safe school committee (Crisis Team) to address unsafe conditions, crime prevention, school violence, crisis related professional development and crisis planning. Suggested participants include: administrators, school nurse, special education, transportation, maintenance and support staff. The District Crisis Team shall be responsible for creating, reviewing and implementing the school corporation Emergency Preparedness Plan. Changes/modifications to the plan shall be submitted to the Superintendent for approval.

School Level Safety Team

The School Safety Team is responsible for addressing the following issues: unsafe conditions, crime prevention, school violence, bullying, criminal activities, child abuse and sexual abuse, school specific crisis response strategies, methods to encourage student and parent involvement in school safety and other issues that prevent the maintenance of a safe school. Safety related staff development should be planned and implemented by the School Safety Team.

Members of the School Safety Team are selected by the building principal. The team should consist of a cross-section of school employees.

When applicable, the school safety team should collaborate on effective response strategies to various incidents. Members of the safety team should be cross-trained to cover when primary staff are out of the building.

To better address threats, School Safety Teams may serve as the established threat assessment team or student assistance team in conjunction with local law enforcement and mental health officials (as needed).

County Level Crisis Team

Pursuant to Indiana Code 5-2-10.1-10, Lake County school corporations established the Lake County Safe Schools Commission. The purpose of the Commission is to assist in enhancing a safe and secure learning environment for all Lake County schools. The Commission reviews protocols, safety plans, all-hazard plans, safety drills and response plans for local schools, law enforcement and other first responders. The HCSC Director of School Safety and Security will serve on the Lake County Safe Schools Commission and act as the official liaison between the school corporation and Commission.

Basic Disaster Supply Kit

A basic emergency supply kit could include the following items:

- Access to the HCSC Emergency Preparedness Plan
- Five-gallon bucket
- Student roster(s), special need lists (w/description of needs), medication lists and staff roster
- Flashlight and extra batteries
- First aid kit(s) (including tourniquets/bleeding control kits)
- Whistle to signal for help
- Moist towelettes, garbage bags and plastic ties for personal sanitation
- Toilet paper
- Light Stick
- Maps (school & evacuation routes)
- Emergency contact numbers
- Age-appropriate student activities
- Age/program appropriate supplies (diapers, fanny packs, etc.)

First Aid Kit

Knowing how to treat minor injuries can make a difference in an emergency. Staff members may consider taking a first aid class, but simply having access to the following items can help you stop bleeding, prevent infection, regulate blood sugar and assist in decontamination.

- Latex or other sterile gloves for latex allergies
- Sterile dressings to stop bleeding (4"x 4" compress)
- Elastic bandages (2" & 4")
- Medical tape (1" & 2")
- Triangular bandages
- Butterfly bandages
- Space blankets
- Hydrogen peroxide
- Scissors (paramedic)
- Tweezers
- Tourniquets/bleeding control kits
- Cleansing agent/soap and antibiotic towelettes
- Bag of "Smarties" candy
- Antibiotic ointment
- Burn ointment
- Adhesive bandages
- Eye wash solution to flush the eyes or as general decontaminant



School Safety

A critical tool in establishing a safe school environment is the uniform classroom response to any incident. The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation.

The premise is simple - there are five specific actions that can be performed during an incident. Execution of the action is performed by active participants, including students, staff, administrators and first responders.

- **Hold** is followed by the directive: "In Your Classroom - Clear the Halls" and is the protocol used to eliminate foot traffic in the hallways/common areas
- **Secure** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** is always followed by a location and is used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by a type and a method: "Tornado; Drop and Tuck." and is the protocol for group and self-protection

These specific actions can act as both a verb and a noun. If the action is **Lockdown**, it would be announced on the PA system as "**Lockdown!** Locks, Lights, Out of Sight."

Communication to local Law Enforcement Agency would then be "We are under **Lockdown**." Each response has specific student and staff action. The **Evacuate** response is always followed by a location: "**Evacuate** to the School Bus Drop-off Zone." Responses can also be combined: "**Evacuate** to Hallway; **Shelter** for Tornado; Drop and Tuck."

The Standard Response Protocol has been adopted by districts, departments and agencies across the US and Canada. The conformance to FEMA guidance about plain language and the simplicity of implementation has resulted in thousands of schools and law enforcement agencies implementing the program.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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EMERGENCY RESPONSE PLAN



INTERIOR THREAT

LOCKDOWN

- Evacuate hallways and common areas.
- Lock door, turn off lights and stay out of sight.
- Silence cell phones. Remain calm and quiet.
- Take attendance and account for all students.
- Standby for further direction or "All Clear".



EXTERIOR THREAT

SECURE

- If outside, return to building.
- Secure perimeter doors.
- No entry allowed.
- Take attendance and account for all students.
- Inside activities can proceed as scheduled.
- Standby for further direction or "All Clear".



ARMED ASSAILANT

RUN-HIDE-DEFEND

- Initiate Lockdown. Call 911.
- If unable to lockdown, quickly evacuate area.
- If unable to evacuate, seek cover in secure location.
- Turn off lights and stay out of sight.
- Remain calm and quiet.
- As a last resort, defend yourself by any means possible.



MEDICAL EMERGENCY

REMAIN CALM

- Do not move victim unless in imminent danger.
- Notify Office. Call 911.
- Assign someone to meet EMS.
- Direct others away from scene.
- Administer First-Aid, CPR, or AED as necessary.
- Remain with victim until relieved by Administrator.
- Document incident.



SEVERE WEATHER

SEEK SHELTER

- Move quickly to designated area.
- Avoid shelters with windows, doors and large open spaces.
- Assume "kneel, cover and hold" position.
- Take attendance and account for all students.
- Monitor weather reports for changing conditions.
- Standby for further direction or "All Clear".



HAZARDOUS MATERIALS

STAY CLEAR

- If life threatening:
- Pull Fire Alarm. Call 911.
- Safely evacuate building.
- Assemble in designated area.
- Take attendance and account for all students.
- Anyone contacting hazardous materials should be isolated for decontamination.
- Standby for further direction or "All Clear".



BOMB THREAT

SECURE SCENE

- If you receive a Bomb Threat:
- Check for number on Caller ID.
- Note voice characteristics of caller and background noises.
- Ask for location, description and type of device.
- Notify Administrator.
- Turn off radios and cell phones.
- Standby for further direction or "All Clear".



FIRE

EVACUATE

- If you see Fire or Smoke:
- Pull Fire Alarm. Call 911.
- Evacuate building. Close doors behind you.
- Don't use elevators.
- Assemble in designated area.
- Take attendance and account for all students.
- Standby for further direction or "All Clear".



SUSPICIOUS ACTIVITY

IF YOU SEE SOMETHING, SAY SOMETHING

- If you see any suspicious activity or unusual behavior; or
- If you hear someone threaten to harm themselves, or anyone else,
- Notify the Office immediately.
- Safely monitor the situation and provide updates.
- Speaking up could be a matter of life or death!



Working Together To Keep Our Schools Safe!





HOLD IN YOUR CLASSROOM CONDITION - There may be situations that require students to remain in their classrooms. For example, a medical situation in the hallway may demand keeping students out of the halls until it is resolved.

PUBLIC ADDRESS - The public address for **Hold** is: “**Hold in your classroom – Clear the halls**” and is repeated twice each time the public address is performed.

ACTIONS - Students and teachers are to remain in their classroom, even if there is a scheduled class change, until the all clear is announced. Regular classroom activities may continue inside of the classroom. There may be a need for students who are not in a classroom to proceed to an area (classroom, office, etc.) where they can be supervised and remain safe.

Prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance and conduct business as usual.

EXAMPLES OF HOLD CONDITIONS - The following are some examples of when a school or emergency dispatch might call for a **Hold**.

- Medical situation in hallway
- Student altercation in hallway
- Random interior canine search



SECURE!

SECURE CONDITION - Secure is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood or a dangerous animal on school grounds, **Secure** uses the security of the physical facility to act as protection.

When implementing Secure Protocol:

PUBLIC ADDRESS - The public address for **Secure** is: "**Secure - Get Inside. Lock Outside Doors**" and is repeated twice each time the public address is performed.

ACTIONS - The **Secure** protocol demands bringing students into the main building and locking all outside access points.

Where possible, classroom activities should continue uninterrupted. Classes that are held outside, such as gym class, should return to the building and if possible continue class inside the building.

There may be occasions where students expect to be able to leave the building - end of classes, medical appointments, internships, etc. Depending on the condition, this may have to be prevented. During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

REPORTER - Secure is typically reported by emergency personnel to the main office. The main office then informs administration and, at their direction, invokes the public address.

It may also be reported to the main office by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION - Identification of perimeter access points that must be locked in the event of a **Secure** defines the "Secure Perimeter."

Preparation includes identification of staff with primary and secondary responsibility of locking school access points. The building principal will be responsible for the assignment of these duties.

DRILLS - Secure drills should be performed at least once per year. Drills should be performed while outdoor activities are in progress. A **Secure** drill can be conducted during a random exterior canine search at the secondary level.

CONTINGENCIES - If during a **Secure** a different situation manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. It may be necessary to **Evacuate** to a different location than would typically be indicated, according to circumstances.

EXAMPLES OF SECURE CONDITIONS - The following are some examples of when a school or emergency dispatch might call for a **Secure**.

- Dangerous animal on school grounds
- Criminal activity in area
- Civil disobedience

ACTION STEPS:

Building Administration or Designee

- Announce (twice) “**Secure - Get Inside. Lock Outside Doors**”.
- If you have specific information, share it. Be direct. Do not use codes.
- Classes outside the building should return to the building.
- Secure all access points (Lockout Perimeter).
- Contact law enforcement.
- When possible, notify district administration.
- Business as usual, but continue to monitor the situation that warranted the **Secure**.
- Make adjustments to the response as needed.
- If a fire alarm has been activated, do not **Evacuate** unless fire or smoke is visible.
- Announce “all clear” signal when threat has ceased as authorized by law enforcement.
- If warranted, implement the Reunification Method.

Staff

- Business as usual, but be vigilant.
- Close, cover (if possible) and lock all exterior windows and doors.
- Lock interior classroom doors.
- If a fire alarm has been activated, do not **Evacuate** unless fire or smoke is visible or directed by school administration.
- Account for all students in your care.
- Prepare for possible implementation of **Hold** or **Evacuate** protocol.



LOCKDOWN

LOCKDOWN CONDITION – Lockdown is called when there is a threat or hazard inside the school building. Lockdown uses classroom security to protect students and staff from a threat.

When implementing Lockdown Protocol:

PUBLIC ADDRESS - The public address for Lockdown is: “**Lockdown! Locks, Lights, Out of Sight!**” and is repeated twice each time the public address is performed.

The Lockdown protocol demands locking and barricading (if possible) individual classroom doors or other access points, moving room occupants out of line of sight of the corridor windows and having room occupants maintain silence. If possible, occupants should not be huddled together. Age-appropriate students should have items in their hands for Countermeasures Run, Hide, Fight/Defend should the need arise. All students should create noise, movement, distance and distraction with the intent of reducing the intruder’s ability to inflict violence accurately if they encounter an armed assailant.

There is no requirement to lock the building outside access points. Rather, the protocol advises to leave the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk.

Teachers and student training reinforces the practice of not opening the classroom door, once in **Lockdown**. Rather, no indication of occupancy should be revealed until first responders open the door.

RESPONSIBILITY - The classroom teacher is responsible for implementing **Lockdown**. The teacher should lock all classroom access points, facilitate the barricading of the door with furniture (if possible) and facilitate moving occupants out of sight (safe zone). Age-appropriate students should have items in their hands for Countermeasures Run, Hide, Fight/Defend should the need arise. All students should create noise, movement, distance and distraction with the intent of reducing the intruder’s ability to inflict violence accurately if they encounter an armed assailant.

When possible, silent or whispered roll should be taken to determine if attendance has changed since the beginning of class.

REPORTER – A **Lockdown** is typically reported by staff to the main office. Main office personnel then invoke the public address and inform administration. However, any member of the school environment may call a **Lockdown** by any means necessary (i.e. PA, voice,

CrisisGo).

A **Lockdown** may also be reported to the school by local emergency personnel. However, it is important that school officials determine whether a **Lockdown** is the warranted SRP protocol before it is implemented.

PREPARATION - Identification of classroom access points that must be locked in the event of a **Lockdown** is essential preparation (doorways, windows, etc.).

A “safe zone” should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door until a first responder or school administration unlocks it. If possible, students should not be huddled in the same corner. Instead, they should be as dispersed as possible while staying out of view from any uncovered windows or access points.

Students, staff and teachers should be advised that a **Lockdown** may persist for several hours and during an incident, silence is essential. Students should refrain from cell phone usage unless directed by their teacher.

During a Lockdown, students and staff are reminded to use any/all age-appropriate Run, Hide, Fight/Defend techniques to provide for their own personal safety.

- **RUN**
 - Have an escape route and plan in mind
 - Evacuate to a safe area (“Rally Point”)
 - Leave your belongings behind
 - Keep your hands visible
- **HIDE**
 - Hide in an area out of the assailant’s view
 - Block entry to your hiding place and lock the doors
 - Silence your cell phone
- **FIGHT/DEFEND**
 - As a last resort and only when your life is in imminent danger
 - Attempt to incapacitate the assailant
 - Act with physical aggression and throw items at the assailant. Swarming the assailant is also a possible technique.

DRILLS – Lockdown drills should be performed at least twice per year. For more information on Lockdown drills see pages 41-43.

CONTINGENCIES - Students and staff who are outside of classrooms during a **Lockdown** may be faced with the need to get out of sight without the benefit of an empty or open classroom. Evacuation to a predetermined rally point is typically the best option. If evacuation is not an option, find an area of cover/concealment as quickly as possible.

If during a **Lockdown** an additional hazard manifests inside the school - i.e.: fire, flood, hazmat, then situational decisions must be made. Evacuation may be required.

EXAMPLES OF LOCKDOWN CONDITIONS - The following are some examples of when a school or emergency dispatch might call for a **Lockdown**.

- Dangerous animal within school building
- Active shooter/Armed intruder
- Angry or violent parent, student or intruder

ACTION STEPS:

Building Administration or Designee

- Announce (twice) “**Lockdown! Locks, Lights, Out of Sight!**”
- If specific information is available, share it. Be direct. Do not use codes.
- Call 911 and notify emergency responders.
- Classes outside the building should not enter the building.
- Direct outside classes to the primary evacuation site/rally point.
- Do not lock exterior doors.
- Utilize all Run, Hide, Fight/Defend options (as needed).
- When possible, notify district administration.
- Assist law enforcement as needed.
- Announce “all clear” signal when threat has ceased as authorized by law enforcement.
- If warranted, implement the Reunification Method.

Staff

- Utilize all Run, Hide, Fight/Defend options (as needed).
- Clear all students, staff and visitors from hallways immediately.
- Report to classroom.
- Close and lock all windows and doors.
- If possible, barricade the door with classroom furniture.
- If possible, secure the door.
- Shut off the lights.
- Move students out of the view of the door window (safe zone).
- Do not open the door or leave for any reason other than to escape based on information at hand.
- If a fire alarm has been activated, do not **Evacuate** unless fire or smoke is visible.
- If possible, account for all students in your care.
- Be quiet.

Special Considerations:

Lockdown prior to school starting, immediately after school, passing periods, lunch, etc.

- Same as above.
- Attendance is extremely important for student accountability purposes.

Lockdown outside of regular school hours

Depending on where the after school activity is occurring will determine your response. For example, a basketball team may utilize any room that can be secured (locker room, storage closet, training room, etc.). Whereas, a team or activity outside would not need to lockdown. Instead, they would evacuate to a safe area or rally point.

In the instance of a **Lockdown** outside of regular school hours, follow these procedures:

Person in Charge (coach, sponsor, etc.)

- Announce (twice) “**Lockdown! Locks, Lights, Out of Sight!**”
 - Call a **Lockdown** by any means necessary (i.e. PA, voice, CrisisGo).
- If specific information is available, share it. Be direct. Do not use codes.
- Call 911 and notify emergency responders.
- Utilize all Run, Hide, Fight/Defend options (as needed).
- When possible, notify district administration.
- Assist law enforcement as needed.
- Announce “all clear” signal when threat has ceased as authorized by law enforcement.
- If warranted, implement the Reunification Method.

Adult Staff

- Utilize all Run, Hide, Fight/Defend options (as needed).
- Clear all students, staff and visitors from hallways immediately.
- Find a room that can be secured or an area that can provide cover/concealment.
- Close and lock all windows and doors.
- If possible, barricade the door with furniture.
- If possible, secure the door.
- Shut off the lights.
- Move students out of the view of the door window (safe zone).
- Do not open the door or leave for any reason other than to escape based on information at hand.
- If a fire alarm has been activated, do not **Evacuate** unless fire or smoke is visible.
- If possible, account for all students in your care.
- Be quiet.



EVACUATE

EVACUATE CONDITION - **Evacuate** is called when there is a need to move students from one location to another.

Evacuation/Relocation Procedures

PUBLIC ADDRESS - The public address for **Evacuate** is: “**Evacuate - To a Location**” and is repeated twice each time the public address is performed. For instance, “**Evacuate - To the football stadium. Evacuate - To the football stadium.**”

ACTIONS - The **Evacuate** protocol typically requires students and staff to move in an orderly fashion. However, in the case of crisis evacuation, students and staff need to move, in any manner necessary (quickly and safely), out of harm’s way. This may include unconventional evacuation routes.

RESPONSIBILITY - The classroom teacher is usually responsible for initiating an evacuation. In a police-led evacuation, students may be instructed to form a single file line and hold hands front and back. Law enforcement may require students and staff to put their hands on their heads while evacuating. Other directions may be invoked during an evacuation and students and staff should be prepared to follow specific instructions given by staff and/or first responders.

REPORTER - **Evacuate** is typically called by the main office, administration or in the case of a police-led evacuation, by the responding officer. In an armed assailant situation, a crisis evacuation can be called by any staff member.

PREPARATION - Evacuation preparation involves the identification of facility evacuation assembly points. Also, rally points should be identified for crisis evacuations.

EVACUATION ASSEMBLY/RALLY POINT - The evacuation assembly refers to gathering at the evacuation assembly point. Teachers are instructed to take roll after arrival at the evacuation assembly point. A rally point is a predetermined point where students and staff would meet to start the Reunification Method after a crisis evacuation. Rally points should be shared with students and staff.

DRILLS - Evacuation drills should be performed every month. Fire drills constitute a valid evacuation drill.

RED CLIPBOARD/GREEN CARD/MEDICAL CARD - After taking attendance the Red Clipboard system is employed for administration or first responders to quickly, visually

identify the status of the teachers' classes (see page 26).

- **Green Card (OK)** - All students accounted for, no immediate help is necessary.
- **Red Clipboard (Help)** - Extra or missing students or vital information must be exchanged.
- **Red and White Cross (Medical Help)** - Immediate medical attention is needed.

CONTINGENCIES - Students should be trained that if they are separated from their class during an evacuation, then joining any evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the evacuation assembly point or rally point.

ACTION STEPS:

Building Administration or Designee

- Determine evacuation routes based on location and type of emergency.
- Announce (twice) "**Evacuate - To a Location**"
- Specify any changes in evacuation routes based on location and type of emergency.
- Notify emergency responders of evacuation.
- When possible, notify district administration.
- Announce and supervise evacuation protocol.
- Monitor the situation and provide updates and additional instructions as needed.
- Announce "all clear" signal once it is safe to re-enter the building.
- If evacuation occurs as the result of a violent incident:
 - Identify and announce the appropriate rally point;
 - Utilize all Run, Hide, Fight/Defend options (as needed); and
 - Implement the Reunification Method.

Staff

- Take class roster.
- Take the closest and safest way out as posted or announced.
 - Use a secondary route if the primary route is blocked or hazardous.
- Assist those needing special assistance.
- Do not lock classroom doors when leaving.
- Do not stop for student or staff belongings.
- Report directly to the evacuation assembly point.
- Do not leave students.
- *When outside the building:*
 - Account for all students;
 - Check for injuries;
 - Immediately report any missing, extra or injured students to building administration;
 - Utilize red clipboard/green/medical cards.
 - Continue to contain and maintain students; and
 - Wait for additional instructions.
- If evacuation occurs as the result of a violent incident:
 - Utilize all Run, Hide, Fight/Defend options (as needed);

- o If needed, utilize unconventional evacuation routes;
- o Make plans to move students to the announced rally point; and
- o Follow the Reunification Method.

Evacuating Students and Staff with Special Needs

The Northwest Indiana Special Education Cooperative in conjunction with the teacher of record, school nurse and building principal will ensure that provisions are in place for students with disabilities requiring evacuation plans (physical need). These provisions will be outlined in a written plan and updated annually or as needed. Staff members working with students needing evacuation plans should be trained and able to implement the plans during an emergency.

These plans, their location and who has access will be the responsibility of either the teacher of record (IEP) or the school nurse (Individual Health Plan) dependent upon who is overseeing the individualized plan of the student.

N.I.S.E.C. will also work with teachers and staff members of self-contained programs to create classroom evacuation plans. Although the plan(s) will not be part of the student's IEP, they will be created to assist all classroom occupants during a crisis event that requires evacuation.

Executing Emergency Evacuation Procedures

- Never use elevators, chair lifts or any other system requiring electrical power in an emergency.
- In most cases, delay exiting persons with disabilities until the exit route is clear of traffic. This is for the disabled person's safety as well as for the safety of others. Ensure that appropriate staff members account for all individuals with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members assist individuals with disabilities in moving to their predetermined rescue assistance area and assist them in exiting the building.
- Ensure that appropriate staff members assisting individuals with disabilities remain with them until the emergency is over.
- Upon arrival of emergency responders, provide a copy of the list that describes any special medical needs that students or employees may have as well as any special equipment or apparatus that may be needed.

Practicing Emergency Evacuation Procedures

During drills, it may *not* be advisable to **Evacuate** all disabled persons from the building. In certain cases, the potential risk of injury may outweigh the benefits of conducting the drill. If applicable, discuss these health or safety concerns with local fire department representatives and parents. Under these special circumstances, during drills you may only be able to evacuate individuals to the appropriate designated rescue assistance area.

- Evaluate the effectiveness of each evacuation drill. Include all students and staff members involved in using the disabled evacuation procedures. Make adjustments and recommend necessary changes to the established procedures in consultation with the appropriate staff members.

Evacuation after school hours (athletics, evening performances, etc.)

- When an after-school activity is interrupted, students, spectators and workers shall seek to evacuate in a quick and orderly manner. Clear and multiple announcements shall be made to spectators to evacuate the area. Spectators shall be advised to evacuate to school facilities or their privately-owned vehicles, but ultimately adult spectators must be responsible for their own actions and safety. Students and children, not in the direct care of their parents, will be required to evacuate under the direction of school officials.

See evening announcements on page 110.

Red Clipboard / Green Card / Medical Card Information



If you have missing or extra students or other non medical assistance needs, hold up the red back of the clipboard.

Take roll, if no missing or extra students are present and everything else is OK, hold up the green Emergency Quick Reference Guide from the clipboard to signal that all is good with your group.



If you need immediate medical assistance for someone in your group, retrieve the Medical Help paper from the red clipboard and hold it up.



SHELTER

SHELTER CONDITION - **Shelter** is called when the need for personal protection is necessary.

PUBLIC ADDRESS - The public addresses for **Shelter** should include the hazard and the safety strategy. For example, in a severe weather situation, the public address for **Shelter** is: “**Shelter – Severe Weather - Shelter Location**” and is repeated twice each time the public address is performed.

Hazards may include:

- Tornado
- Hazardous Materials (Hazmat)
- Earthquake

Safety Strategies may include:

- **Evacuate to Shelter** area
- Seal the room
- Drop and tuck

RESPONSIBILITY - Each individual is responsible for sheltering. If there are special circumstances that prevent individual responsibility, administration should plan on how to best provide sheltering assistance.

REPORTER - **Shelter** is typically called by the main office or administration but may be called by students, staff or first responders. **Shelter** may also be signaled by severe weather alarm.

PREPARATION - Identification and marking of facility shelter areas (displayed in all school rooms).

DRILLS - Shelter safety strategies should be drilled twice per year. Tornado drills constitute a valid shelter drill.

ACTION STEPS:

Building Administration

- Determine **Shelter** strategy based on location and type of emergency.
- Announce (twice) “**Shelter – include hazard and shelter location**”.
- If applicable, move students and staff from outside activities into a permanent building.

- When possible, notify district administration.
- Supervise shelter protocol.
- Monitor the situation and provide updates and additional instructions as needed.
- If the building sustains any damage:
 - o Consider shutting off the gas feed(s);
 - o Determine evacuation procedures; and
 - o Implement Reunification Method.
- Announce “all clear” signal once it is safe.

Staff

- Take class roster.
- If outside, return to the main building.
- Take the closest and safest route to shelter in a designated safe area.
 - o Use a secondary route if the primary route is blocked or hazardous.
- Assist those needing special assistance.
- Do not stop for personal belongings.

Once in shelter area

- If appropriate, implement “Drop and Tuck” procedures;
- Take attendance;
- Report any missing, extra or injured students to building administration;
 - o Utilize red clipboard/green/medical cards.
- Remain in safe area until “all clear” is given by building administration; and
- Wait for additional instructions.

When implementing “Drop and Tuck” procedures:

- Face an interior wall;
- Drop to your knees and roll forward;
- If physically unable to perform, sit on the floor;
- Tuck your head down and place your hands on top of your head and neck; and
- Do not lie flat on the ground.



Shelter after school hours (athletics, assemblies, etc.)

- When a shelter situation is warranted during an after-school activity, students, spectators and workers shall move to shelter locations in a quick and orderly manner. Clear and multiple announcements shall be made to attendees. School officials should assist moving attendees to appropriate shelter areas.

See evening announcements on page 110.



REUNIFICATION

Standard Reunification Method (SRM)

STUDENT/PARENT REUNIFICATION - Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION - Parents may be notified in a number of ways. The school or district may use Blackboard Connect. In some cases, students may be asked to call or send a text message to their parents. A reunification text message from a student may look something like this:

“The school has closed due to a power outage, please pick me up at 3:25 at the Hanover Central Middle School main entrance. Please bring your ID.”

PARENT/GUARDIAN EXPECTATIONS - If a parent or guardian is notified that a reunification is needed, there are some expectations they should be aware of:

1. **Bring identification.** Identification cards will streamline the Reunification Method.
2. **Be patient.** Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP HIS/HER STUDENT? - When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact in PowerSchool. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL? - There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student from the reunification site. In some circumstances, high school students may be released on their own.

HOW IT WORKS - For students, the school asks that students be orderly and quiet while

waiting. Students may be asked to call or text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification/emergency situation.

REUNIFICATION CARDS - For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification “Check-In” area and form lines based on the first letter of their student’s last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN - During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent. From the “Check-In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students. Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING - In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.

The Process in a Nutshell -

- Establish the reunification location.
- Once students are on site, notify parents of location.
- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- The “Reunifier” recovers students from the student staging area and delivers them to the parent.

When to initiate a Reunification – Initiating a reunification can be a result of anything abnormal at the school or in the area: power or phone outage, weather event, hazmat incident, bomb threat, criminal activity in the area or active violence at the school.

Two teams comprise the Standard Reunification Method

Transport Team – Facilitates transport from the impacted school to the reunification site.

The Transport Team has the following priorities:

- Assembles a master student and staff roster.
- Identifies and notifies the reunification site.
- Provides safe transport of students and staff to the reunification site.

The Transport Team consists of the impacted school's administration, staff and the transportation department.

Reunification Team – The Reunification Team deploys to the reunification site for staging and ultimately student/parent reunification. The reunification site also assists with return transportation of teachers and staff.

The Reunification Team is populated primarily by district personnel since any school-based teams may be unavailable.

Law Enforcement Support – At the reunification site, law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- Perimeter Control

At the secure assembly area, law enforcement may search students and staff. One important consideration for law enforcement is, if possible, perform the search of students out of sight of the media and parents.

It is extremely important for the school principal to be present at the reunification site (if possible).

Teachers - Stay with Your Students - It's important to emphasize that teachers should remain with their students until all of the students have been reunited with their families. Certainly, exceptions are appropriate for teachers who are also parents of impacted students.

Once school staff members are at the reunification site, there are roles that the school staff members will assume. It's important to train school staff in their role during a reunification.

Roles and Responsibilities:

- **Reunification Commander** - Coordinates Priorities, Objectives, Strategies and Tactics for an accountable, easy reunification of students with parents.
- **Parent Check-in Director** - Establishes and manages the check-in process.
- **Student Assembly Director** - Establishes and manages the Student Assembly Area.
- **Greeters** - Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID. Assist with the completion of the Reunification Card.
- **Checkers** - Verify ID and possibly custody rights of parents or guardians. Direct parents to the Reunification Area.

- **Accountant** – Verifies completed Reunification Cards against the master roster.
- **Reunifier** - Take the bottom of the Reunification Card to the Assembly Area, locate student and bring them to the Reunification Area. Ask a student, “Are you okay going home with this person?”
- **Counselors** - Stand by unless needed for crisis counseling.
- **Student Wranglers** - Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.
- **Transportation** - Directs transportation needs.
- **Food Services** - Provide snacks and water.
- **School Principal** - Serve as the “Face of the school” at the Reunification Area.

Action –

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND - The first step in staging for transport is establishing School Incident Command at the affected school. The incident will determine who is in charge. The principal should work directly with any unified command members (law enforcement, fire department, etc.). In the end, it may be the principal who is the onsite incident commander.

- **Priorities:**
 - Student and staff safety and wellbeing
 - Student and staff whereabouts and condition
- **Objectives:**
 - Safe transport of students and staff to reunification site

STEP 2 CLASSROOM EVACUATION - Classrooms are individually evacuated to the assembly area. During a police-led evacuation, students and staff will be asked to keep their hands visible. If it is a police-led evacuation after a **Lockdown**, each room will be cleared by law enforcement personnel. This process may take several hours. Teachers should take attendance in the classroom, prior to evacuation.

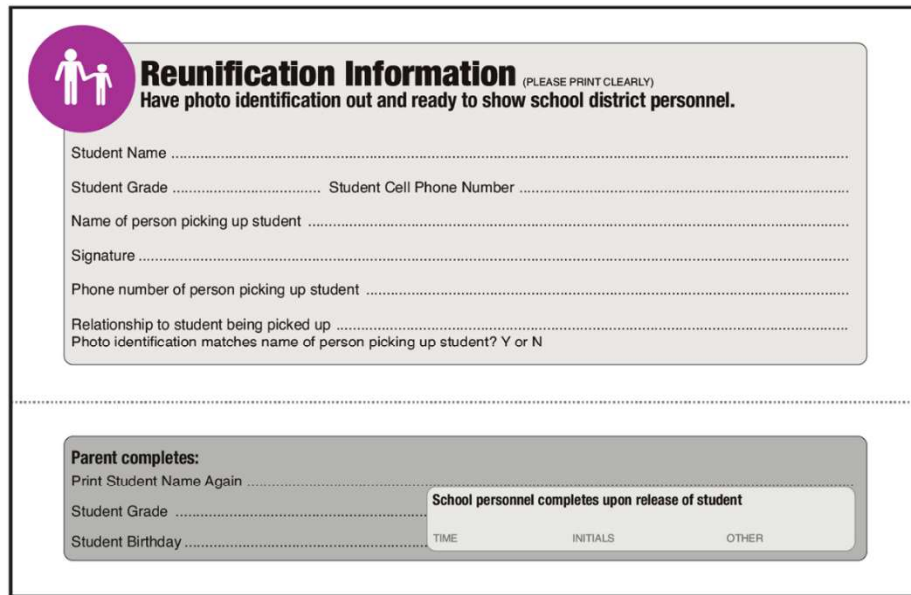
STEP 3 SECURE ASSEMBLY AREA - At the secure assembly area it is preferable that teachers stay with their students. If some teachers are unable to be at the secure assembly area, doubling up classes with a “Partner” teacher is appropriate. Accountant begins master roster verification. Teachers verify attendance. Law enforcement may search students and staff at the secure assembly area.

STEP 4 STUDENT AND STAFF TRANSPORT - Students and staff board the bus and are transported to the Reunification Site (rally point).

Staging the Reunification Site (Rally Point)


- **Reunification Site – Students enter out of parental view**
 - Students are transported to the Reunification Site and are then directed to the student holding area.

- Often this is a cafeteria or gymnasium.
- o Upon arrival, students are verified against a master roster.
 - It is important that students are not in view of their parents (if possible) when exiting the bus and entering the reunification site.
- **GREETING AREA – Parents are met here**
 - o As parents arrive, signage directs them to Parent Check-in Table.
 - o Greeters begin the process by asking parents to complete the Reunification Card.



The image shows a 'Reunification Information' card. At the top left is a purple circle with a white icon of an adult and a child. To the right of the icon, the title 'Reunification Information' is in bold, followed by '(PLEASE PRINT CLEARLY)' and the instruction 'Have photo identification out and ready to show school district personnel.' Below this are several lines for text entry: 'Student Name', 'Student Grade', 'Student Cell Phone Number', 'Name of person picking up student', 'Signature', 'Phone number of person picking up student', 'Relationship to student being picked up', and 'Photo identification matches name of person picking up student? Y or N'. A horizontal dashed line separates this section from the bottom section. The bottom section is divided into two columns. The left column is titled 'Parent completes:' and contains 'Print Student Name Again', 'Student Grade', and 'Student Birthday'. The right column is titled 'School personnel completes upon release of student' and contains three sub-sections: 'TIME', 'INITIALS', and 'OTHER'.

- o Parents complete the information requested on the card and begin to self-sort into lines (by last name alpha).



Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name Suzie Smith

Student Grade 8th Student Cell Phone Number 720-554-1212

Name of person picking up student John Smith

Signature John Smith

Phone number of person picking up student 720-554-7123

Relationship to student being picked up Parent

Photo identification matches name of person picking up student? Y or N

Parent completes: Suzie Smith

Print Student Name Again Suzie Smith

Student Grade 8th

Student Birthday July 4th 2004

School personnel completes upon release of student

TIME INITIALS OTHER

- o Parent custody is verified (via ID and PowerSchool- roster). The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.



Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name Suzie Smith

Student Grade 8th Student Cell Phone Number 720-554-1212

Name of person picking up student John Smith

Signature John Smith

Phone number of person picking up student 720-554-7123

Relationship to student being picked up Parent

Photo identification matches name of person picking up student? Y or N

Parent completes: Suzie Smith

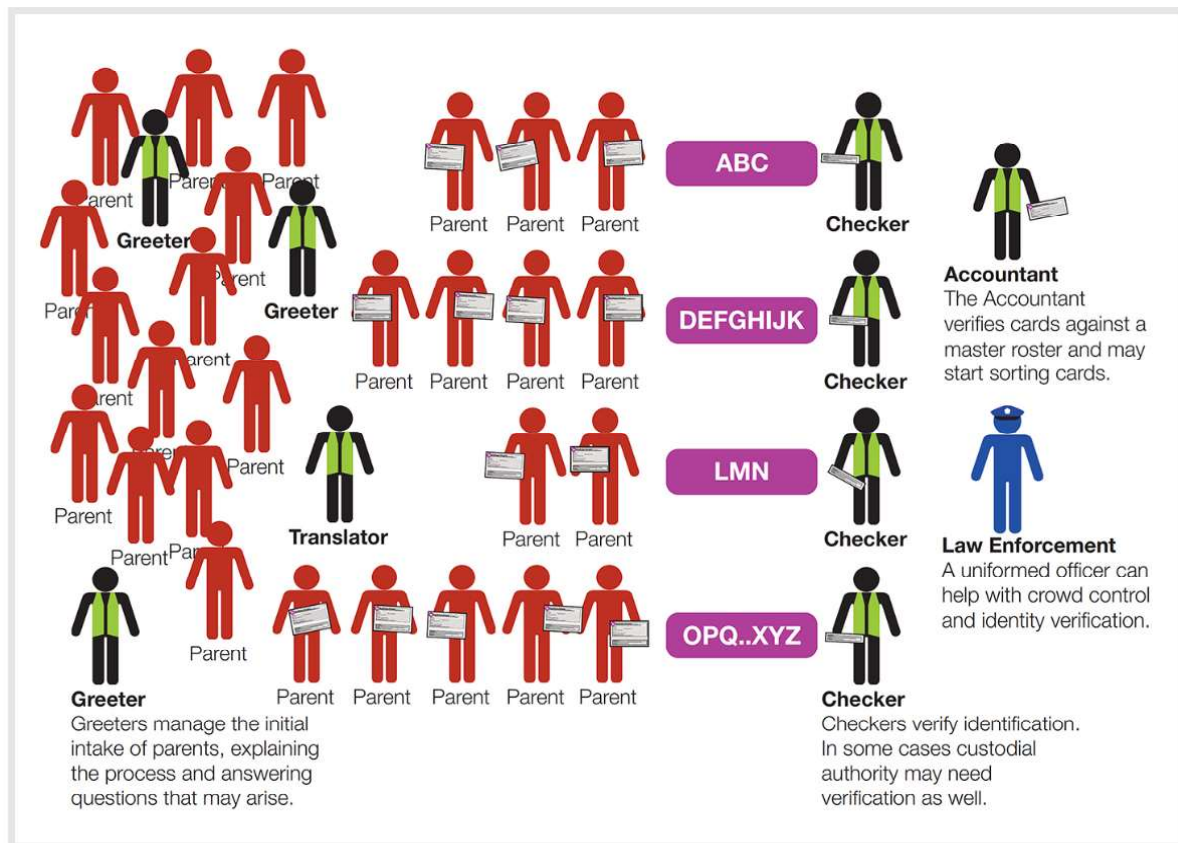
Print Student Name Again Suzie Smith

Student Grade 8th

Student Birthday July 4th 2004

School personnel completes upon release of student

TIME INITIALS OTHER



- o At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the assembly area to get the student.
- o The Reunifier returns the student to their parents asking if the student feels comfortable leaving with that adult. They note the time and initial the bottom of the card.
- o The Reunifier delivers the bottom of the card to the Accountant.

Parent completes:			
Print Student Name Again	Suzie Smith		
Student Grade	8th		
Student Birthday	July 4th 2004		
School personnel completes upon release of student			
TIME	15:25	INITIALS	PH
		OTHER	



Principal

It may be beneficial to have the school principal in the area where students and parents are reunified.

WHAT IF? THE STUDENT ISN'T THERE

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.

Parent completed:	S u z i e S w
Print Student Name Again:	S u z i e S w
Student Grade:	8 t h
Student Birthday:	J u l y 4 t h 2

SEPARATE PARENT FROM THE LINE

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and takes them to a private location.



Law Enforcement

A uniformed officer can help with crowd control and keep the peace.



Law Enforcement

Often an Officer is posted where students are disembarking.



Transport
Students
to Site

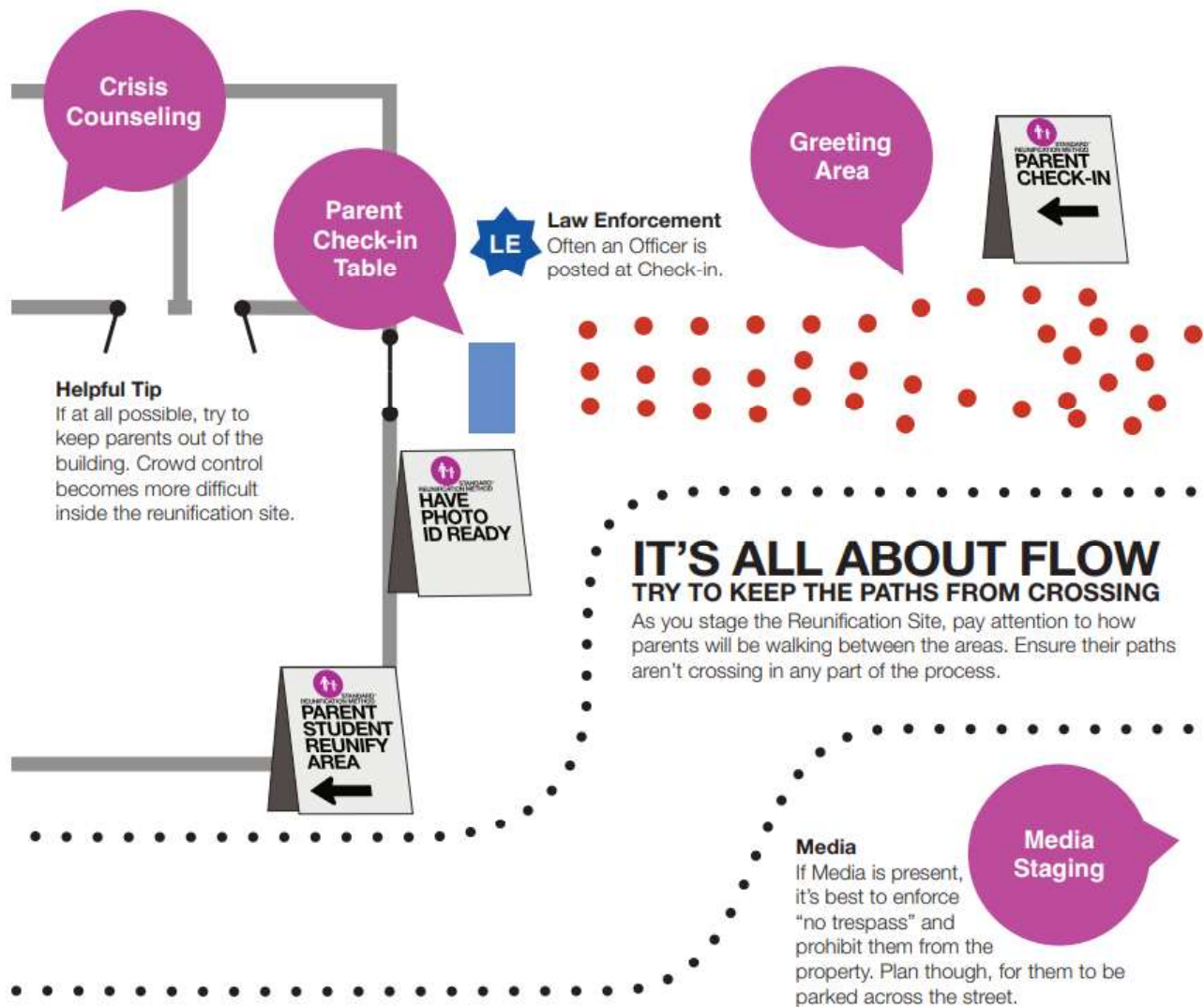
Student
Check-in
Table

Law
Enforcement
Interviews

Student
Assembly
Area

Helpful Tip

As parents wait for reunification with their student, try to have them clustered rather than in a line. Students may not always be recovered in the order parents line up.





Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME

INITIALS

OTHER

Signature

Print Your Name

I have read and understand these instructions.

Parent Guardian Sign Off

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Reunification Sites:

<u>School</u>	<u>Primary</u>	<u>Alternate</u>
Administration Service Center (ACS)	HTB	RCES
Jane Ball Elementary School (JBES)	HCHS	HCMS
Hanover Central Middle School (HCMS)	RCES	HCHS
Hanover Central High School (HCHS)	HCMS	JBES
Hanover Transportation Building (HTB)	ACS	RCES
Lincoln Elementary School (LES)	HCHS	HCMS
Red Cedars Elementary School (RCES)	HCMS	HCHS

Add'l sites	Lighthouse Church	Bethel Church	Holy Name Church	Illiana Christian HS
	13419 Parrish Ave	13620 Wicker Ave	11000 W. 133rd Ave.	10920 Calumet Ave.
	219-374-9000	219-663-9200	219-374-7160	219-558-7066
	St. John the Evangelist Church			
	10701 Olcott Ave			
	219-365-5678			

Drill Information

Drills (IC 20-34-3-20)

Emergency Preparedness Drills

Fire Drill Requirements

- A fire drill must be performed within the first 10 days of a new school year.
- Fire drills must be performed monthly per 511 IAC 6.1-2-1.
- Schools may substitute a tornado drill or manmade drill for a fire drill twice per semester (but not in consecutive months) per IC 20-34-3-20.

Tornado Preparedness Drill Requirements

- One tornado (severe weather) drill must be performed each semester.
- Schools may substitute a tornado drill or manmade drill for a fire drill twice per semester (but not in consecutive months) per IC 20-34-3-20.

Manmade Occurrence (Lockdown & Lockout) Drill Requirements

- One manmade occurrence drill must be performed each semester.
- At least one (1) manmade occurrence disaster drill must be an active shooter drill and must be conducted within ninety (90) calendar days after the beginning of the school year.
- Schools may substitute a tornado drill or manmade drill for a fire drill twice per semester (but not in consecutive months) per IC 20-34-3-20.

The governing body of a school corporation may direct schools to conduct emergency preparedness drills in addition to those required by law per IC 20-34-3-20.

Record Keeping

The governing body of a school corporation shall require each principal to file a certified statement that all drills have been conducted as required by law.

Records shall be maintained of required emergency evacuation drills and include the following information **(required)**:

1. Identity of the person conducting the drill
2. Date and time of the drill
3. Notification method used
4. Staff members on duty and participating
5. Number of occupants evacuated
6. Special conditions simulated
7. Problems encountered
8. Weather conditions when occupants were evacuated
9. Time required to complete evacuation

Indiana Fire Code - Section 405.5

Lockdown Drill Procedures

PREPARATION - Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows (if possible).

Additionally, the following instructions should be delivered to students:

1. Assist with securing and barricading the door.
2. If possible, occupants should not be huddled together.
3. Age-appropriate students should have items in their hands for Counter measures (Run, Hide, Fight/Defend) should the need arise.
4. All students should create noise, movement, distance and distraction with the intent of reducing the intruder’s ability to inflict violence accurately if they encounter an armed assailant.
5. Maintain silence. No cell phone calls or texting during drills.

STAFF NOTIFICATION - It is encouraged to tell staff in advance of a **Lockdown** drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS - It is critical to inform special needs staff prior to every drill. Some special needs students need advance notification that a drill is going to occur. For some students, any alteration to routine can be problematic.

CONDUCTING THE DRILL - When using public address to announce a **Lockdown** Drill, (repeat twice), “**This is a drill. Lockdown. Locks, Lights, Out of Sight.**” It’s important to tell students and staff that this is a drill. Failure to do so may result in parents and law enforcement coming to the school.

MONITORING - At the classroom door, administrative team members listen for noise and attempt to look through the corridor window for any student or staff visibility or movement. A check should be made that the door is secure. A team member may also knock on the door and request entry. There should be no response to this request.

WINDOWS - Outside windows are left untouched because the threat would be inside the building.

LOCKDOWN DRILL DEBRIEF - At the conclusion of the drill, any issues should be documented and action items should be identified.

TEACHER GUIDANCE - LOCKDOWN DRILL

BEFORE THE DRILL - Use the SRP wall poster to get the conversation started. Emphasize that the rules: no phones, silence, lights out, out of sight, locked/barricaded doors, are all absolutes.

Be sure the students know someone may try to open the door during the drill. They are to

maintain silence.

SAFE ZONE - Point out places where the students can station. If possible, try to find an area that is not visible from a hall window. If a student can see out an uncovered hall window, an intruder can see in.

DECIDE ON YOUR STATION IN THE ROOM –

- Will you station with the students?
- Will you assist with securing the door in any way possible (barricade, improvised lock, etc.)?
- Will you station yourself to ambush an intruder with whatever improvised weapon you can find? (Run, Hide, Fight/Defend = Counter measures)

ACTION STEPS:

1. Lock the door(s).
2. Assist with securing and barricading the door.
3. Occupants should not be huddled together.
4. Age-appropriate students should have items in their hands for Counter measures (Run, Hide, Fight/Defend) should the need arise.
5. Turn off all lights
6. Maintain silence. No cell phone use; phones must be silenced.
7. All students should create noise, movement, distance and distraction with the intent of reducing the intruder's ability to inflict violence accurately if they encounter an armed assailant.
8. Refrain from texting during drills.
9. Wait for the drill to terminate.

AFTER THE DRILL - It is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask questions.

Therefore, you might want to start by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?"

WHAT IF I AM IN THE HALL? - We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and the lights are turned off, then find a place to hide or evacuate. Do not go from classroom to classroom. We will not open the door for anyone because that person could be the intruder or a hostage. If someone has a legitimate need to get in the room that person will have a key.

WHAT IF I AM AT LUNCH? - The same procedure applies.

WHAT IF I AM IN THE RESTROOM? - The same procedure applies.

WHEN WOULD WE EVACUATE? - When it is safe to do so, remove yourself from the area of danger. If you know that the individual is in a specific area of the building and you are locked down at a distance from that area, **Evacuate** quickly.

WHEN WOULD WE COUNTER? - If you are unable to **Evacuate** and are trapped in an area with an intruder, then launch an offensive that disorients, disarms and surprises the aggressor with any readily accessible objects available. All students should create noise, movement, distance and distraction with the intent of reducing the intruder's ability to inflict violence accurately if they encounter an armed assailant. Age-appropriate students and staff may utilize a SWARM where multiple people rush the individual to take them to the ground and hold them there until law enforcement arrives. When using the SWARM technique, utilize body weight to bring the assailant to the ground.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

- **Cover** - Hiding from a threat in a place that will provide "ballistic cover" – in other words, some place that can stop or slow bullets. For example, hiding behind a brick wall.
- **Concealment** - Placing a visual barrier between yourself and the threat. For example, hiding under a desk.

WHAT IF AN INTRUDER COMES IN THE ROOM? – The students should know to make every attempt to **Evacuate**. Tell them which door and to where, preferably outside of the building or to another hiding place depending on the situation. As a last resort, students and staff should utilize the Run, Hide, Fight/Defend. All students should create noise, movement, distance and distraction with the intent of reducing the intruder's ability to inflict violence accurately if they encounter an armed assailant. Age-appropriate students and staff may utilize a SWARM where multiple people rush the individual to take them to the ground and hold them there until law enforcement arrives. When using the SWARM technique, utilize body weight to bring the assailant to the ground.

Decide what you are going to do because the next question will be, "Mrs. Smith? What are you going to do?"

WHAT IF I AM OUTSIDE? Go to (name your rally point). Ask if they know how to get there. Discuss the fastest way to get to the rally point.

Emergency Response Procedures (Checklists)

Armed Assailant

Critical Information:

Armed Assailant term solicits the same response no matter the dangerous weapon.

If a person displays a firearm/dangerous weapon, begins shooting or shots are heard:

Building Administration or Designee

- Initiate immediate **Lockdown** procedures.
- Utilize all Run, Hide, Fight/Defend options (as needed).
- Call 911 and notify emergency responders.
- Provide the following information, if known:
 - o Location of suspect(s);
 - o Description, identity and number of suspect(s);
 - o Description of weapon(s);
 - o Number of shots fired (if applicable); and
 - o Number of injuries.
- Notify district administration.
- Document all actions taken by staff.
- Initiate Reunification Method.

Staff

- Initiate **Lockdown** procedures.
- Utilize all Run, Hide, Fight/Defend options (as needed).
- Call 911 and notify emergency responders.
- Notify building administration.
- Provide location of the suspect(s), if known.
- Take attendance and notify the building administrator of missing students or staff as soon as the threat is removed.
- Prepare to **Evacuate**.
 - o Move to Evacuation Point/Rally Point.
- Assist with Reunification Method (if used).

District Administration

- Initiate Reunification Method.
- Initiate parent notification.
- Initiate media response.

Assault

Critical Information:

An assault is the intentional infliction of or attempt to inflict bodily harm upon another person. Early intervention may reduce or eliminate escalation of the incident.

Building Administration or Designee

- If warranted, call 911 and notify emergency responders.
 - Give type and number of injuries;
 - Advise if assailant is still in the building or on the property;
 - Give name and description of the assailant; and
 - Give direction and mode of travel (vehicle type and description).
- Implement **Lockdown/Hold** procedures (as warranted).
- Notify the school nurse (if warranted).
- Thoroughly investigate the incident.
- Issue appropriate disciplinary consequences.
- If emergency responders are contacted, notify district administration.
- Notify parents or legal guardians of students involved.
- Document all actions taken by staff.

Staff (Initially confronted with the situation)

- Notify building administration.
- Ensure the safety of students and other staff.
- Work as a team in response.
- Defuse the situation, if possible, without putting yourself in harm's way.
- Use a calm voice and low tones in addressing the assailant.
- If behavior escalates, shout "Stop!" and continue to use a calm voice.
- If you are in harm's way, evacuate the area.
- Disperse onlookers and keep others from congregating.
- Ensure first aid is rendered to all injured parties (to the best of your ability).
- If a victim is present, do not leave them alone.
- Seal off area to preserve evidence for law enforcement.
- Identify the assailant by name (if possible) and description (e.g. clothing, height).
- If the assailant has left the building, determine direction and mode of travel.
- If the assailant leaves in a vehicle, provide description of the vehicle (if possible).
- Identify any witnesses.
- Document all activities.

Bus - Assault (Fight)

If two or more students are fighting or an individual is out of control, use the lowest level of response that will safely neutralize the crisis. You are not required to put yourself at risk but must behave in a reasonably prudent manner to try to reduce danger.

- Stop the bus in a safe location. Secure the bus.

- Take charge
 - Use a calm, firm, authoritative voice. Do not yell.
 - Use specific verbal commands (Stop fighting! Sit down, now! John, go to the front of the bus!) Use names if possible.
- Disperse bystanders
 - Move students to a neutral location on the bus.
 - Evacuate the bus if necessary– give instructions.
- Call the Transportation Department and/or 911.
- If fight Continues:
 - Keep trying verbal interventions
 - Keep a safe distance, working to keep yourself and other students' safe.
- If fight stops:
 - Separate students to different locations on the bus.
 - Tend to first aid needs, follow medical procedures.
- If necessary, return to the school and arrange for school administration to meet the bus.
- Immediately report to the Transportation Director and school administration at the end of route.

Bomb Threat

Critical Information:

All bomb threats must be taken seriously until they are assessed. Schools are primarily responsible for assessing the threat. The decision to **Evacuate** rests with the school, not emergency responders, unless a device is located.

Upon receiving a bomb threat:

Building Administration or Designee

- Determine credibility of threat.
- Notify law enforcement.
- Notify district administration.
- Assess the threat by using the Bomb Threat Checklist (Page 50).
- Document all actions taken by staff.

Staff

- Notify building administration.
- Preserve evidence for law enforcement.
 - If written threat, place note in paper envelope to preserve fingerprints.
 - If the threat is written on a wall, photograph the threat and cordon off the area.
- If a phoned threat, document all relevant information.
- Complete Bomb Threat Checklist (Page 50).

If the bomb threat is determined to be credible:

Building Administration or Designee

- Call 911 and notify emergency responders.
- Determine if **Evacuate or Hold** protocol should be initiated.
 - Initiate appropriate evacuation procedures (if applicable).
- Direct staff to implement a scanning process for suspicious items.
 - Bombs may be placed anywhere on school property - inside or outside.
- Notify district administration.
- Document all actions taken and findings by staff.
- Limit the use of cell phones and radios in the building.

Staff

- Implement appropriate SRP protocols as prescribed by administration.
- Scan the classroom or assigned areas for suspicious items.
- Do not touch any suspicious devices, packages, etc.
 - If a device(s) is located, it should be pointed out to emergency responders.
- Notify building administration of findings.
- Limit the use of cell phones and radios in the building.

If Evacuation Procedures are initiated:

Building Administration or Designee

- Notify staff via phone system, hardwired PA system or by messenger.
 - Do not use cell phones, radios or fire alarm system because of the risk of activating a device.
- Ensure evacuation routes and assembly points are clear of suspicious items.

Staff

- Implement **Evacuate** protocol.
- Take class roster.
- Be prepared to follow the Reunification Method.

When responding to a bomb threat, law enforcement and first responders generally will not search a building unless requested. A bomb squad will generally not respond unless a suspicious package has been located.

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:



Homeland
Security

Bus Accident

Critical Information:

The following protocols are to be used for situations involving a HCSC bus/vehicle. During any emergency situation the driver will be required to focus on all of the interrelated pieces of that particular emergency situation. While each situation will be different and could have many parts, the driver will need to stay focused on his/her responsibility to work to provide a safe environment for all passengers regardless of his/her involvement in the emergency.

Accident (Traffic)

Bus Driver

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate hazard lights.
- Quickly assess the situation and contact the transportation department.
 - Advise them that you were involved in an accident.
 - Advise them of your exact location and repeat the location.
 - Advise them of any injuries or specific hazards created by the accident.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- If the accident does not involve injuries and there is no danger posed by doing so, have students remain in their seats.
- Place reflectors in the roadway (if applicable).
- Use the accident packet in your bus to collect information.
- Utilize manifest to account for all students on the bus.
- Supervise all students on the bus.
- Do not get off the bus to exchange info if you have students onboard. The police will obtain all info. Tell the other party that the police are on the way.
- Do not make statements concerning fault of the accident.
- Do not discuss details of the accident with media or non-school personnel (except law enforcement).
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If there are no injuries, follow school administration instructions on moving, returning or delivering students.
- A DOT drug / alcohol test will be given when there is a fatality or the employee receives a citation for a moving violation arising from the accident that involved:
 - Injury requiring medical treatment away from the scene or
 - One or more vehicles having to be towed from the scene
- Once you return to the transportation facility, complete an accident form.
- If you see an accident and are not involved;
 - Contact the Transportation Department.
 - Clearly communicate the information and emphasize that you are not involved.

- You as a driver are responsible for your bus and your students - do not leave your bus.
- Always stay in your proper traffic lane.

Transportation Department

- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured, type of injuries and school district name.
- If it is appropriate for the situation based on the information received, advise all other drivers to keep the radio clear (Signal 100) except for emergency transmissions until the situation is resolved.
- Proceed to the accident scene and follow instructions of public safety personnel.
- Obtain the seating chart, student list and/or accident report from the bus driver.
- Determine if the students should be taken to the school or a different reunification site.
- Record pertinent information such as the names of responding officers, time of the accident, etc.
- If appropriate, photograph the scene.
- Provide assistance to the driver, students and public safety officials as needed.
- Request an alternate bus if needed.
- Brief central office administration (as needed).
- Develop and maintain written documentation of the accident.

District and Building Administration

- Dispatch the Director of Transportation, Director of School Safety and Security and/or school administrator to the accident location.
- School official(s) at the scene will assess the level of support needed and convey this to district administration.
- School administration at the scene will report the names of student passengers, their preliminary condition and locations where injured were taken so parent notifications can be made.
- A school official should accompany injured students to the hospital.
- The building principal will follow up with impacted students/families.

Superintendent or Designee

- If students are transported to hospitals, district administration will send an administrator to each hospital.
- The school or school corporation will notify the parents/guardians of all students involved, and if injured, the name/location of the hospital to which the student was taken.
- District officials will discuss the need for post-crisis counseling needs.
- Prepare a media release and/or parent notification as soon as possible.

Death of a Student or Staff Member

Critical Information:

The death of a student or staff member is a traumatic event. The purpose of this protocol is to provide a concise reference for school administrators and staff members in a difficult situation.

Immediate actions after occurrence:

Building Administration or Designee

- First, gather information and verify the facts (e.g., from family members or local authorities).
- Determine what information should be disclosed and what information has already been released publicly from a reliable source.
- Notify district administration.
- Gather Safety Team.
- Once the information is verified, notify staff.
 - Provide news gently to the teachers who worked with the individual.
- Prepare your staff for how the students may react and what resources are available.
- Prepare to possibly bring in substitute teachers for extra staffing. Ideally, your staff will support students, but some staff may be overcome with grief and unable to be helpful.
- Assign a staff member or counselor to be the family liaison for the affected family.
- Consider having a counselor “walk the student’s schedule” to help provide support and information to classmates.
- Meet with front office staff/secretaries to review procedures regarding parent and/or media questions.
 - Provide them with any contact information needed (numbers for media contact or counseling centers).
 - Prepare them for the possibility of parents picking up students during the day and granting permission for high school students to leave the building.
- Identify those who may be directly affected and consider isolating or meeting before an announcement is made:
 - Siblings or family in other classrooms or in other buildings or school sites
 - Close friends
 - Staff who worked with the individual
 - Witnesses to the incident
 - Student or staff who have faced a similar loss or a recent loss
- Emotions may need to be diffused.
- Contact the parent/guardian of any students who are extremely emotional and thought to be at-risk before the student leaves the building.
- Provide support room(s) or prepare counselor’s office(s).
 - Staff with appropriate counselors or mental health professionals.
 - If additional counselors are needed, contact district administration.

- Create a sign-in log for the counseling room, including time in and time out of the room.
- Determine how and when you will notify students.
- Provide written announcements for teachers or counselors to use when talking with students or classes or an announcement via PA.
 - The statement needs to be adjusted for age-appropriate sharing.
 - Statement should be followed by a moment of silence.
 - Some teachers may be too upset to read the announcement; be prepared to have other staff possibly communicate the message.

Sample announcement for high school (adjust to fit your building/situation):

“This morning we received extremely sad news that (student/staff name) has passed away. (Student/staff name) was a (sophomore, teacher, etc.). At this time, we do not officially know the cause of death and we have no information about funeral arrangements. We are all saddened by this news and ask that you keep (first name) and (his/her) family and friends in your thoughts today. If any of you feel that you need counseling support, please ask for a pass and go to (support room location) or go to the room between classes or at lunch. At this point in time, please join me in a moment of silence for (name).”

Sample announcement for middle school (adjust to fit your building/situation):

“We need to take some time this morning to talk about something very sad. (student/staff), an (8TH grader or taught subject) passed away unexpectedly. At this time, we do not officially know the cause of (his/her) death. We are all saddened by this news and ask that you keep (first name) and (his/her) family and friends in your thoughts today. Death is difficult to deal with even if you didn’t know (student/staff), you might have some emotional reactions to this news. It’s important for you to express your feelings about (student’s/staff’s) death, especially sadness. There are counselors available all day today in (support room location) to talk to you and help you through this event. If you need to talk to someone, ask for a pass and go to (support room location) or go to the room between classes or at lunch. At this point in time, please join me in a moment of silence for (name).”

Sample announcement for elementary school (adjust to fit your building/situation):

“We need to talk about something very sad this morning. (student/staff name) passed away recently. He was a (third grader, teacher, etc.) at (school). Right now we don’t know how he died for certain. Death is hard to deal with even if you didn’t know (student/staff name) you might have some sad feelings or other feelings after hearing this news. It’s very important for you to tell someone about your feelings. There are people who are ready to listen to you and help you today. If you need to talk to someone, tell me or another teacher and we will show you the way to the help room. We are all saddened by this news and ask that you keep (first name) and (his/her) family and friends in your thoughts today. At this point in time, please join me in a moment of silence for (name).”

- Be prepared for parents to give permission for high school students to leave the building or coming to pick up younger students.
- Enforce procedure for checkout that will maintain accountability for the whereabouts of students.
- Inform administrators at other buildings where siblings, relatives and close friends may be affected.
- Convene staff in the morning if possible, and at the end of the day to share, vent and to evaluate plans for the 2nd, 3rd, etc. days and to provide access to support which will enable students and staff to move forward.
- Provide tissues in counseling rooms and the front office.
- Determine if and how to notify school families. Assure parents that support services are available.

Sample parent message (adjust to fit your building/situation):

It is with a great deal of sadness that I am informing you of the passing of one of our (students/staff members). This tragic event has affected the entire school and I wanted you to be informed so that you will know what happened in order to discuss it with your child.

(Generically describe the situation to dispel rumors – do not mention “suicide”.)

Last night, one of our 11th grade students was driving home from work and was involved in a car accident. As a result of the injuries sustained in the accident, the student passed away early this morning.

(Describe what was done.)

We are saddened by this tragic event. We have made grief counselors available to anyone in our school community who has been impacted by this unfortunate situation. Additionally, counselors have been assigned to staff a support room while school is in session. These counselors will remain in place for (determine length).

(Describe what parents can do.)

We wanted all parents to be aware of the situation so that you can discuss this with your child. There is no way to predict how this tragedy might affect your child, but changes in behavior might be a signal that your child may need assistance to deal with the death of a (classmate/teacher).

- *Talk with your child about his/her feelings about the tragedy; share your feelings, too.*
- *Talk about what happened; give your child information he/she can understand.*
- *Reassure your child that he/she is safe; you may need to repeat this reassurance often.*
- *Listen and comfort your child.*

Please contact the school at (219) XXX-XXXX if you feel that further follow-up with your child would be helpful.

(Close letter)

Thank you for your support as we move forward. Our thoughts go out to the family and friends during this time of loss and grief.

Sincerely,

*It is important to note that some experts believe notifications should not be made for student suicides in order to prevent copycat or future student suicide attempts. However, more harm than good can come from taking this position. As a result, generic messaging is encouraged. However, the term “suicide” or any term/phrase that could lead someone to assume a suicide has occurred should be absent from messaging.

Suicide Messaging Matters: The Messaging “Don’ts” - The following are practices to avoid in public communications because they can be:

- (1) Unsafe, by increasing risk for vulnerable individuals; or
- (2) Unhelpful, by reinforcing problematic norms, conveying negative stereotypes or otherwise undermining prevention.

- **Don’t describe suicide method or location.**
 - Descriptions of how or where a person died by suicide can encourage imitation or serve as a “how-to” guide.
- **Don’t include personal details of people who have died by suicide.**
 - Vulnerable individuals may identify with the personal or situational details of someone who died by suicide, encouraging them to end their own lives.
- **Don’t glorify or romanticize suicide.**
 - Portraying suicide as a heroic, romantic or honorable act may encourage vulnerable people to view it more positively or lead them to desire the positive attention garnered by someone who has died by suicide.
- **Don’t normalize suicidal behavior by presenting it as common or acceptable.**
 - While we don’t want to minimize the magnitude of the suicide problem, we also don’t want to imply that suicidal behavior is acceptable, normal or what most people do in a given circumstance. The vast majority of people who face adversity, mental illness and other challenges (even those in high risk groups) do not die by suicide, but instead find support, treatment or other ways to cope.

Counseling Considerations:

- Schools provide a familiar environment and can be the best setting for providing services to students and staff after a loss that affects the community.
- Staff options for counseling assistance:
 - HCSC elementary and/or secondary counselors or community counselors
- Determine best available sites for counseling centers.
- Establish procedures for leaving and returning to the counseling center.
- Community options for counseling assistance:
 - Community counselors and ministers may offer assistance.
 - Community counselors are most needed when the adults (your staff) are greatly affected by the loss and when multiple deaths are involved.

Family Consideration:

- Collect the personal belongings of the student (classroom, lockers) for the family.
- Assign a staff member or counselor to be the liaison for the affected family.

- Remove the student's name from all class rosters, home mailing lists, email lists and mass call lists to protect family from ongoing traumatization.

Funerals and Memorials:

- Permanent Memorial Request – Principal should contact district administration.
- Spontaneous Memorials - Informal memorials are likely to show up after a death.
 - Ask students and staff to discuss their plans with you.
 - Determine the time period that the memorials will remain and communicate that with the students.
 - Help students plan what will be done with the items afterwards.
- Funerals Services:
 - Be prepared to work with families on funeral arrangements.
 - If teachers are attending, subs may be needed or classes combined.
 - Like anyone else, staff members attend funerals to pay their respect, not to manage students. But, our students may seek the same daily supports (a nod, a smile, etc.) that they look for at school.

Staff

Do's and Don'ts for Student Interactions:

Don't

- Avoid students because you are uncomfortable (being avoided by adults adds pain to an already painful experience).
- Don't say you know how they feel (unless you do).
- Don't change the subject when staff/students mention the loss.
- Don't try to find something positive (e.g. moral lesson, closer family ties).
- Don't make comments that might suggest care at home, hospital, ambulance, etc. was inadequate.
- Don't dwell on details surrounding the student or staff member's death.

Do

- Do let your genuine concern and caring show.
- Be available to listen.
- Allow them to express their grief.
- Provide special attention when needed.
- Refer to a counselor when needed.
- Increase awareness of behavioral changes that could indicate a student's need for greater assistance.

Demonstration/Student Unrest

Critical Information:

Demonstrations on school property could be deemed trespassing.

If demonstration is near, but not on school property:

Staff

- Notify building administration.

Building Administration or Designee

- Notify district administration.
- Notify and consult with law enforcement in developing a plan of action.
- Notify building staff.
- Encourage staff not to participate in student-led or public demonstrations and to maintain the learning environment.
- Monitor the situation and make decisions based on developing information.
- Consider communication venues (e.g. Blackboard Connect, email).
- Consider **Lockout** protocol.

If demonstration is on school property:

Staff

- Notify building administration.

Building Administration or Designee

- Preplan for this event by designating a protest area around the building (flagpole, football field, etc.).
- Notify district administration.
- Notify and consult with law enforcement.
- Develop an action plan.
- Notify building staff.
- Consider **Lockout** protocol.
- If **Lockout** is not used, ensure safe entry into and exit from the building for non-demonstrating students/staff.
- Monitor the situation and make decisions based on developing information.
- Consider communication venues (e.g. school messenger, email).

Election/Polling Place Safety

Critical Information

When schools serve as public polling places, schools face numerous safety challenges including access control, potential for public demonstrations and parking issues.

In preparation for the election, the following consideration should be practiced in our efforts to keep students and staff safe.

Considerations

- Schools serve as polling places because Indiana Code (IC) 3-11-8-4 states public buildings, including schools, should be made available for holding elections.
- The public does not have free access to all areas of the school when entering the school building to vote.
- The Public should only have access to the portion of the school serving as the polling place.
- Schools have the authority to restrict possession of firearms on school property as per IC 35-47-9.
- As part of preparing to host a polling place, school officials may want to reevaluate locations regarding voting in the school building.

Access Control

- If possible, establish a location for the polling place that can be secured away from areas occupied by students. Consider a location that allows voters to enter and exit via a separate entrance, so voters will not have to sign in to your facility to vote.
- Request election workers to display identification or identifiable clothing to assist in recognizing those authorized to be within other areas of the school.
- According to the Indiana Election Handbook: "Proper credentials are required to identify election workers on Election Day. These tags must include the individual's name, position (watcher, challenger or poll book holder), the name and position of the appointing authority (county chairman or county election board) and the party affiliation of the appointing authority, if the appointing authority is a political party."
- Review school protocol for election workers, so they understand to restrict access to unauthorized areas of the school and to report suspicious activity on school grounds.
- Use appropriate signs to assist voters in accessing the election areas and use signage and barriers (when appropriate) to prevent voters from entering unauthorized areas of the school.
- Select restrooms may be closed or inaccessible to students on Election Day and ensure these closures are communicated to the student body.
- Visitors to the school for typical school business such as meeting with staff or a student (not voting) should follow the established protocols that your school follows on a daily basis. These visitors should still enter through the appropriate door, sign in, and wear visitor identification until they leave your facility.
- Remind staff that elections should bring a heightened sense of awareness due to the increased access to the building. Staff should be empowered to approach visitors

who are in unauthorized areas of the building to ask “How may I help you?” or to report these visitors to the office.

Coordination and Collaboration

- District level administrators need to work with the County Election Board. The county election board oversees the election process and abides by the county and local ordinances for any given jurisdiction or discipline. The County Circuit Court Clerk, who is an elected official, and representatives appointed by both Republican and Democrat parties, maintaining bi-partisanship, comprise the County Election Board.
- On Election Day, a representative of the school building should meet with the polling inspector to discuss school safety procedures in the event of an emergency.

Fire

Critical Information:

Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.

In the event of fire or smoke:

Staff

- Activate fire alarm and notify building administration.
- If plausible, utilize a fire extinguisher to put out the fire.
- Check assigned locations where students may not hear alarm (e.g. washrooms, lunchroom, television/radio studios, locker rooms, etc.).
- Implement evacuation plan for any students needing special assistance.
- **Evacuate** students and other staff to designated areas.
- Emergency Evacuation Route maps in the classroom list two options for exit.
- Take class roster.
- If the primary route is blocked or dangerous, use the closest, safe exit.
- If trapped by fire, search for the safest way to get out.
- Shut doors behind you (if possible).
- Once outside, assemble a safe distance from the building.
 - Take student attendance.
 - Report missing, extra or injured students to building administration.
- Be prepared to follow the Reunification Method.

Building Administration or Designee

- Call 911 and notify emergency responders.
- Provide exact location of smoke or fire, if known, if unknown provide general location.
- Generate a Crisis Go alert and follow with a roster event.
- Ensure the fire alarm has sounded.
- Notify district administration.
- Monitor evacuation.
- Account for students (present, missing and injuries).
- Meet with fire officials.
 - Identify the location of fire.
 - Advise location of injured persons.
 - Provide names of any missing persons.
 - Point out location of control panel(s).
- Determine if students need to be transported to a reunification site.
 - Be prepared to follow the Reunification Method.
 - Notify parents/guardians of student reunification and release procedures.
- Signal “all clear” when safe to re-enter school building.

Bus Fire

If there is smoke or if any portion of the bus is on fire or if the bus is near an existing fire and you are unable to move the bus away, take immediate action. Smoke and fire can spread quickly!

- Stop the bus in a safe location.
- Call the Transportation Department and/or 911.
- Evacuate the bus. Follow evacuation procedures.
- If the engine is on fire, do not open the hood.
- Fire extinguisher
 - If you are trained to use a fire extinguisher and discover a small fire, you may attempt to extinguish it.
 - Remember that your primary responsibility during a fire is to evacuate your passengers safely.

See evening announcements on page 110.

Hazardous Materials

Critical Information:

In the event of a natural or propane gas leak or odor, **Evacuate** immediately.

In all other cases, first responders will take command of the situation and determine the steps to take regarding evacuation, shelter-in-place and ventilation systems (HVAC).

In the event of a hazardous material incident inside a school building:

Staff

- Call 911 and notify emergency responders (if warranted).
- Notify building administration.
- Report location and type (if known) of the hazardous material.
- Move students away from the immediate danger zone.
- If safe, close doors to the affected area.
- If implementing evacuation procedures:
 - o Take class roster;
 - o Take attendance;
 - o Report missing, extra or injured students to building administration; and
 - o Render first aid as needed.
- Be prepared to follow the Reunification Method.

Building Administration or Designee

- Call 911 and notify emergency responders (if warranted).
- Report location of leak or spill and type of material (if known).
- Report any students or staff missing or injured.
- Develop an action plan with emergency responders (e.g. **Evacuate**, **Hold**, shutdown ventilation system (HVAC), etc.).
- Notify district administration.
- Move staff and students away from the immediate danger zone.
- Keep staff and students from entering or congregating in danger zone.
- Document all actions taken.

Recommended resources for your chemicals:

- Department of Transportation (DOT) HAZMAT Emergency Response Guidebook
 - o Located at: (<http://www.phmsa.dot.gov/hazmat/library/erg>)
- National Institute for Occupational Safety and Health (NIOSH) Guide Book
 - o Located at: (<http://www.cdc.gov/niosh/npg/>)

In the event of a hazardous material incident outside a school building:

Staff

- Notify building administration.
- Report location and type (if known) of hazardous material.
- Move students away from the immediate vicinity of the danger.
- If students are outside, have them return to the building immediately.
- Avoid turning on and off lights.

Building Administration or Designee

- Call 911 and notify emergency responders (if warranted).
- Monitor the situation.
- Notify district administration.
- Develop an action plan with emergency responders.
- Consider implementing **Evacuate** or **Hold** procedures.
- If there is an airborne release, shutdown ventilation system (HVAC)
- Be prepared to follow the Reunification Method.
 - Notify parents or legal guardians of student reunification and release procedures.
- Document all actions taken.
- Provide known hazardous materials list to the fire department.

Hostage Situation

Critical Information:

If the hostage-taker is unaware of your presence, do not attract attention.

In the event of a hostage situation and you are taken hostage:

- Cooperate with the hostage-taker to the fullest extent possible.
- Stay calm, try not to panic; calm students if they are present.
- Be respectful to the hostage-taker.
- Ask permission to speak; do not argue or make suggestions.
- Utilize all Run, Hide, Fight/Defend options (as needed).

If you witness a hostage situation:

Staff

- Do not put yourself in harm's way.
- Notify building administration immediately.
- Call 911 and notify emergency responders.
- Keep all students in their classrooms until further notice.
- Wait for further instructions.

Building Administration or Designee

- Initiate **Lockdown** procedures.
- Call 911 and notify emergency responders.
- If known, provide a description of the following:
 - o Identity and description of the individual;
 - o Description and location of the incident;
 - o Number of hostages; and/or
 - o Number of injuries.
- Seal off area near hostage scene.
- When possible, students should be moved from exposed areas or classrooms to safer areas (inside or outside of the building).
- When law enforcement arrives, they will take control of the situation.
- Provide law enforcement with a map of the building.
- Continue to coordinate with law enforcement for the safety and welfare of students and staff.
- Document all actions taken.
- Be prepared to follow the Reunification Method.
 - o Notify parents or legal guardians of student reunification and release procedures.

Intruder (unauthorized person)

Critical Information:

An intruder may be either well- or ill-intentioned. Early intervention may reduce or eliminate the escalation of the incident. There is always the potential that an intruder may possess a weapon or become violent.

Administrators should create an environment that encourages all staff and students to challenge/report all unregistered visitors. Ensure all staff and students know the visitor process and their role in accomplishing security.

In the event an unauthorized person enters school property (intruder):

Staff

- If another staff member is in close proximity, ask them to accompany you before approaching the individual.
- Politely greet the subject and identify yourself.
- Ask the subject the purpose of his or her visit.
- If possible, attempt to identify the individual.
- Inform the individual that all visitors must register in the main office.
- Escort the subject to the main office.

If the individual refuses or his/her purpose is not legitimate:

- Have someone notify the building administration that there may be an intruder in the school building.
- Attempt to maintain visual contact with the individual until assistance arrives.
- If possible, keep students away from the individual.
- Take note of the subject's name, clothing and other descriptors.
- Observe the actions of the individual (e.g. where he or she is located in the school building, whether he or she is carrying a weapon, backpack, package, etc.).
- Back away from the subject if he or she indicates a potential for violence.
- Allow an avenue of escape for both the individual and yourself.

Building Administration or Designee

- Respond to call for assistance from staff immediately.
- Advise the subject they are trespassing and need to leave the school immediately or law enforcement will be notified.
- If the individual refuses or his/her purpose is not legitimate:
 - Consider initiating a **Hold** or **Lockdown**.
- Call 911 and notify emergency responders:
 - Advise law enforcement of the intruder's location and provide a full description;
 - Attempt to keep the subject in full view until law enforcement arrives while maintaining a safe distance; and
 - Provide all staff with a full description of the intruder.

- Notify district administration.
- Document all actions taken by staff.

Bus - Unauthorized Person - Intruder

Unauthorized person attempting to board the bus

- Try not to allow them to board the bus. Close the door and do not open it.
- Tell them the HCSC policy is only students assigned to this bus are allowed on.
- Ask them to come to the drivers' window.
- Stay calm. Be polite and professional. Try not to become emotional.
- Listen. Talk with them and try to solve the issue if possible.
- If unable to solve the issue, direct them to call the Transportation Department.
- Notify the Transportation Department of the situation, including a description of the person, your location and if police notification is needed.

Intruder on bus

- Call 911 if it appears safe to do so.
- Utilize all Run, Hide, Fight/Defend options (as applicable).
- Stand up to establish authority and carefully approach the individual (keep a safe distance).
- Tell them the HCSC policy is only students assigned to this bus are allowed on.
- Ask them to step off the bus.
- If they comply, immediately close the door.
- Direct them to the drivers' window if they need to talk.
- If they do not comply, tell them again to get off the bus or you will call the police.
- Notify the Transportation Department of the situation, including a description of the person and your location

Media Inquiry

Critical Information:

All media inquiries must be referred to the superintendent's office. The school district, in coordination with community response agencies, assumes responsibility for issuing public statements during an emergency.

When communicating with the media during an emergency:

Superintendent or Designee

- Prepare and coach district spokesperson.
- Coordinate with other responding agencies an area for media to shoot video footage and photographs safely and in accordance with school privacy policies and protocols.
- Do not allow the media to hinder emergency responders or be put in harm's way.
- Provide regular updates and press releases and let the media know when to expect the next update.
- Do not say "No comment." It is okay to say "I don't know".
- Monitor media reports to ensure message accuracy. Provide the media with any corrected information.
- Track rumors and ask the media to dispel inaccurate information.
- Document all contact with the media.

Building Administration or Designee

- Notify district administration and all staff of emergency event.
- Direct all media contacts to the superintendent's office or media point of contact.
- Relay all factual information to district administration or media point of contact.
- Update staff throughout the emergency, review details of the emergency and dispel rumors.
- Inform district administration and points of contact of any media presence near the building.
- Request onsite assistance with media if necessary.

Staff

- Direct all media inquiries to an administrator.

Communication Contact

- Superintendent's Office – (219) 374-3500
- Public Information Officer – (219-374-3900 #3945

Medical Emergency

Critical Information:

The role of school staff in a medical emergency is to provide care to the victim until first responders arrive. Staff should not provide any first aid beyond their training. Staff should comfort the victim and reassure him or her that medical attention is on the way. Before providing assistance, staff should survey the scene for additional hazards and ensure it is safe to render aid.

IC 34-30-12-1 (Indiana Good Samaritan Law)

Except as provided in subsection (c), a person who comes upon the scene of an emergency or accident, complies with IC 9-26-1-1.5, or is summoned to the scene of an emergency or accident and, in good faith, gratuitously renders emergency care at the scene of the emergency or accident is immune from civil liability for any personal injury that results from:

*(1) any act or omission by the person in rendering the emergency care; or
(2) any act or failure to act to provide or arrange for further medical treatment or care for the injured person;*

except for acts or omissions amounting to gross negligence or willful or wanton misconduct.

(c) This subsection applies to a person to whom IC 16-31-6.5 applies. A person who gratuitously renders emergency care involving the use of an automatic external defibrillator (AED) is immune from liability for any act or omission not amounting to gross negligence or willful or wanton misconduct if the person fulfills the requirements set forth in IC 16-31-6.5.

In the event a non-responsive or life-threatening injury or illness:

Staff

- Send for immediate help (notify school nurse) and Call 911.
 - Describe injuries, number of individuals and give exact location; and
 - If in a location with chemicals, provide Material Safety Data (if known).
- Notify building administration.
- Do not move the individual(s), especially if you suspect a head or neck injury, unless immediate safety is a concern.
- Provide any additional information to first responders.
- Disperse onlookers and keep others from congregating in the area.
- Direct someone (e.g. staff, student) to meet and guide the first responders.
- Assist emergency medical services personnel with pertinent information about the incident.
- Document all actions taken.

Building Administration or Designee

- Call 911 and notify emergency responders.
- Secure victim(s) medical emergency profile.
- Consider initiating a **Hold**.
- Ensure someone (e.g. staff, student) meets and directs first responders.

- Provide any additional information about the status of the individual(s).
- Provide information from the individual(s) medical emergency profile.
- If needed, assign a staff member to accompany the individual(s) to the hospital.
- Notify district administration.
- Notify individual(s) parents, legal guardians or emergency contact (insure the most accurate information is passed).
- Document all actions taken by staff.

For medical emergencies related to allergies:

- Students with life-threatening allergies should have emergency care plans completed by their parents or legal guardians and made accessible by the nurse to all school personnel.
- Notify first responders about allergies.

Bus - Medical Emergency

Bus Driver

- Pull over and stop the bus in a safe location.
- Call the Transportation Department and/or 911.
- Evaluate and treat first aid needs to the best of your ability.
- Initiate CPR or other life-saving actions within your level of training and ability.
- Assign other students to stay with those who are treated so you can continue to provide first aid to others until emergency responders arrive.
- Consider relocating non-injured students to another area on the bus in order to
 - Make space to provide first aid;
 - Protect others from bodily fluids; and
 - Reduce bystander trauma.

Minor Medical Situations

- Treat all medical situations seriously regardless of how they appear.
- Without the medical history of each student, doing nothing is not an option.

Vomiting

- Notify the Transportation Department immediately.
 - Utilize a body fluid kit.
 - Wear medical gloves (if available).
 - Spread absorbent powder evenly over the spill.
 - Wait 1 minute, and then scoop the debris with the scraper into the scoop bag.
 - Clean the area with anti-bacterial cleaner.
 - Dry the area clean with paper towels.
 - Remove gloves and clean hands with alcohol gel.
 - Place all used items into the bio-hazard bag, tie the bag and dispose of it properly.

Feeling Faint

- Have the student lie down in the seat.
- Notify the Transportation Department immediately.

Bloody Nose

- Notify the Transportation Department immediately.
- Wear medical gloves.
- Provide student with paper towels or Kleenex.
- The student should pinch his or her nose to help stop the bleeding.
- Place all used items in bio-hazard bag, tie bag and dispose of properly.

Cut or Scratch

- Wear medical gloves.
- Wipe excess blood from the wound.
- Cover with a Band-Aid.
- Place all used items in the bio-hazard bag, tie the bag and dispose of it properly.

Mental Health/Crisis Intervention

Critical Information:

These procedures are intended to guide staff in responding to more frequently occurring crisis' such as injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such a crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.

Building Administration or Designee

- Notify district administration of the incident or emergency.
- Activate the school Crisis Team and assign duties.
- Request additional district level support for counseling teams from other HCSC schools or community-based mental health resources (if needed).

Regional Mental Health Services	(219) 736-7200
LifeWorks (Employee Assistance Program)	(866) 451-5465
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feelings and reactions.

Mental Health/Crisis Team:

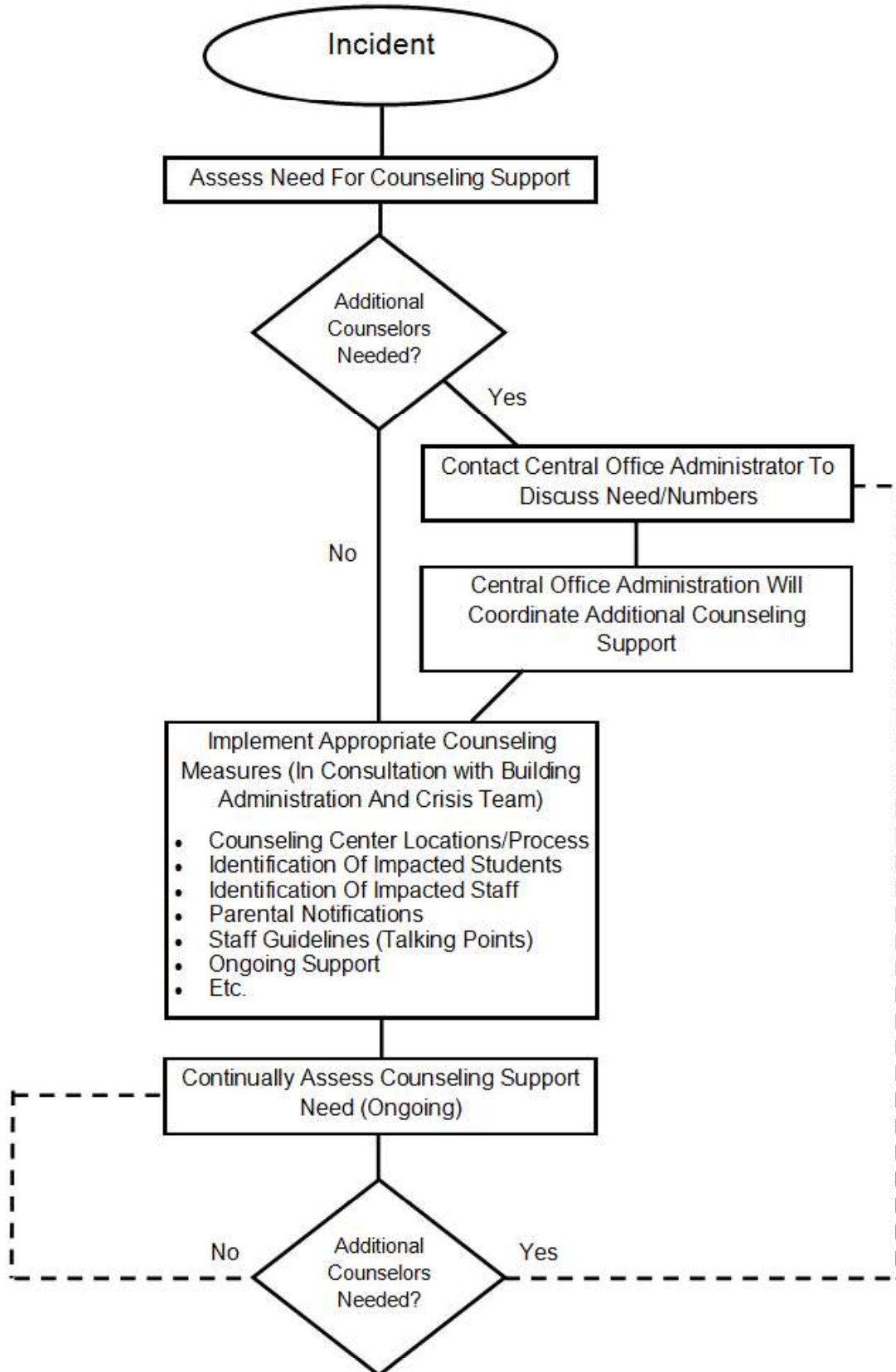
- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, ongoing assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather and inform the siblings, closest friends and teachers of the injured and provide counseling support.
- Notify parents of affected students regarding the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.

- Stand-in for any teacher in the building or for any staff member unable to handle the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow an injured student's class schedule for the remainder of the day if that will help teachers in those classes.
- Notify other schools regarding siblings or other students predicted to be strongly affected.

Staff

- Seek crisis counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event.
- Refer students experiencing stress to counselors.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma throughout the recovery period.

Crisis Counseling Needs Assessment



Missing Child/Student

Critical Information:

This procedure must immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed and/or there is concern for the student's safety or well-being. Schools must be prepared to initiate a **Hold** (SRP) and assign staff to secure the exit doors in an effort to prevent the student from leaving the building.

Staff

- Notify building administration immediately.
- Follow all subsequent directions from administration.

Building Administration or Designee

- Implement **Hold** procedures.
- Use the public address system (2x) and ask the student to report to the main office.
- Direct specific staff members to do a complete sweep (interior/exterior) of the building.
- Immediately review/monitor the video surveillance system (if applicable) including perimeter cameras.
- If the child is not located, immediately call 911 and notify emergency responders.
 - Provide a clear description of the student including where the child was last observed.
 - Include the following information in the description:
 1. Height and approximate weight
 2. Ethnicity
 3. Complexion and hair color
 4. Attire and any distinguishing features
- Notify the parents/guardians.
- Review emergency information to identify any relatives listed who may live near the area.
 - Provide this information to law enforcement.
- Review the student records to determine whether there is a history of custody issues.
 - Provide this information to law enforcement.
- Cooperate with law enforcement as they take over the investigation.
- When the parent arrives at the school, escort the parent to the office to discuss the incident with school officials and law enforcement.

Bus - Missing Student

In certain situations, you may be notified of a student missing from school or from his/her bus stop or who never made it home. In these cases, time is of the essence. You will need to determine if the student is or was on your bus that day. You may be able to collect information from other students who normally ride the bus with them. If you are already finished with your route, you may need to rely on your memory or the camera system.

If you are notified of a potential missing student from your bus route:

- Stop the bus in a safe location. Secure the bus.
- Determine if the missing student is on the bus.
- Walk the bus calling for the student. Younger or special needs students may need this extra prompting to respond. This will also give you a visual in case a student is hiding.
- If necessary, ask other students if they know of the missing student's whereabouts or who he or she was last seen with.
- Write down a detailed description of the student's clothing, backpack, shoes, approximate height/weight, hair color, etc. from memory or from other student accounts.
- Communicate with the Transportation Department.
- If student is not found by the end of your route, review video footage with the Transportation Director.

Nuclear/Radiological or Transportation Incidents

Critical Information:

During use, processing or transporting radioactive materials, and with the proximity of train tracks and a major highway, accidents may occur that can expose schools to the dangers of contaminants. In this situation, the chances of illness are decreased when people take appropriate action.

Warning of the release of radiological materials is usually received from response agencies. These agencies include the fire department, law enforcement agencies and/or the local emergency management agency.

Observations

- Possible indications of a radiological accident include:
 - Unusual numbers of sick people or animals.
 - Radiation exposure symptoms include reddened skin and in severe cases, vomiting.
 - Casualties may happen hours, days or weeks after an incident.
 - Time elapsed between exposure and appearance of symptoms depends on the material and dosage of exposure.
 - Radiation symbols on damaged containers.
 - Heat-emitting materials without any visible energy source.
 - Glowing material or particles and/or colored residue at the scene.

Building Administration or Designee

If available, emergency response personnel will take charge in a nuclear/radiological or transportation contamination situation.

In case of imminent danger, in which emergency response personnel have not yet arrived, the lead administrator or his/her designee must decide the most appropriate action.

Evacuate to a remote location outside the affected area; or

Assemble all personnel indoors and implement shelter-in-place activities.

If the shelter-in-place protocol is determined to be the best course of action, be prepared to shift to evacuation and reunification if instructed to do so by public safety officials.

Follow-up action will be determined by emergency response personnel in coordination with school officials and may include, but it is not limited to:

Decontamination of students and staff by public safety personnel;

Determination of the relocation site;

Evacuation to a safe relocation site;

Dispatching buses or other vehicles to move members and staff to the relocation site; and

Releasing information to parents/public.

- If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
- If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

Staff

- Follow the directions from administration or local emergency management officials.
- If applicable, listen to emergency alert broadcasts on all available media and follow the instructions given.
- If instructed to do so, **Evacuate** students and staff to a safe location upwind of the apparent contaminated area.
- In the event that it is dangerous to **Evacuate** the facility and the facility property, conduct shelter-in-place protocol.
- Prepare for the Reunification Method.

Pandemic Influenza & Biological Incident Plan

Critical Information:

This plan component is designed as a tool for a pandemic influenza incident. However, the action steps outlined may be used for any type of biological outbreak or medical incident. Omit any steps that do not meet the needs of the current incident.

Pandemic Influenza Response Phases

This plan outlines the framework for the HCSC response to a pandemic influenza outbreak using the Federal Response Phases*.

Pandemic Influenza Response Phases			
Federal Stage	Federal Government Response Stage*	Federal Stages	DSC Pandemic Plan
0	New domestic animal outbreak in at-risk country	0-1	Preparedness
1	Suspected human outbreak overseas		
2	Confirmed human outbreak overseas	2-5	Response
3	Widespread human outbreaks in multiple locations overseas		
4	First human case in North America		
5	Spread throughout United States and/or Indiana	6	Recovery
6	Recovery & preparation for subsequent waves		

*Note: The Federal Government Response Stages should not be confused with the World Health Organization phases of pandemic influenza which are different and overlap.

General Guidelines

School Impact and Issues

- Potential for school closings
- Large numbers of staff absent, difficult to maintain school operations
- Loss of services from suppliers (e.g. food services and transportation)
- Student absenteeism elevated above normal trends
- Parents who choose to keep children at home

Community Considerations

- Large percentages of the population may be unable to work for days to weeks during the pandemic
- Significant numbers of people and expertise would be unavailable
- Emergency and essential services such as fire, police, and medical may be diminished
- School operations could be affected
- Methods of continued instruction should schools be closed

Basic Goals in Pandemic Influenza/Biological Incidents Planning

- Limit illness, the spread of illness, and emotional trauma
- Preserve continuity of essential functions
- Minimize social and educational disruption
- Minimize instructional loss

Access Control

- Develop a policy that enables school administrators to control access to the buildings (if needed).
- Each school should have a plan to lock down certain entrances and exits and to monitor others, if necessary.

Preparedness (Federal Response Stages 0-1)

Action Steps:

1. Increase emphasis on good health habits to stop flu transmission, especially hand washing, respiratory etiquette, and avoiding touching the eyes, nose, and mouth.
 - a. Make soap dispensers and/or hand soap available in all employee and student restrooms.
 - b. Custodial staff will institute a schedule to ensure that soap dispensers are refilled regularly.
 - c. Provide education to employees, students and parents on hand hygiene, respiratory etiquette, avoiding touching the eyes, nose, and mouth.
 - d. Place posters on hand washing and infection control in schools and on website.
 - e. Maximize access to alcohol-based hand rub dispensers throughout the school.
 - f. If possible, place a hand sanitizing station at the entrance of the school.
2. Emphasize frequent cleaning and disinfection of high touch areas, i.e., door knobs, desks, keys, computer keyboards, telephones, etc.
 - a. Ensure custodial staff has appropriate training on proper cleaning and disinfecting work and play areas.
 - b. Ensure schools and departments have adequate supplies (soaps, hand sanitizers, and paper towels).
3. Identify resources for influenza surveillance and control.
 - a. Track international, national, regional, and local influenza trends, utilizing the local health resources.
 - b. Identify public health department contacts for influenza.
 - c. Communicate with your local health department and discuss collaboration on pandemic influenza preparedness.
 - d. Identify any local or state reporting requirements for influenza/pandemic

influenza.

- e. Begin tracking and reporting influenza trends by conducting surveillance for seasonal flu.
- 4. Establish procedures for influenza screening to be utilized with pandemic flu.
- 5. Identify administrative measures to accomplish “social distancing.”
- 6. Identify areas within the school facility that can be used for isolation and quarantine.
- 7. Provide routine training about flu transmission and prevention and control measures.
- 8. Develop plans for educational continuity if schools close.
- 9. Plan for a full school closure or a partial school closure (i.e., some but not all schools are closed, or students are dismissed but staff works with local agencies to assist families).

Response (Federal Response Stages 2-5)

Begin when there are confirmed human outbreaks of pandemic flu anywhere in the world:

- 1. Reinforce education regarding influenza infection control. Emphasize triad of good health habits: hand hygiene, respiratory etiquette, and not touching the eyes, nose and mouth.
- 2. Increase environmental cleaning of “high touch” surfaces, e.g., door knobs, desks, keys, computer keyboards, telephones, etc.
- 3. Educate employees and visitors not to come to the facility if they have flu symptoms.
- 4. Assess adequacy of infection-control supplies and review distribution plan.
- 5. Initiate screening for influenza-like illness at the front desk and nurses’ offices.
- 6. Conduct active surveillance to look for influenza cases (i.e., review temperature logs, triage/sick call, hospitalizations, staff absences, etc.). Interview influenza-like illness cases for pandemic risk factors.

7. Report to Central Office when any school, service, or support absences escalate.
8. Monitor student and staff attendance daily and report to the local health department any school where student and/or staff attendance drops below 90 percent.
9. Do not allow students or staff into school who are presenting influenza-like symptoms; monitor students and staff closely for flu-like symptoms.
10. Review possible measures to increase “social distancing.”
11. Review/revise the list of designated influenza isolation and quarantine rooms/areas.
12. Begin reviewing workforce reduction plan.
13. Begin reviewing distance learning plan (eLearning).
14. Begin reviewing substitute teacher pool list.
15. School Nurses
 - a. Continue surveillance of staff, students, school visitors, and other personnel to help the local health department to monitor influenza-like symptoms.
16. Transportation
 - a. Sanitize buses daily
 - b. Monitor students getting off buses and out of vehicles for signs of flu-like symptoms.
17. Custodians
 - a. Expand school cleaning routines by maintenance staff.
 - b. Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; use other staff to assist, if necessary (specialized cleaning solutions are not essential; standard cleaning products can disinfect surfaces; the frequency of cleaning is most important).
 - c. The Nurse’s office and holding areas for ill children and staff should be cleaned several times each day.

18. Maintenance

- a. During the day, where operationally possible, increase ventilation to the facility to decrease spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows or turning the air conditioning/heating systems up.

Begin after a suspected pandemic influenza case is diagnosed in Northwest Indiana

1. Immediately isolate staff or students with influenza-like symptoms/illness.
 - a. Reinforce staff education on infection control procedures when caring for flu patients.
 - b. Ensure adequate infection-control supplies and personal protective equipment is available.
2. Restock infection control supplies (as needed).
 - a. Business department determines the process for fast-tracking purchase orders for essential supplies.
3. Conduct contact investigations of the initial flu cases that have been identified, and quarantine contacts according to public health guidelines.
4. Implement measures to increase social distancing (including school closure, if necessary).
5. If needed, distribute surgical/procedure masks to employees, visitors and students (per guidance from the school nurses and local public health).
6. Continue staff, parent and student training on infection control.
7. Monitor adherence to infection control guidelines.
8. Monitor daily infection control supply use and daily inventory control.
9. Implement distance learning plan (if appropriate).
10. Based on a decision by the School Board and in consultation with local or state public health authorities, the superintendent may close all school and departments throughout the district; the closure would apply to all after-school programs.

11. School Nurses

- a. Perform triage to rapidly identify students with flu symptoms and implement procedures for separating the sick from the well.
- b. If a person warrants medical evaluation, health services staff should alert the appropriate medical resources (i.e., public health) that a suspect case needs evaluation so that the referral center can make arrangements for a health assessment.

12. Central Office

- a. Determine essential personnel
 - i. Communicate with departments about staffing needs.
- b. Keep stakeholders involved about all decisions.
- c. If schools are closed, confirm closure with the IDOE (if applicable).
 - i. Activate eLearning plan
 - ii. Add to HCSC website.
 1. Continually update website with new/changing information.
 - iii. Cancel all extra-curricular activities.
- d. Maintain communications with the local health department through superintendent and/or designated staff.
- e. Secure all buildings.
 - i. Communicate with law enforcement about the need to establish periodic patrols during the school closure period

13. Food Services

- a. Dispose of all perishable foods unless the cafeteria remains open.
- b. Create a plan for feeding students if schools are closed (if needed)
 - i. Indiana may waive this requirement

14. Maintenance Department

- a. During the day, where operationally possible, increase ventilation to the facility to decrease spread of disease. Following each school day, the school should be thoroughly ventilated and cleaned: opening all doors and windows or turning the air conditioning/heating systems up.

Recovery (Federal Response Stage 6)

Previous flu pandemics have been associated with subsequent “waves” of flu after an initial wave resolves. After an initial pandemic flu outbreak, subsequent outbreaks are likely. The recovery period will involve both recovering from the pandemic emergency, evaluating the response to it and preparing for subsequent waves of pandemic flu.

1. Central Office
 - a. Share timeline for opening with students/parents and news media
 - b. Add to HCSC website.
 - i. Continually update website with new/changing information.
2. Maintain surveillance for influenza (to detect subsequent waves of pandemic influenza).
3. Daily reports of staff and student attendance should be closely monitored.
4. Maintain communication with local public health officials.
5. Evaluate the effectiveness of surveillance and infection-control measures during the pandemic flu and summarize observations.
6. Evaluate the adequacy of infection control supplies and the need for restocking.
 - a. Restock infection control supplies.
 - i. Business department determines the process for fast-tracking purchase orders for essential supplies.
7. Begin discussions on resuming extra-curricular activities and after-school programs.
8. Maintenance/custodial
 - a. Expand school cleaning routines by maintenance/custodial staff.

i. Disinfect all work areas, counters, restrooms, door knobs, and stair railings several times daily; use other staff to assist, if necessary (specialized cleaning solutions are not essential; standard cleaning products can disinfect surfaces; the frequency of cleaning is most important).

ii. Air conditioning system filters should be cleaned and changed.

iii. The school should be thoroughly ventilated and cleaned: opening all doors and windows or turning the air conditioning/heating systems up.

9. Revise plan if necessary (and as needed).

10. Conduct an after-action meeting with district leaders to review response(s).

Reunification/Release

Critical Information:

Student reunification and release procedures should be communicated to parents at the beginning of each school year when reviewing school safety procedures.

When implementing Student Reunification/Release procedures:

Building Administration or Designee

- Determine whether students and staff should be evacuated to a relocation/reunification center.
- Alert Crisis Team of emergency type and evacuation.
- Notify district administration.
- If necessary, coordinate transportation or student process to the relocation center.
- Implement **Evacuate** protocol.
- Implement Reunification Method (Reference Page 29-37).
- Specify any changes in evacuation routes based on location and type of emergency.
- Document the reunification of all students released.

Reunification Team

- Assist with messaging to parents.
- Notify emergency responders for assistance with traffic control, crowd control and medical needs.
- Activate staff assigned to set up the location for reunification.
- Implement Reunification Method (Reference Page 29-37).
- Assign staff to take most current student emergency contact/pick up information to the site along with other reunification supplies (utilize CrisisGo).
- Request transportation for students and staff including special needs transportation.
- Provide for mental health services at the reunification site for students and parents.
- Ensure documentation of release of students.
- Zero tolerance policy on unauthorized adults attempting to pick up children (neighbors, friends, etc.).
- Designate parking areas for parents.
- Determine separate entrances for students and parents, if possible.
- Designate a holding area for students and staff - near restrooms, if possible.
- Put the check-in or registration close to the parent entrance.
- Find a separate place for counseling and medical follow-up.
- Post signs for all locations and for traffic flow.
- Pre-assign staff for reunification duties and locations.

Reunification Go-Kits

Reunification go-kits are portable collections of emergency supplies and information. Go-kits often come in the form of backpacks, buckets or bags on wheels that can be easily taken out of a school in case of an emergency. Consider including these items:

- Vests or hats to identify reunification staff
- Radios for the registration area, student and parent holding sites, counselors and medical staff
- Signs - pre-made and laminated
- Masking tape, duct tape, markers, pencils, pens
- Reunification Cards
- Maps of facility with areas designated

Roles for community emergency responders

Successful reunification requires coordination and cooperation between schools and community emergency response agencies. Establishing clear expectations and understanding of roles for schools and community response agencies is an important part of reunification planning. While schools manage certain aspects of the Reunification Method, other roles including traffic control, crowd control, or medical assistance will be provided by emergency responders. Depending on the magnitude of the emergency, community response agencies may need to plan for additional response personnel or other jurisdictions to assist with reunification.

Severe Weather

Critical Information:

Tornado shelter areas are interior hallways, interior restrooms or rooms away from exterior walls and windows. Large rooms with long-span ceilings should be avoided if possible. Maps/directions should be posted in each classroom highlighting routes to safe areas.

Severe Weather Watch:

Indicates conditions are right for development of a weather hazard. Watches provide advance notice.

Severe Weather Warning:

Indicates a hazard is imminent or the probability of occurrence is extremely high.

If a tornado or severe thunderstorm WATCH includes all or part of the district area:

District Administration

- Monitor weather websites, weather radio and other weather broadcasts.
- Notify impacted schools, buildings and programs in the district.

Building Administration or Designee

- Monitor weather websites, weather radio and other weather broadcasts.
- Notify appropriate members of the school Crisis Team to be aware of potential weather changes.
- Notify head custodial staff of potential utility failure.
- Move all persons inside building(s). No recess.
- If applicable, consider closing windows.
- Review severe weather **Shelter** procedures and location of shelter areas.

Staff

- Review severe weather **Shelter** procedures and location of shelter areas.

If a tornado WARNING has been issued or a tornado has been spotted near the school:

District Administration

- Notify impacted buildings and programs in the school district.
- Continue to monitor weather websites, weather radio and other weather broadcasts.
 - o Provide any updated information to impacted schools, buildings and programs.

Building Administration or Designee

- Notify appropriate members of the school Safety Team of a change in weather status.
- Move all persons inside building(s).
- Initiate severe weather **Shelter** (SRP) procedures.
- Continue to monitor weather websites, weather radio and other weather broadcasts.
- Call 911 and notify emergency responders if assistance is needed.

Staff

- Initiate severe weather **Shelter** (SRP) procedures.
- Take class roster.
- Close classroom doors.
- Ensure students are in “drop and tuck” positions.
- Take attendance and report any missing, extra or injured students to building administration.
- Remain in shelter area until an “all clear” signal is issued.
- In the event of building damage, **Evacuate** students to safer area.
- If evacuation does occur, do not re-enter the building until an “all clear” signal is issued by the administration, law enforcement or fire personnel.
- Be prepared to follow the Reunification Method.

If flooding occurs near or at a school:

District Administration

- Monitor weather websites, weather radio and other weather broadcasts.
- Develop an action plan with local emergency management officials and Director of Transportation.
- Notify any impacted buildings or programs in the district.

Building Administration or Designee

- Review evacuation and reunification procedures with staff.
- Notify relocation center.
- Determine an alternate relocation center if primary and secondary centers are affected.
- If district officials and emergency responders advise evacuation, do so immediately.
- Notify parents or guardians of evacuation and relocation.

Staff

- Initiate **Evacuate** procedures (SRP) when instructed to do so.
- Take class roster.
- Take attendance and report any missing, extra or injured students to building administration.
- Be prepared to follow the Reunification Method.

Bus - Severe Weather (Thunderstorm/Tornado)

In preparation for severe weather.

- Investigate and become thoroughly familiar with all roads adjoining regular routes in the event they would be needed to seek shelter.
- Determine any buildings, homes with basements, ditches, hills, culverts or other places along routes where children might be evacuated and provided safety.
- Discuss with students the procedures you expect to be followed under severe weather emergencies.

If severe weather disturbances are threatening near school dismissal time, consideration might be given, in cooperation with school administrators, to retaining students in safe areas or other nearby buildings until threat has diminished.

If a tornado or severe thunderstorm WATCH includes all or part of the district area:

- Continue normal activities during the watch, but be aware that there is a possibility of tornadoes. You do not need to evacuate your bus at this time but be alert. Take shelter if you see or hear a tornado.

If a tornado WARNING has been issued or a tornado has been spotted near your location:

- Persons close to the tornado (tornado is visible) should take cover immediately.
- You may be asked to report to the closest school to shelter.
 - If this is the case, school officials will be there to assist with the sheltering of your students.
- If you are not near a school, you will need to take cover if a tornado or threatening conditions approach.
- Never try to out run a tornado. No one can predict the path and tornadoes can skip from one area to another.
- If a school bus is caught in the open when a tornado is approaching, the children should be evacuated from the bus and escorted to a nearby ditch, ravine, building, home basement or place which might provide more protection than a bus.
 - Try to avoid areas with a lot of trees.
 - Do not allow students to take personal possessions other than coats or jackets that can be used to cover their heads and bodies.
 - Drivers should make sure to take the first aid kit.
 - If you select to go to a ditch or ravine, have children assume a protective position, which is face down, head covered by hands or clothing until danger has passed. They should be far enough away from the bus so it cannot topple on them.
 - Turn up the radio all the way and leave it on.

- Remember – during a severe weather event, the actual tornado is only one possible factor. Other factors include:
 - Lightning
 - Heavy rains that cause flash flooding
 - Strong winds
 - Hail

After the severe weather emergency

- Listen to the radio for the “all clear” signal before leaving the shelter.
 - There may be several tornadoes in your area.
- Check for injuries and seek medical aid if necessary.
- After the emergency, be extremely cautious and alert for weakened structures, tree, power lines and other storm damage that may impede travel or constitute a hazard for students.
- In the event a driver escorts pupils to a shelter area or a field evacuation, the driver shall assume responsibility for notifying the Transportation Director, Administration or the Principal of the schools the pupils attend, who will notify key people of the evacuation and the location.

Severe Weather and Outdoor Events

Schools conduct outdoor activities as a part of its curricular, co-curricular and extra-curricular programs. Most of these outdoor activities are connected to IHSAA athletic contests. In addition to students these activities include students from other schools and these activities attract supporters including parents, friends and patrons.

When an activity is postponed or canceled, it presents a significant interruption and challenge to everyone associated with the activity. Seldom is the decision to postpone or cancel an activity met with universal support. This determination is difficult when competing interests exist.

In an effort to provide assistance to, and understanding, of this situation, the School should place participant and fan safety at the forefront of all consideration. To help clarify this direction, the following guidelines have been created:

- At any school activity, the ranking member of the school administrative team (Principal, Assistant Principal, Dean of Students, Athletic Director, Assistant Athletic Director, previously designated supervisor) present shall possess final authority regarding the decision to interrupt, postpone or cancel an activity based upon severe weather or other unsafe conditions. In the event multiple members of the administrative team are present, then the members are encouraged to consult and come to consensus regarding action. If consensus cannot be achieved, the final authority shall rest with the ranking official.
- The School shall take its direction regarding severe weather from the National Weather Service and shall honor the expectations of such warnings. Outdoor activities

will not begin or will be interrupted when either a Severe Thunderstorm Warning or a Tornado Warning is in effect for the Cedar Lake area. Weather warnings are specific in terms of location and time span and offer the best guidance beyond on-site and first hand observations.

- Any time lightning is observed on-site or our Earth Networks lightning detectors activate, outdoor contests shall be interrupted and will not resume until the current time guideline has been met (generally 30 minutes after the last observed occurrence of lightning). The initial activation of any of the Earth Networks devices will be a long horn activation followed by a flashing strobe light while the alert is active. The Earth Networks device will give three blasts of its horn and the strobe light will stop flashing when the all clear is given.
- Game officials and school administrators will communicate prior to the contest about the expectations and responsibilities of both groups during a severe weather event.
- When a contest is interrupted; players, spectators and workers shall seek shelter in a quick and orderly manner. Clear and multiple announcements shall be made to spectators to evacuate the area. Spectators shall be advised to seek shelter in either the school facilities or their privately owned vehicles, but ultimately adult spectators must be responsible for their own actions and safety. Students and children, not in the direct care of their parents, will be required to seek shelter under the direction of school officials.

See evening announcements on page 110.

Sexual Assault

Critical Information:

Sexual assault is a crime of violence. For the victim, it is often an experience of fear, humiliation, violence and loss of control. Victims may experience a full range of emotional reactions. It is extremely beneficial for the victim to seek immediate support regarding the assault.

Schools should address sexual assault as a school crisis or emergency when:

- An alleged sexual assault occurs on campus.
- A member of the individual family or friend(s) requests intervention.
- Rumors of an alleged incident are widespread.

In the event of an alleged sexual assault or notification of a sexual assault within the school setting:

Staff

- Notify building administration immediately.
- Document all actions taken and information received.
- Maintain confidentiality at all times.
- Direct the individual (e.g. student or staff) not to repeat any information elsewhere in the school.
- Do not leave the alleged victim alone.
- Ensure the short-term physical safety of the alleged victim.
- Notify the school nurse or counseling staff to provide care and secure immediate medical treatment, if needed.
- Preserve all physical evidence (if applicable).
- Preserve personal effects, as well as the potential crime scene (if applicable).

Building Administration or Designee

- Maintain confidentiality during the investigation.
- If a staff person heard the report, remind him or her that the information is protected by law and instruct him or her not to repeat anything or give any information within or outside the school unless specifically told to do so.
- Notify appropriate law enforcement immediately.
- Preserve the crime scene until law enforcement arrives.
- Determine needs for support (counselor, social worker, trusted adult, etc.).
- Work with law enforcement to inform the alleged victim's parent(s)/guardian(s).
- Take action to control rumors.
- Document all actions taken by staff.
- Store all records related to sexual assault incidents and services provided in a confidential file.

Shelter-In-Place Procedures

Critical Information:

Sheltering in place is used when evacuation would put people at risk (e.g. environmental hazard, blocked evacuation route). Sheltering in place provides refuge for students and staff inside the school building during an emergency.

When sheltering-in-place:

Building Administration or Designee

- Announce students and staff must go to shelter areas (shelter area may be a classroom).
- Close all exterior doors and windows, if appropriate.
- Turn off ventilation system (HVAC), if appropriate.
- Monitor the situation.
- Provide updates and instructions as they become available.
- Announce “all clear” when the emergency has ceased.

Staff

- Clear the halls of students and staff immediately and report to the nearest available classroom or other designated shelter area (**Hold** – SRP).
- Assist those with special needs.
- Take class roster.
- Take attendance and report any missing or extra students to building administration.
- Do not allow anyone to leave the classroom or shelter area.
- If there appears to be air contamination within the shelter area, place a wet cloth or wet paper towel over the nose and mouth for temporary respiratory protection.

If sheltering-in-place because of an external gas or chemical release:

- Close and tape all windows and doors to the best of your ability.
- Seal the gap between the floor and the bottom of the door to the best of your ability.

If sheltering-in-place because all evacuation routes are blocked:

- Seal door and/or windows as appropriate.
- Open or close windows as appropriate.
- Limit movement and talking.
- Communicate your situation to administration or emergency officials.
- Stay away from all doors and windows.
- Wait for instructions.

Suicide Threat or Attempt

Critical Information:

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety.

In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives.
- Notify school administration, counselor, social worker or school psychologist.
- Ensure short-term physical safety of the student, and provide first aid if needed.
- Listen to what the student is saying and take the threat seriously.
- Assure the student of your concern.
- Assure the student you will find help to keep him or her safe.
- Stay calm and don't visibly react to the student's threats or comments.
- Do not let the student convince you the crisis is over.
- Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling.

Building Administration or Designee

- Call 911 if the student needs medical attention, has a weapon, needs to be restrained or a parent or guardian cannot be reached.
- Determine a course of action with a counselor, social worker or other mental health professional.
- Contact the student's parent or guardian and make appropriate recommendations.
- Do not allow the student to leave school without a parent or guardian.
- Notify district administration.
- Document all actions by staff.
- Follow-up and monitor to ensure student safety.

**School staff must exercise caution when discussing an attempted suicide or death by suicide with students. When the incident becomes public knowledge, it is best to request permission from the family to discuss it with students in order to address emotional reactions within the school community (see pages 56-57).*

Suicide Warning Signs

Following are some of the possible warning signs that a person may be at risk for suicide:

- **Excessive sadness or moodiness:** Long-lasting sadness and mood swings can be symptoms of depression, a major risk factor for suicide.
- **Sudden calmness:** Suddenly becoming calm after a period of depression or moodiness can be a sign that the person has made a decision to end his or her life.
- **Withdrawal:** Choosing to be alone and avoiding friends or social activities also are possible symptoms of depression. This includes the loss of interest or pleasure in activities the person previously enjoyed.
- **Changes in personality and/or appearance:** A person who is considering suicide might exhibit a change in attitude or behavior, such as speaking or moving with unusual speed or slowness. In addition, the person might suddenly become less concerned about his or her personal appearance.
- **Dangerous or self-harmful behavior:** Potentially dangerous behavior, such as reckless driving, engaging in unsafe sex and increased use of drugs and/or alcohol might indicate that the person no longer values his or her life.
- **Recent trauma or life crisis:** A major life crisis might trigger a suicide attempt. Crises include the death of a loved one or pet, break-up of a relationship, diagnosis of a major illness, loss of a job or serious financial problems.
- **Making preparations:** Often, a person considering suicide will begin to put his or her personal business in order. This might include visiting friends and family members, giving away personal possessions, making a will and cleaning up his or her room or home. Some people will write a note before committing suicide.
- **Threatening suicide:** Not everyone who is considering suicide will say so and not everyone who threatens suicide will follow through with it. However, every threat of suicide should be taken seriously.

Suspicious Package or Mail

Critical Information:

Characteristics of a suspicious package or letter include excessive postage or excessive weight; misspellings of common words; oily stains, discolorations or odor; no return address or a city or state postmark that does not match the return address; or a package that is not anticipated by someone in the school or is not sent by a known school vendor.

If you receive a suspicious package or letter by mail or delivery service:

Staff

- Do not open package or letter.
- Do not move the package or letter.
- Notify building administration.
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it.
- Preserve evidence for law enforcement.

Building Administration or Designee

- Call 911 and notify emergency responders.
- Do not open package or letter.
- Do not move the package or letter.
- Limit access to the area where the suspicious letter or package is located to minimize the number of people who might directly handle it.
- Preserve evidence for law enforcement.
- Notify district administration.
- Document all actions taken by staff.

If a letter/package contains a written threat but no suspicious substance:

Staff

- Notify building administration.
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it.
- Preserve evidence for law enforcement.

Building Administration or Designee

- Call 911 and notify emergency responders.
- Preserve evidence for law enforcement and turn the letter or package over to law enforcement.
- Document all actions taken by staff.

If a letter or package is opened and contains a suspicious substance:

Staff

- Notify building administration.
- Limit access to the area in which the letter or package was opened to minimize the number of people who might directly handle it.
- Isolate the people who have been exposed to the substance to prevent or minimize contamination.
- Preserve evidence for law enforcement.

Building Administration or Designee

- Call 911 and notify emergency responders.
- Preserve evidence for law enforcement.
- Turn the letter or package over to law enforcement.
- Consult with emergency officials to determine:
 - o Need for decontamination of the area and people exposed to the substance,
 - o Need for evacuation,
 - o Notify district administration and
 - o Notify parents or legal guardians.

When sorting mail, staff should always be aware of the characteristics of a suspicious package or letter. When a suspicious package or letter has been identified, these procedures should be implemented immediately.

SUSPICIOUS MAIL OR PACKAGES

Protect yourself, your business, and your mailroom.

If you receive a suspicious letter or package:

- Stop. Don't handle.
- Isolate it immediately.
- Don't open, smell, or taste.
- Activate your emergency plan. Notify a supervisor.



Threat

Critical Information:

A threat is the expression of intent to harm one's self, another person or property. A threat can be spoken, written or symbolic (e.g. a gesture). A threat can be direct or indirect. All threats must be taken seriously and evaluated to address imminent danger and determine course of action (see Threat Assessment Flowchart on page 103).

In the event of immediate perceived danger:

Staff

- Take immediate action to secure or isolate the individual making the threat.
- Prevent access to potential weapons.
- Prevent access to the individual's backpack, purse, locker or other personal property that may contain a weapon.
- Take immediate action to move others from harm's way (in the immediate vicinity of the person/incident).
- Notify building administration.

Building Administration or Designee

- If warranted, initiate **Hold** or **Lockdown** (SRP) procedures.
- If warranted, call 911 and notify emergency responders.
- Provide the following information, if known:
 - o Location of suspect(s);
 - o Description, identity and number of suspect(s); and
 - o Description of event(s).
- Utilize the Threat Assessment Flowchart.
- Notify district administration.
- Contact parents or legal guardians.
 - o Inform them of the situation, any concerns and course of action.

If threat is identified but there is no immediate risk:

Staff

- Notify building administration.
- Maintain confidentiality.

Building Administration or Designee

- Convene the appropriate staff to evaluate the threat.
 - o Utilize Threat Assessment Flowchart.
- Notify law enforcement.
- Conduct search of school and personal property, if needed.
- Interview the individual(s) posing a threat.
- Develop an action plan.

- Notify district administration.
- Contact parents or legal guardians.
 - Inform them of the situation, any concerns and course of action.
- Document all actions taken by staff.

Bus - Threat

If you see, have knowledge of, hear or receive a threat of violence:

- Stay Calm. Avoid creating a more dangerous situation.
- Assess the Situation. Is the threat credible? Assessment in this situation is critical to determine if the threat is inside the bus or coming from the outside. Is the threat against a student, the Driver or the entire bus?
- Discretely gather information from a person reporting the threat, if feasible.
- Discretely call the Transportation Department and/or 911 if the threat seems credible.
- Make a Plan. Decide to continue route, modify route or stop bus. If decision is to stop bus, you may decide it is prudent to mimic mechanical trouble rather than draw attention to the threat.
 - o If the threat is from the inside of the bus, is evacuation required?
- If the threat is on social media or electronic, try to save it or take a photo of it.
- Wait for assistance from school administration and/or law enforcement.

Threat Assessment Flowchart

Threat reported to administrator

Step 1 - Evaluate threat

- Obtain specific information about the threat by interviewing the student who made the threat, recipient of the threat, and any other witnesses.
- Write down/collect the exact content of the threat and statements made by each party.
- Consider the circumstances in which the threat was made and the student's intentions.

Step 2 - Decide whether the threat is clearly short-lived or substantive.

- Consider criteria for short-lived (said in brief moment of anger) versus substantive threats.
- Consider student's age, credibility, and previous discipline history.

Threat is clearly short-lived.

Step 3 - Respond to threat.

Typical responses may include reprimand, parent notification, or other disciplinary action. Student may be required to make amends or meet with a school counselor.

Threat is substantive or threat meaning isn't clear.

Step 4 - Decide whether the substantive threat is serious or very serious

A serious threat might involve a threat to assault someone. A very serious threat involves use of a weapon or is a threat to kill or inflict severe injury.

Threat is serious.

Step 5 - Respond to serious substantive threat

- Take immediate precautions to protect potential victims, including notifying intended victim and victim's parents.
- Notify student's parents.
- Consider contacting law enforcement.
- Refer student for counseling, dispute mediation, or other appropriate intervention.
- Discipline student as appropriate to severity of situation.

Threat is very serious.

Step 6 - Conduct a safety evaluation

- Take immediate precautions to protect potential victims, including notifying the victim and victim's parents.
- Contact law enforcement.
- Notify student's parents.
- Begin a mental health evaluation of the student.
- Discipline student as appropriate.

Step 7 - Implement a safety plan prior to return

- Administration completes a written plan.
- Maintain contact with the student/parents.
- Revise plan as needed.

Utility Outage

Critical Information:

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages. In certain situations, students may need to be relocated until the power is restored.

Building Administration or Designee

- Upon notice of loss of utilities, initiate appropriate immediate response actions, which may include shelter-in-place, **Hold** or **Evacuate** (SRP).
- Contact the local utility company (see emergency phone number section on page 3) and determine the anticipated duration of the outage.
- Confer with district administration to determine whether school should be closed and classes temporarily suspended.
- In the event of a gas leak, all 911 and notify emergency responders:
 - Identify affected area(s) of the building;
 - Implement **Evacuate** protocol (SRP);
 - Direct staff to shut off all utilities;
 - Open all doors (if possible); and/or
 - Minimize the use of any electronic devices near the impacted area.
- Do not allow anyone to reenter the building until the facility has been deemed safe.
- Prepare to implement the Reunification Method.
- Document all actions taken by staff.

Staff

- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard.
- Assemble at designated assembly area.
- Take attendance and report any missing students to administration.
- Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.

Weapons

Critical Information:

Student access to weapons creates significant risk within a school environment. Early intervention may reduce or eliminate escalation of the incident.

If you are aware of a weapon on school property:

Staff

- Notify building administration immediately and provide the following information:
 - o Location, identity and description of the individual;
 - o Description and location of weapon(s); and
 - o Whether the individual has threatened him or herself or anyone else.
- Limit information to staff and students on a need to know basis.
- Prepare to implement SRP (**Lockdown** or **Hold**) and Run, Hide, Fight/Defend measures.
- Stay calm and do not call attention to the weapon.

Building Administration or Designee

Call 911 and notify emergency responders that a weapon is in the school.

Provide location, identity and description of the individual; and

Provide description and location of weapons.

Develop an action plan for response.

If the weapon is located on an individual, isolate the individual.

If the weapon is in a locker or in a backpack, prevent access to that area.

Determine whether to initiate **Lockdown**, **Secure**, **Hold** (SRP) or other procedures based on circumstances.

Notify district administration.

Conduct weapon search, if needed.

Do not approach the individual alone. Consider these factors:

Need for assistance from law enforcement;

Best time and location to approach individual;

Description, location and accessibility of weapon(s);

Safety of persons in the area; and

State of mind of the individual.

If the individual displays or threatens with the weapon(s):

Initiate **Lockdown** protocol;

Do not try to disarm him/her unless as an act of last resort;

Avoid sudden moves or gestures;

Use a calm, clear voice;

Instruct the individual to place the weapon down;

Use the individual's name while talking to him or her (if known); and

Allow for escape routes. Back away with your hands up.

If the individual is a student, notify parent or guardian.

- Document all actions taken by staff.

Weapon on the bus

If you learn that a person is in possession of a weapon on your bus:

- Stay Calm. Avoid creating a more dangerous situation.
- Utilize all Run, Hide, Fight/Defend options (as applicable).
- Consider how your response could escalate the person with a weapon. Pretending you don't know about the weapon could be a useful strategy.
- Discretely call the Transportation Department and/or 911, if possible. (i.e. "I will be at Jane Ball Elementary School in 3 minutes.")
- Make a Plan. Decide to continue the route, modify the route or stop the bus.
- If the decision is to stop the bus, you may decide to mimic mechanical trouble. Stop in a safe location.
- Do not directly approach the individual unless you know the student and feel comfortable asking for the weapon.
- Wait for assistance from school administration and/or law enforcement.

Hanover Community School Corporation

Building Checklist - Safety Review

School: _____ Completed by: _____

Date: _____ (form should be completed/reviewed in August and January)

Section 1: Action Items to be Completed Daily

- ☐ A procedure for visitor sign-in, including signs directing visitors to the main office has been implemented and maintained.
- ☐ Visitor background checks are performed via Safe Visitor.
- ☐ The number of unlocked interior doors during the school day is limited to the minimum necessary.
- ☐ Exterior doors are locked and checked throughout the day.
- ☐ Steps are taken to communicate safety information to substitute personnel.

Section 2: Training to be Completed Each School Year

- ☐ All staff members have access to the HCSC Emergency Preparedness Plan.
- ☐ School safety procedures (including Standard Response Protocol - SRP) are reviewed with all staff members in August and January.
- ☐ Reunification plan is reviewed annually.
- ☐ Staff members are trained to greet, intervene and/or report unauthorized people in the building.
- ☐ Students are trained to not open doors for strangers and report strangers to school personnel.
- ☐ Students and parents are aware of the anonymous tip line.
- ☐ Staff members have been trained to know when to call 911 and/or report situations to the main office.

Section 3: Action Items (Drills)

- ☐ Drill procedures (directions and/or maps) are located in all school rooms.
- ☐ Drill procedures are discussed with students/staff during the first two days of school.
- ☐ Evacuation/Fire Drills are reviewed and conducted monthly. (The first drill must take place during the first 10 days of school).
- ☐ A Lockdown drill has been scheduled with staff and students each semester.

Section 4: On-Going Action Items

- ☐ The school has established prevention and intervention programs as appropriate (drug, alcohol, bullying, violence prevention, etc.).
- ☐ Adult supervision is evident when students are in the hallways, cafeteria, bus pick-up area, or any other area where students gather.
- ☐ The school has established and maintains communication equipment and procedures between the school office and classroom.
- ☐ Two-way radios are provided for communication with the school office to staff who supervise students outdoors during the school day.
- ☐ Emergency response kits are maintained.
- ☐ Emergency responders have been invited into the building at every opportunity to become familiar with the facility.
- ☐ A school crisis team has been organized, trained and maintained.
- ☐ Crisis team meets at least twice per year.
- ☐ Safety concerns unique to this school are reported to the district administration.
- ☐ Backup plans are in place in the event a key person is absent during a crisis.
- ☐ The names of students with specific medical alerts are relayed to staff members who need to be aware of the information.
- ☐ A staff member has been assigned to ensure that doors that are supposed to be locked, are locked on a daily basis.

Section 5: Optional Measures (Additional Recommendations)

- ☐ Building administrators should keep a file documenting compliance with items on the list.
- ☐ Additional drills are suggested. Consider drills out of the normal routine (lunch time, recess, passing period, etc.).
- ☐ Appropriate staff have been trained in de-escalation and restraint techniques (CPI).
- ☐ Staff members are aware of suicide prevention procedures.
- ☐ Staff are aware of child abuse reporting procedures/requirements.

Pre-incident Indicators

The U.S. Secret Service and the U.S. Department of Education published the results of the *School Safety Initiative*. This study examined the thinking, planning and pre-attack behaviors of attackers.

The eleven key findings were:

1. Incidents of targeted school violence are rarely sudden, impulsive acts.
2. Prior to most incidents, other people knew of the attacker's intent, idea or plan to attack.
3. Most attackers did not directly threaten their targets prior to the attack.
4. There is **no** accurate or useful profile of students who engage in targeted school violence.
5. Most attackers engaged in some behavior prior to the incident that caused concern or indicated a need for help.
6. Most attackers were known to have difficulty coping with significant losses or personal failures.
7. Many had considered or attempted suicide.
8. Many attackers felt bullied, persecuted or injured by others prior to the attack.
9. Most attackers had access to and had used weapons prior to the attack.
10. In many cases, other students were involved in some capacity.
11. Despite prompt law enforcement responses, most acts of targeted violence were stopped by means other than law enforcement intervention.

Research in 200 incidents of workplace violence showed the following indicators:

- Increased use of alcohol and/or illegal drugs
- Increase in absenteeism
- Decrease in attention to appearance or hygiene
- Decrease in school participation and grades
- Withdrawal from group or enjoyable activities
- Depression
- Outbursts of anger or rage
- Threatening or abusive to co-workers or others
- Difficulties with authority or supervisors
- Suicidal comments, thoughts or tendencies
- Loss of weight
- Giving personal belongings away
- Noticeable change in behavior, emotional responses or mood swings
- Paranoia
- Off the cuff comments: "I have a plan..." or "Just wait until..."
- General resistance or over reaction to changes
- Talking more about prior violent incidents, weapons or tactics
- Empathy for individuals who committed violence
- Fascination with violence
- Repeated violations of standards or policies
- Increase in domestic problems

If you feel a student in your school is showing potential indicators of violent tendencies, you should report it immediately to school administrators, counselor and law enforcement. Remember you're allowed to release personal information about a student showing indicators of violence when deemed as a threat to others.

Evening Event Checklist

- _____ Make sure a copy of the HCSC Emergency Preparedness Plan is accessible.
- _____ If applicable, make sure that the necessary police, security, medical and fire personnel are present and aware of their duties and posts.
- _____ Make sure all event staff have access to a working telephone, two-way radio or cell phone.
- _____ Have pre-scripted public announcements ready and available to the announcer.
- _____ Be sure that game officials and coaches are aware of emergency contact procedures.
- _____ Make sure all exits are clearly marked and free of obstructions.
- _____ Survey the venue. Make sure all emergency equipment is in working order, properly marked and accessible. Also, remove any hazards; check playing surface conditions; and survey weather conditions.
- _____ Have a brief pre-game safety meeting with your event staff. Try to involve the police, security, medical and fire personnel, game officials, etc.
- _____ Establish/communicate any policies and general emergency procedures.

In a Crisis Situation

- _____ Contact the appropriate agency (police, fire or medical) or call 911.
- _____ Activate the necessary Emergency Preparedness Plan procedure.
- _____ Communicate the situation with the game officials, coaches, master of ceremonies, etc.
- _____ Have the announcer calmly inform the spectators of the situation and procedures.
- _____ Designate a person(s) to meet the emergency responders and guide them to the scene.
- _____ Designate any staff not involved in care of victims to assist in crowd control.
- _____ Any student needing to go to the emergency room should be accompanied by a staff member if parents are unavailable.

Evening Event Announcements

Fire Emergency/Safe Exit Announcement

Interior

“Ladies and Gentleman, the fire alarm has sounded. Please calmly exit the building through the illuminated exit signs away from any smoke or fire danger as we need to evacuate the building immediately in a safe, calm manner. We will make an announcement when the venue is safe.”

Exterior

“Ladies and Gentleman, the fire alarm has sounded. Please calmly exit the stadium and make your way toward the school or to your vehicle. Please avoid any smoke or fire danger as we move to evacuate the venue immediately in a safe, calm manner. We will make an announcement when the venue is safe.”

Extreme Weather

“Ladies and Gentleman, the event has been postponed due to extreme weather warnings. Please calmly exit the venue and make your way toward the school for further instructions. We need to evacuate the venue immediately in a safe, calm manner. We will make an announcement when the venue is safe.”